
ICT & Media KS3 Course Overview

Years 7-9, 2010-2011

Introduction

This document sets out the ICT (Information & Communication Technology) & Media curriculum for Years 7 to 9 at ICHK. Its main aims are to establish a clear vision for teaching and learning and to translate this vision into a framework for everyday use.

General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to learn at a **high** but **appropriate** level;
- Work **collaboratively** in a spirit of **sharing** and **inclusion**;
- Solve problems with **creativity**, **innovation** and **critical analysis**;
- Be encouraged act with **respect** and **integrity** whilst considering issues from personal, local and global perspectives;
- Be asked to take **responsibility** for their own learning.

ICT & Media Vision

Ideally, the classroom will be a place where the study of ICT & Media enables students to learn about themselves, their peers and the wider world around them. Combining elements of study from multiple disciplines, including the Arts, Humanities and Technology, ICT & Media aims to allow students to enhance their problem solving skills and creative thinking through a range of experiences centering on the following themes:

- Community
- Communicating Ideas
- Managing Information
- Creativity & Problem Solving
- Developing Our Community
- Collaboration and Team Work
- Communicating the ICHK Mission & Vision
- Communicating Emotions
- Global Issues
- Presentation & Persuasion
- Complex Systems

As they do so, students will, in relation to ICT specifically:

- Acquire an understanding of how ICT systems **function** at the hardware, software, personal, corporate and global levels;
- Acquire the **skills** to use technology effectively and appropriately in the domains of research, communication, collaboration, creativity, information management, presentation and persuasion.
- Consider the **implications** of technology use, specifically the way its emergent properties change individuals, societies, environments and economies
- Learn to use technology to record and reflect on their learning throughout their school life.

Through studying media, students will engage with the main concepts of:

- Audience
- Text type
- Genre
- Representation

The course will also contain many practical elements related to ICT systems and media text creation, as well as highlighting some of the main discussions and issues debated within the area of ICT, media and 21st century learning. There will also be opportunities to use and create media texts related to international issues to help raise students' awareness of the use of media to increase understanding and influence the opinions of an audience.

Structure

The curriculum is split into a number of project-based units, each of which is related back to one or more of the General and ICT & Media Vision statements above. Units will either be ICT- or Media-centered, with each occupying roughly half of the time available

Year 7

- **ICT: Learning Online** - The aim is to equip students with the skills needed to manage their own learning in an online world, including research, presentation, reflection and communication (Google Apps (including email), search, LibraryThing, Delicious, mind maps, wikis, etc). Each student will setup a blog, in which they will integrate technologies published by other providers (e.g. Delicious tag role), as well as journaling their own ICT learning throughout the year.
- **Media: Life At ICHK** - Using iPhoto and Garageband, students to take photos that represent ICHK (classrooms, teachers, environment) and create a 'podcast postcard' to send to friends or relatives telling them all about their first few weeks in their new school.
- **ICT: Teach A Teacher (Mac Edition)** - This unit starts with assumption that students are better at ICT than teachers, and the teachers at ICHK need help. Students work individually but collaboratively to learn about various aspects of the Mac (both hardware and software). This information is then used to populate a pre-structured wiki, essentially creating an online manual for others to use. At the end of the unit, students need to work with a partner to line up a two-on-one session where they help a teacher to improve their ICT skills by using the wiki.
- **Media: Comic Living** - Using Comic Life, students to learn the skills required for this application that can be used for telling stories or putting together a presentation, e.g. for Humanities. Students to choose from either:
 - Creating their own superhero and using a graphics package (or hand drawing) to create their story.
 - Creating a school-based storyline (e.g. 'The case of the missing pencil' or 'The Fallout') and take photos to use within Comic Life.
 - Choose a world issue and research pictures online to use in Comic Life to form a report.
- **ICT: Programming 101** - In this unit, students will learn the basics of programming through Scratch's visual, drag-and-drop interface. After learning the basics, students will be set the task of working individually to create a scratch-based typing programming. Students can work to different levels of complexity, according to their own abilities.
- **Media: Sell A Teacher** - Introduction to raster vs vector graphics, with a focus on producing, finding (legally, using Creative Commons) and manipulating digital raster graphics. Main work will be the design of a piece of packaging to "sell" one the teachers in the school, including an image of them and their selling points. Consider implications of "photoshopped" images: what can we trust in a digital age? How will students represent the properties of the teacher they are trying to sell?

