



Year 4 Multimedia 2 Advertising My Game (Choice)

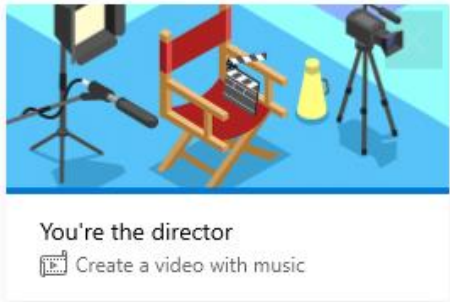
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| <p>Timing</p> <p>4 sessions of approximately 40 minutes</p> | <p>Children will</p> <ul style="list-style-type: none"> • Look at how computer games are advertised • Promote a game they have created with a programming language, using screen capture and music creation software. • Add a narration to their advert • Consider who owns content created and shared online |
| <p>e-safety links </p> <p>I choose websites, apps and games that are appropriate for my age.</p> | <p>Objectives</p> <p>Multimedia</p> <ul style="list-style-type: none"> • I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I can explore new media to extend what I can achieve. • I can create, modify and present documents for a specific purpose. • I can give constructive feedback to my friends to help them improve their work and consider my own work in the same way. |
| <p>Links to other learning</p> <p>Year 4 Programming 1, 2, 3 or 4 (Choice)</p> <p>English: writing composition - learn from the structure, vocabulary and grammar of writing similar to that which they are planning to write.</p> | |
| <p>Resources</p> <p>Youtube game adverts</p> <p>Storyboard sheets</p> <p>Screen capture software e.g. Windows Snipping Tool, Bandicam or Xbox Gamebar, Screencastify on Chromebooks</p> <p>Music creation tool</p> <p>Video editor eg Windows Photos iMovie app</p> | <p>Preparation</p> <p>Children will have made a game in Scratch (Programming 1), Hopscotch game (Programming 2), Kodu (Programming 3) or feelings badge with Micro:Bit (Programming 4).</p> <p>Check availability on your devices of software and apps with your technician. Familiarise yourself with the ones you identify:</p> <ul style="list-style-type: none"> • Screen recorder software available or process for screen recording on iPad • Screen capture tool for still images: Snip and Sketch or home and power button on tablets. • Video editor: Windows devices - Photos, iMovie or other app, Mac books use Icecream Screen Recorder (a free version is available). • Music creation tool such as Music Toolkit in PurpleMash or record music in Audacity <p>You will need a collection of computer games adverts - use YouTube as a source. e.g. http://www.youtube.com/watch?v=eO8xe2AUY4c (beware of catchy music!)</p> |

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| | Expectations | Activity | Success Criteria |
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| 1 | <p>Multimedia</p> <p>I can use photos, video and sound to create an atmosphere when presenting to different audiences.</p> | <ul style="list-style-type: none"> • Tell children that now that they have created their games in eg Kodu software, they need to advertise them. Explore examples of (age appropriate) game adverts –Analyse persuasiveness of each of the adverts by looking at features e.g. images (still and moving), sound effects, voice over, taglines, soundtrack, open promises etc. Discuss preferences. Which persuaded you to buy / play them the most and why? • Ask children to begin to create a storyboard plan on paper for an advert for their game. They need to consider the still and moving images they will create, whether they will have a soundtrack or voice over etc. • You may want to discuss what will be possible in the series of lessons, and what software is available, as this will lead to more realistic plans. • Screen shots could be taken using Snipping Tool in Windows or screen capture (Home key and Power button) on iPad. • A video of the actual gameplay could be taken by using open source screen recording software e.g. http://www.bandicam.com/free-screen-recorder/ or screen recording on iPad or screencastify on Chromebooks • Music could be created using 2Simple Music Toolkit (or any other software/apps that allows you to create music and save as mp3) • Voiceovers could be created using Windows sound recorder, Audacity software or iPad app. | <p>Gold: Can I produce a detailed plan for an advert which includes still and moving images, sound and text and features identified in other adverts?</p> <p>Silver: Can I plan an advert for my game that has some of the features identified in other adverts, explored as a class?</p> <p>Bronze: Can I produce a basic plan for my advert?</p> |
| 2 | <p>Multimedia</p> <p>I am confident to explore new media to extend what I can achieve.</p> | <ul style="list-style-type: none"> • Discuss with children – who owns the game they are creating? Children may respond that they own it, because they have made it. • Discuss with children who owns games, videos and images on the Internet. If a video is uploaded to YouTube, who owns it? (answer: once uploaded to YouTube it is the property of YouTube). If I tweet on Twitter, who owns the tweet? (answer: Twitter own all tweets shared on their service). • Ask children if they have ever looked at the Terms and Conditions on websites | <p>Gold: Can I combine still and moving images, sound and text to the best effect, considering the audience, to produce an advert for my game?</p> <p>Silver: Can I combine still and moving images, sound and text to produce an advert for my game?</p> |

