ICT & Media KS3 Course Overview

Years 7-9, 2011-2012

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. Starting with a look at the technology provided by ICHK, the unit willl then include research, presentation, reflection and communication, search, LibraryThing, Diigo, YouTube etc. Each student will setup a blog, in which they will integrate technologies published by other providers (e.g. Diigo tag role), as well as journalling their own ICT learning throughout the year.

- *Media:* **Photography** - Students will learn some of the theory behind photography, including medium (film vs. digital), focus, lens, aperture, depth of focus, exposure and shutter speed. Using both digital and film SLR cameras, students will be asked to take creative photos. The class will discuss how photography can be used in media to manipulate how people perceptions of reality. At the end of the unit students will use Comic Life to present their two best photos in a creative manner.

- *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:* **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?

- *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:* **Year In Review** - Students will learn about what podcasts are, how they can access them and how they can use RSS to subscribe to them. Using iPhoto and Garageband, students to use photos (either their own or from the school archive) to create a podcast that looks back and summarises the year that has been (either their own experiences or general school happenings). This can be shared with their relatives, telling them all about their first year in their new school. Students are required to consider who their audience is, and how they will target their work accordingly.

Year 8

- *ICT:* **A Better Blog** - All year 8 students should have a learning blog created with Google's Blogger service. In this unit, students will use an ICHK-hosted version of WordPress, which they will

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investigate to create a new, better blog. Students should look for an automated way to bring their Blogger content into the new platform.

- *ICT:* **RC Cars** - Working as a whole year group, students will work to assemble a number of remote control cars from kits. Students will be asked to consider the information flows within the system, and how ICT could be applied to the cars to improve them. Students will have a chance to race their cars against each other.

- *Media:* **Remix** - Using Creative Commons licensing, students will learn about intellectual property laws and how they impact upon creativity in media before considering the difference between traditional mass media and Internet-era user generated media. They will investigate sources of CC media, before using iMovie to explain copyright and CC to other students and teachers.

- *ICT:* **High Tech Stuff** - To put the technology they use in context, students will learn about what technology is, what it means to us as human beings and how it has changed over time. Using a range of storage media (vinyl, punch cards, magnetic tape, floppy disks, hard disks, LaserDisc, CD, SD, etc) students use the idea of information processes to look at what data we store, how we store it, why we are collecting more and more data, and what we do with it. Students will also learn about milestones in digital computing, such as circuit integration, I/O, time sharing, interactivity, networking, GUI, 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:* **Computer Systems** - *T*his 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).

- *ICT:/Media* **Consultancy** - Acting as consultants, students will design a logo and build a website for a local non profit organisation. They will be required to present their solution to the client as well as to their peers, with the preferred solution hopefully being adopted by the organisation. Students will also learn how the same skills can be used to earn money. In an age where almost anyone can publish on the web, how is technology changing the role, importance and relevance of traditional mass media?

- *Media:* **Video Production** - 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. After discussing what they have learned about making movies, students will then create a short documentary using the Take2Video materials.

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 my 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 actives 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)
- Alan Dickson, Sha Tin College
- Amazing Web 2 Projects (http://www.ictineducation.org/web2)
- Youth For Human Rights (http://www.youthforhumanrights.org)

Calendar

Year 7

<table>
<tr><th>Week</th><th>Term 1</th><th>Term 2</th><th>Term 3</th></tr>
<tr><td>1</td><td rowspan="6">Learning Online
Theme: Managing Information
(wk 9) Assessment 1: Blogs</td><td rowspan="3">Teach A Teacher
Theme: Collaboration and Team Work
(wk 9) Assessment 1: Wiki & Teaching Session</td><td rowspan="4">Programming 101
Theme: Creativity & Problem Solving
(wk 7) Assessment 1: Scratch Project</td></tr>
<tr><td>2</td></tr>
<tr><td>3</td></tr>
<tr><td>4</td><td>CNY Holiday</td></tr>
<tr><td>5</td><td rowspan="3"></td></tr>
<tr><td>6</td></tr>
<tr><td>7</td><td rowspan="3">Year In Review
Theme: Developing Our Community + Audience
(wk 8) Assessment 2: GarageBand podcast</td></tr>
<tr><td>8</td><td rowspan="5"></td><td rowspan="6">Sell A Teacher
Theme: Representation
(wk 13) Assessment 1: Teacher Box</td></tr>
<tr><td>9</td><td>Mid Term Break</td></tr>
<tr><td>10</td><td rowspan="4">Summer Break</td></tr>
<tr><td>11</td><td>CAS Week</td></tr>
<tr><td>12</td><td rowspan="5">Photography
Theme: Creativity
(wk 16) Assessment 1: Comic Life Photo Presentation</td></tr>
<tr><td>13</td><td rowspan="3">Easter Holidays</td></tr>
<tr><td>14</td></tr>
<tr><td>15</td><td rowspan="2"></td></tr>
<tr><td>16</td></tr>
<tr><td>17</td><td rowspan="2">Christmas Holidays</td><td rowspan="2"></td></tr>
<tr><td>18</td><td></td></tr>
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Year 8

Week	Term 1	Term 2	Term 3
1	**A Better Blog** **Theme: Problem Solving + Creativity** (wk 9) Assessment 1: Blogs	**Remix** **Theme: Creativity + Building on the Work of Others** (wk 9) Assessment 1: iMovie	**Eyes Wide Shut** **Theme: Creativity & Problem Solving** (wk 5) Assessment 1: Mock & Competitive Demos
2			
3			
4		CNY Holiday	
5			
6			
7			**Representation (RP)** **Theme: Reality vs Media Image** (wk 11) Assessment 1: Poster
8		**High Tech Stuff** **Theme: Context + History** (wk 13) Assessment 1: Quiz	
9	Mid Term Break		
10			
11	CAS Week		
12	**RC Cars** **Theme: Hands On** (wk 16) Assessment 1: Quiz		Summer Break
13			
14		Easter Holidays	
15			
16			
17	Christmas Holidays		
18			

Year 9

<table>
<tr><th>Week</th><th>Term 1</th><th>Term 2</th><th>Term 3</th></tr>
<tr><td>1</td><td rowspan="8">Computer Systems
Theme: Complex Systems
(wk 13) Assessment 1: Essays</td><td rowspan="4">Consultancy Cont.</td><td rowspan="8">Take2Video Cont.</td></tr>
<tr><td>2</td></tr>
<tr><td>3</td></tr>
<tr><td>4</td></tr>
<tr><td>5</td><td rowspan="4">CNY Holiday</td></tr>
<tr><td>6</td></tr>
<tr><td>7</td></tr>
<tr><td>8</td></tr>
<tr><td>9</td><td>Mid Term Break</td></tr>
<tr><td>10</td><td rowspan="3"></td><td rowspan="4">Take2Video
Theme: Global Issues
(wk 2) Assessment 1: Storyboard
(wk 11) Assessment 2: Documentary</td></tr>
<tr><td>11</td><td>CAS Week</td></tr>
<tr><td>12</td><td rowspan="3">Summer Break</td></tr>
<tr><td>13</td></tr>
<tr><td>14</td><td rowspan="3">Consultancy
Theme: Image + Design
(wk 10) Assessment 1: Client Presentation</td><td rowspan="2">Easter Holidays</td></tr>
<tr><td>15</td></tr>
<tr><td>16</td><td></td></tr>
<tr><td>17</td><td rowspan="2">Christmas Holidays</td><td></td></tr>
<tr><td>18</td><td></td></tr>
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Reflections/Points to Note from 2011/12

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Created By/Date	Reviewed	Signed
R. Parker & B. Statham / 03.2011		