Year 8

- **ICT: Learning Online** - The aim is to equip students with the skills needed to manage their own learning in an online world, including research, presentation, reflection and communication (Google Apps (including email), search, LibraryThing, Delicious, mind maps, wikis, etc). Each student will setup a blog, in which they will integrate technologies published by other providers (e.g. Delicious tag role), as well as journaling their own ICT learning throughout the year.

- **ICT/Media: Global Issues Competition** - Working in teams, students are to select an important global issue. Teams should choose something they are, or can become, passionate about and produce a persuasive presentation, video and handout to sell the importance of their chosen issue and why urgent action is required. The unit will be run in several schools simultaneously, with each team presenting their work to their classmates at the end of the unit. The two most persuasive teams from each school will meet to present to a panel of judges, who will determine awards in a number of categories, such as Most Persuasive, Most Original Issue and Best use of Technology. The aim of the unit is to engage students in issues of global importance, whilst learning the personal, interpersonal and technical skills related to presentations.
- **Media: Magazines** - Students to create a front cover and exemplar page for a new magazine. Students to choose an issue or topic that is inline with the school vision and mission (i.e. leadership, environment, cultures etc...). Students to look at the designs of a wide range of magazines and identify the elements which go into creating an image and targeting an audience (e.g. font style, length and subject matter of articles, pictures used and related captions, layout and pallet etc).
- **ICT: Eyes Wide Shut** - This unit encourages students to take hardware and software components, and hack them into something new, functional and unexpected. The premise is to create a laptop-connected headset, including a web cam, earpiece and microphone, which could be used by a visually impaired person to obtain remote help in an urban environment. The unit is mostly student led, with the teacher providing and demonstrating the concept, equipment and key milestones.
- **Media: Representation** - Students to create two posters of themselves, each reflecting a side of their personality. Students to focus on use of pallet, font, lighting, body language and iconography in order to depict themselves in a certain manner (referring also to Sausser's semiotics theory where appropriate).

Year 9

- **ICT: Learning Online** - The aim is to equip students with the skills needed to manage their own learning in an online world, including research, presentation, reflection and communication (Google Apps (including email), search, LibraryThing, Delicious, mind maps, wikis, etc). Each student will setup a blog, in which they will integrate technologies published by other providers (e.g. Delicious tag role), as well as journaling their own ICT learning throughout the year.
- **Media: Stop-Frame Animation** - Students to create a 30-90 second animation, taking their inspiration from a range of SFA videos that they have access to through the web. Students will work individually or in small groups throughout the process of researching, planning, testing, filming, editing and evaluating their production.
- **ICT: Computer Systems** - This project aims to encourage students to see computers not simply as singular units, but as complex systems comprised of hardware, software, networks & people. The unit consists of 4 main parts, as listed below. By combining advanced, hands-on problem solving with theoretical understanding it is hoped that students will be more comfortable and responsible in approaching a rang of computing technology.
 - Computer Assembly, OS & Network Setup
 - Understanding The Internet
 - Issues in Technology
 - Computing: An Overview (student-written summary essay of the unit).
- **Media: Take2Video** - Students to use many of the skills and concepts covered in previous units to create their own short film/advert, as a response to the Youth For Human Rights adverts. See: [youthforhumanrights.org](http://www.youthforhumanrights.org/watchads/view/psa12_h.html) adverts (http://www.youthforhumanrights.org/watchads/view/psa12_h.html). Students to also create an accompanying poster that reflects the main ideas and tone of the video.

