

# Unit 6A Multimedia presentation

## ABOUT THE UNIT

In this unit children learn to create a multimedia presentation using text, images, and sounds. They will be taught to create links between pages and show sensitivity to the needs of their audience.

Children will apply what they have learnt in this unit when communicating and presenting information in music, art, history, geography, science, design and technology.

## WHERE THE UNIT FITS IN

Children may have created individual multimedia pages in earlier units.

This unit assumes that children are familiar with tree diagrams.

## TECHNICAL VOCABULARY

- interactive
- hot spot/hyperlink
- attach
- hypertext

## RESOURCES

- multimedia authoring package
- microphone
- CD-ROMs (Internet browser)
- printouts of sample pages

## EXPECTATIONS

### at the end of this unit

*most children will:*

use a multimedia authoring program to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text

*some children will not have made so much progress and will:*

use a multimedia authoring package to assemble images, sound and text on a multimedia page

*some children will have progressed further and will:*

use a multimedia package to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text; create pages which offer users a variety of options; present information that matches the needs of the audience

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<b>SETTING THE SCENE</b>			
CHILDREN SHOULD LEARN	<ul style="list-style-type: none"> <li>◆ Discuss with the class the difference between a CD-ROM and books and videos, and demonstrate that a CD-ROM includes a range of media and offers the user different options. Discuss how these options address the needs of different audiences.</li> </ul>	CHILDREN <ul style="list-style-type: none"> <li>• understand the potential of multimedia</li> </ul>	Children should be encouraged to think about the advantages and disadvantages of multimedia and how it compares with other forms of communication, such as telling a story.
<b>SHORT FOCUSED TASKS</b>			
<ul style="list-style-type: none"> <li>• <b>technique:</b> to design multimedia pages</li> </ul>	<ul style="list-style-type: none"> <li>◆ Show the class a variety of multimedia page designs. Discuss how emphasis and location help the user understand the page, <i>eg how buttons are placed consistently, how bright colours and sizes are used to indicate importance, how pictures and text complement each other.</i></li> <li>◆ Ask the children to evaluate a CD-ROM or Internet home page and list the features which they think work or do not work.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the features of good page design</li> </ul>	Features of good page design include buttons placed consistently, easy to understand icons, clarity, appropriate use of pictures and text, appropriate use of colour.
<ul style="list-style-type: none"> <li>• <b>technique:</b> to sample sounds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Demonstrate how to record sounds using a microphone and how to create a button which plays the sounds.</li> <li>◆ Divide the class into groups and ask them to create a page which includes a menu of sounds. The page could be a page of sounds recorded from musical instruments, or an interactive birthday greeting for an infant class, which includes hot spots linked to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• create a page of sounds which are activated by appropriately named and positioned buttons</li> </ul>	If a microphone is not available, appropriate sounds could be 'dragged and dropped' from a CD-ROM.
<ul style="list-style-type: none"> <li>• <b>technique:</b> to produce a diagram that shows the links between pages</li> <li>• <b>technique:</b> to create buttons to link pages</li> </ul>	<ul style="list-style-type: none"> <li>◆ Demonstrate how buttons can create links between pages.</li> <li>◆ Prepare a set of A4 sheets showing sample multimedia pages without links. The set should include a menu page and pages which lead to a number of following pages.</li> <li>◆ Ask the children to work in groups to identify the links between the pages, draw on any necessary buttons and write next to the buttons the page to which they link.</li> <li>◆ Ask each group to produce a flow chart showing the links between the pages. The arrows on the flow chart should be labelled with the choice that would appear on screen.</li> </ul>	<ul style="list-style-type: none"> <li>• organise sample screens and identify appropriate choices and links</li> </ul>	Children who find connecting pages easy to understand could be introduced to the idea of branching structures and web-like structures.
<b>INTEGRATED TASK</b>			
<ul style="list-style-type: none"> <li>• to use a multimedia authoring program to organise, refine and present information in different forms for a specific audience</li> </ul>	<ul style="list-style-type: none"> <li>◆ Explain to the class that they will use what they have learnt to create a multimedia presentation, which includes images, sounds and text. Ask the class to recall what they have learnt so far.</li> <li>◆ Divide the class into small groups and ask each group to choose a subject for their presentation and to describe their audience. Ask each group to draw a diagram of their presentation, showing how the pages link. Children should then design their pages on screen and print out their results.</li> </ul>	<ul style="list-style-type: none"> <li>• design pages and links which present the user with clear information</li> </ul>	Schools with Internet links could use electronic mail to share sound, text and graphic attachments with other schools. For example, they could collect samples of spoken greetings or other phrases.



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