

Year 6 Multimedia 3 My Minecraft Story (Choice)

<p>Timing 6 sessions of approximately 45 minutes</p>	<p>Children will</p> <ul style="list-style-type: none"> • Discuss rules for using Minecraft and create guidance for responsible use • Build the location of a class story in Minecraft • Present their location to the class using descriptive language • Use screen capture to photograph a Minecraft location in their story and use it as a stimulus for creative writing
<p>e-safety links</p> <ul style="list-style-type: none"> • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences to myself and others of not communicating kindly and respectfully 	<p>Objectives</p> <p>Multimedia</p> <ul style="list-style-type: none"> • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.
<p>Links to other learning Literacy: reading and writing - St Mary's created a land based on their reading of The Lion, The Witch and The Wardrobe</p>	
<p>Minecraft PE App – for iPad and Android Children able to collaborate working on individual tablets in groups of up to 5 Or Minecraft Ed on a local server Tablet or video camera Multimedia app or software</p>	<p>Preparation You may find this overview of Minecraft helpful https://goo.gl/n58POC - it explains Minecraft as a sandbox game where children can create their own virtual worlds from blocks, and they can collaborate and create in shared worlds. Don't worry if you are not a Minecraft user – the children will guide you!</p> <p>You will need to have the Minecraft PE app downloaded in advance.</p> <p>Pair children together so that a child who has not used Minecraft is paired with an experienced user.</p>

1	<p>e-safety I can talk about the dangers of spending too long online or playing a game.</p> <p>I can explain the importance of communicating kindly and respectfully.</p> <p>I can discuss the importance of choosing an age-appropriate website, app or game.</p>	<p>What are the golden rules for using Minecraft?</p> <p>Discuss aspects such as:</p> <ul style="list-style-type: none"> • Comments on the in-game message board • Focus on task set • Interaction with other users • Time spent on tasks • Differences and similarities for use in school / use at home <p>Minecraft challenge: Create guidance for responsible use (whole class, group or in pairs)</p>	<p>Gold: Can I help others to recognise the responsible use of Mindcraft?</p> <p>Silver: Can I identify a list of rules to use Mindcraft responsibly?</p> <p>Bronze: Can I talk about the time spent on Minecraft and appropriate ways to interact with others?</p>
2	<p>Multimedia I can confidently identify the potential of unfamiliar technology to increase my creativity.</p>	<ul style="list-style-type: none"> • Whole class discussion about key features of Minecraft. • Children split into groups with at least one frequent user in each. Group to explore main features of Minecraft and create a list of the skills they will need to create and object • Minecraft challenge: Work in a pair / group to build a vehicle <ul style="list-style-type: none"> ○ Decide what ○ Plan how ○ Create vehicle ○ Present to others 	<p>Gold: Can I identify the key skills to build a world in Minecraft?</p> <p>Silver: Can I talk about the tools within Minecraft that I can use to create a world?</p> <p>Bronze: Can I use tools in Minecraft to create a world?</p>

3	<p>Multimedia</p> <p>I can confidently identify the potential of unfamiliar technology to increase my creativity.</p> <p>I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</p>	<p>Children can work in groups - drama work to represent journey taken within the story and the key moments in the journey. Film groups so that the video can be shared later with class.</p> <ul style="list-style-type: none"> • Locations with the journey to be identified. For The Lion, The Witch and The Wardrobe this would include: Beaver’s Dam, Witch’s Castle, Aslan’s Camp, The Stone Table • Watch videos created by different groups • Discuss the way in which actions viewed on the video relate to the location • Begin to build success criteria for recreating a location. Encourage children to think about the way the action and location are linked. 	<p>Gold: Can I select and effectively use the appropriate technology to capture drama?</p> <p>Silver: Can I use appropriate technology to capture drama?</p> <p>Bronze: With support, can I use appropriate technology to capture drama?</p>
4	<p>Multimedia</p> <p>I can confidently identify the potential of unfamiliar technology to increase my creativity.</p> <p>I can combine a</p>	<p>This session is likely to take up to two hours in total so may need to be planned across more than one lesson.</p> <p>Remind class of:</p> <ul style="list-style-type: none"> • Key features of Mindcraft identified in session 2 • Success criteria from session 3 – continue to build on these as children begin location challenge • Responsible use guidance from session 1 <p>Minecraft challenge: Build a location from the story (agree which location each pair / group will build)</p>	<p>Gold: Can I work effectively in my pair / group to use features of Minecraft and talk about this as a simulation of a location in a story?</p> <p>Silver: Can I work effectively in my pair / group to use features of Minecraft to create a simulation of a location in a story?</p> <p>Bronze: Can I create a simulation of a location in a story?</p>

	range of media, recognising the contribution of each to achieve a particular outcome.	<p>Take time to review building:</p> <ul style="list-style-type: none"> • Which features need caution (TNT, lava, water) to avoid destroying worlds accidentally? • Which features are important to effectively recreate a location? 	
5	<p>Multimedia</p> <p>I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>	<p>Children plan a presentation of their locations to each other. They will need to practise the way they will verbalise their description as they travel around the world. A descriptive word prompt sheet may be helpful.</p> <p>(Where children are working in pairs, collect together those working on the same location to discuss features and see whether further improvements can be made. Decide which world will be presented to the rest of the class.)</p> <p>Children need to include descriptive vocabulary as they take their class around their world.</p>	<p>Gold: Can I support others in an effective way to help them improve their work? Can I use feedback from others to improve my work?</p> <p>Silver: Can I use feedback from others to improve my work?</p> <p>Bronze: Can I make improvements to my work?</p>
6	<p>Multimedia</p> <p>I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</p>	<p>Children to capture screen shots of areas within their location. (Home button and power button pushed down together on iPad, snipping tool or alternative on PCs / laptops)</p> <p>Children to work in pairs using screen capture to create a description of their world using appropriate apps (Book Creator, iMovie) or software (Powerpoint, Photostory, Textease Presenter)</p> <p>Agree a minimum amount of text that must be added to each image.</p> <p>Encourage children to evaluate their work against the success criteria agreed</p>	<p>Gold: Can I select and combine appropriate technology to present my work to others?</p> <p>Silver: Can I combine appropriate technologies to present my work others?</p> <p>Bronze: Can I use an appropriate app or software to present my work to others?</p>