Assessments

Each unit will be assessed using a unit-specified rubric or the Media Studies Assessment Rubric. These will be used in conjunction with the ICHK assessment scale and National Curriculum equivalent statements (see attached). Formative assessment will take place throughout each unit and will take many forms (discussions, written work, student reflections, practical tasks). Each unit will also culminate in a summative assessment which will aim to encapsulate all of the skills taught through the unit and provide a detailed assessment of the students level of achievement at the end of each unit. Each summative assessment will be based upon the students planning for, creating and reflecting upon an real-world ICT article (e.g. blog, wiki, working computer) or media text (e.g. podcast, short film, magazine cover).

Differentiation

Throughout the ICT & Media course in Years 7-9, students will be supported to ensure the curriculum is accessible to all students, whilst providing appropriate challenge. Some of the ways in which this will be achieved are:

Resources:

Software of differing complexity will be provided for students who may be working at different levels, e.g. iMovie and Final Cut pro for movie making. Students will also be able to work with their own hardware and software with which they may be more familiar.

Support:

Individual students may receive additional teaching assistance as specified in their IEP. Students will also be supported by the class teacher; through varied activities or expected outcomes; through more detailed explanations or support during a task; or by varying the physical requirements or presentation aspects of a task (e.g. other than written information).

Areas more specifically that may need to be noted in relation to work within the ICT curriculum include difficulties related to; audio or visual impairment as well as gross and fine-motor skills, all of which will be assessed and planned for, as and when necessary.

Outcomes:

It is envisaged that students will work within or above the level expected as per the ICHK assessment scale, unless stated in their IEP. All activities set will enable students to work within or beyond the level expected for their year group whilst a focus of enquiry learning will enable many students to develop their ideas and projects. However, some activities will need to be adjusted to ensure they are accessible to those students who are not working at the expected level for their year group. Each activity will be individually assessed for its suitability for the students within the class and adjusted accordingly.

Main Resource Requirements

The ICT & Media course does not rely on a text book for teaching and learning, but instead revolves around a series of technology-related environments which promote different types of learning.

Hardware:

- Apple iMacs or MacBook laptops
- Digital camera or inbuilt iSight camera
- Video Camera
- Basic lighting equipment (not essential)
- External Microphone (not essential)

Software:

- Graphics software (<http://flyingmeat.com/acorn>)
- Comic Life (<http://www.comiclife.com>)
- I Can Animate
- iLife Suite
- iWorks package
- Final Cut Pro

- Blogging platform (<http://www.blogger.com>)
- Wiki platform (<http://www.ichk.edu.hk/wiki>)
- Scratch (<http://scratch.mit.edu>)
- Old webcams, earphones, microphones & misc elastic, needles, thread, etc.
- Computer and network hardware for PC assembly practical

Other:

- Lego or various models for stop frame animation
- Sample media texts (magazine covers, radio shows, animations)
- Teacher's projector
- Wireless network

Links to Relevant Syllabus and Curriculum Documents

- [UK National Curriculum for ICT at Key Stage 3](#)
- [WJEC Media Studies](#) Syllabus for GCSE

ICHK Teaching & Learning & ICHK Student Documents

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- ICHK Academic Honesty Policy
- Media Studies Assessment Rubric for Y7-9
- Media Studies National Curriculum Equivalent Leveled Assessment Statements

Acknowledgements

- QCDA (<http://www.qcda.gov.uk>)
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- Youth For Human Rights (<http://www.youthforhumanrights.org>)

Calendar

Year 7

Week	Term 1	Term 2	Term 3	
1	Learning Online (RP) Theme: Managing Information (wk 9) <u>Assessment 1</u> : Blogs	Teach A Teacher (RP) Theme: Collaboration and Team Work (wk 9) <u>Assessment 1</u> : Wiki & Teaching Session	Programming 101 Cont. (RP) Theme: Creativity & Problem Solving (wk 4) <u>Assessment 1</u> : Scratch Project	
2				
3		CNY Holiday	Sell A Teacher (RP)	
4				
5				
6		Mid Term Break	Comic Living (RP) Theme: Developing Our Community (wk 4) <u>Assessment 1</u> : Planning and Research - Comic strip examples and annotations. Sample Drawings/graphics and story outline. (wk 8) <u>Assessment 2</u> : Summative Production Assessment - comic strip and evaluation focussing on genre conventions and narrative codes.	Summer Break
7				
8	Life At ICHK (RP)	Programming 101 (RP)		
9				
10	CAS Week	Easter Holidays		
11				
12	Theme: Community (wk 4) <u>Assessment 1</u> : Planning and Research - Podcast Plan (wk 7) <u>Assessment 2</u> : Summative Production Assessment - ICHK Podcast and evaluation focussing on audience and technical skills.	Christmas Holidays		
13				
14				
15				
16				
17				
18				