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| <p>Technology in our Lives</p> <p>I can tell you how to check who owns photos, text and clipart.</p> | <p>that they use. Have a look at the Ts and Cs for Club Penguin Rewritten or Ts and Cs for Scratch. How easy is it to read and understand the legal language? What is important to check?</p> <ul style="list-style-type: none"> • Discuss with children how they can check who owns the content on a website. Introduce the phrase ‘copyright free’ and explain that if they want to use images or music from another website on their own, they can search for ‘copyright free’ images and check that the site allows them to take images ‘for personal or commercial use’. • Ask the children to go through their game, choosing the best still and moving images for their adverts and then saving them into a folder for when they put their advert together. • Use the Snipping Tool in Windows or screen capture for still images. Use Bandicam or similar for moving images. Click on the target to set it to record full screen. Press record and it will record them playing their games etc. <i>n.b. it will record a video of what you are doing and it will save it to the destination folder specified on the ‘general’ tab.</i> • Children then design some of the wording for their adverts, such as the name of their game to be displayed at the start, or perhaps at the end. This could be done in PowerPoint and saved as a JPEG, or as headings within the video editing software/app they use. Encourage children to consider the impact of the text that they choose. • Ask children how they know games are appropriate for different ages. Remind them of PEGI ratings. Tell them they will need to add a PEGI rating to their advert. Look at these on the PEGI info website, and other symbols that are used to indicate content of the game. • If time, children start to create a jingle, or even a soundtrack for their game using 2Simple Music toolkit, Audacity or other sound recording app. Save files as mp3s.  | <p>Bronze: Can combine an image and a short clip of gameplay for my advert?</p> |
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| 3 | <p>Multimedia</p> <p>I can create, modify and present documents for a specific purpose.</p> | <ul style="list-style-type: none"> • Ask the children to open Windows Photos (or iMovie or other software/app) • Demonstrate how to insert their video clips of gameplay footage and still images  <ul style="list-style-type: none"> • Children spend time inserting their still and moving images and soundtrack (if they have made one or use background music). They edit the clips and add titles and ending sequences according to their plans. Soundtracks and voice overs can be inserted by choosing custom audio. • Ask children to watch their adverts back and make any amendments before saving. | <p>Gold: Can I combine still and moving images, sound and text to the best effect, considering the audience, to produce an advert for my game?</p> <p>Silver: Can I combine still and moving images, sound and text to produce an advert for my game?</p> <p>Bronze: Can I combine an image and a short clip of gameplay for my advert?</p> |
| 4 | <p>Multimedia</p> <p>I can give constructive feedback to my friends to help them improve their work and consider my own work in the same way.</p> | <ul style="list-style-type: none"> • Work together to consider a checklist for successful adverts e.g.: <ul style="list-style-type: none"> ○ Is there a combination of sound and video? ○ Does the sound match the video? ○ Does it make you want to play the game? • Allow children time to refine their videos to match the checklist. • Children share their completed game adverts with the class in a 'Class Commercial Break' session. • Children provide positive feedback for one another's adverts. | <p>Gold: Can I give clear, constructive feedback about my friend's advert and consider ways to make it even better?</p> <p>Silver: Can I give positive feedback about my friend's advert?</p> <p>Bronze: Can I say what I like about my friend's advert?</p> |