Year 8

Week	Term 1	Term 2	Term 3	
1	Learning Online (RP) Theme: Managing Information (wk 9) <u>Assessment 1</u> : Blogs	A Pressing Issue (RP) Theme: Global Issues + Presentation & Persuasion (wk 7) <u>Assessment 1</u> : Presentations	Eyes Wide Shut Cont. (RP) Theme: Creativity & Problem Solving (wk 5) <u>Assessment 1</u> : Mock & Competitive Demos	
2				
3		CNY Holiday	Representation (RP)	
4				
5		Mid Term Break	Magazines (RP) Theme: Communicating the ICHK Mission & Vision (wk4) <u>Assessment 1</u> : Planning and Research - Annotated draft front cover or inside page. (wk 8) <u>Assessment 2</u> : Summative Production Assessment - Magazine cover and evaluation, focussing on audience targeting and genre codes.	Summer Break
6				
7		On The Air (RP)	Eyes Wide Shut (RP)	
8				
9	CAS Week	Easter Holidays		
10	Theme: Communicating Ideas (wk 4) <u>Assessment 1</u> : Planning and Research - Radio Production timeline (wk 7) <u>Assessment 2</u> : Summative Production Assessment - 60-90 sec radio show and evaluation focussing on audience targeting and genre codes.			
11				
12				
13	Christmas Holidays			
14				
15				
16				
17				
18				

Year 9

Week	Term 1	Term 2	Term 3
1	<p>Learning Online (RP) Theme: Managing Ideas (wk 9) <u>Assessment 1</u>: Blogs</p>	<p>Computer Systems (RP) Theme: Complex Systems (wk 13) <u>Assessment 1</u>: Essays</p>	<p>Take2Video Cont. (BS) Theme: Global Issues (wk 6) <u>Assessment 1</u>: Y9 Planning and research assessment - Story-boarding and reflective journal on charity adverts. (wk 9) <u>Assessment 2</u>: Y9 - Summative Production Assessment - 90 sec UN advert and evaluation. Focus on representation.</p>
2			
3			
4			
5			
6		CNY Holiday	
7			
8	Mid Term Break	<p>Take2Video (BS) Theme: The role of Media in world events</p> <p>(wk 3) <u>Assessment 1</u>: Y9 Research Assessment - brief interview with groups to determine their level of background knowledge with regard to the subject area. (wk 7) <u>Assessment 2</u>: Y9 Summative preproduction assessment - students to present planning documentation. (wk 12) <u>Assessment 3</u>: Y9 Summative assessment - assessment of production and evaluation.</p>	
9	Stop-Frame Animation (BS)		
10	CAS Week		
11	<p>Theme: Creativity and Problem Solving (wk 13) <u>Assessment 1</u>: Y9 Planning and Research assessment - written reflection on SFA examples. Storyboard and test video with reflection. (wk 16) <u>Assessment 2</u>: Y9 - Summative Production Assessment - 30-90 secs SFA and evaluation. Focus on technical ability and creativity.</p>		<p>Summer Break</p>
12			
13			
14			
15			
16	<p>Christmas Holidays</p>	Easter Holidays	
17			
18			

Reflections/Points to Note from 2010/11

•Learning Online

- This project was provided a good entry point to the year, but the teaching needed to be more targeted to individual students. RP allowed the students to work at their own pace and in their own way to see what they produced. For some students this turned out to be insufficient, and they would have benefited from greater 1-on-1 support throughout.
- For many students it represented a new way to look at ICT: not merely technical, but also social and introspective. The students who underperformed in this unit missed this key difference with other ICT teaching.

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Created By/Date	Reviewed	Signed
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