

Year 3 – Desktop publishing

Unit introduction

Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

The suggested application for this unit is Adobe Spark. To use Spark accounts are needed for learners. A guide to creating accounts is provided in lesson 2. Adobe Spark is web based and can be used on tablets, desktops and laptops.

Lesson	Brief overview	Learning objectives and Success Criteria
1. Words and pictures	<p>In this lesson, learners will become familiar with the terms 'text' and 'images' and understand that text and images need to be used carefully to communicate messages clearly. Learners will be able to give advantages and disadvantages of using text, images, or both text and images to communicate messages effectively.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/lesson-1-words-and-pictures</p>	<p>To recognise how text and images convey information</p> <ul style="list-style-type: none"> I can explain the difference between text and images I can recognise that text and images can communicate messages clearly I can identify the advantages and disadvantages of using text and images
2. Can you edit it?	<p>This lesson will build on last week's lesson, in which we looked at using images and text to communicate a message effectively. In this lesson we will look at desktop publishing. Learners will think about how to make careful choices regarding font size, colour, and type in an invitation. The use of the Return, Backspace, and Shift keys will be explored and learners will be taught how to type age-appropriate punctuation marks. This will build on the typing skills learned in the Year 1 'Digital painting' unit. Learners will understand that once content has been added, it can be rearranged on the page.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/lesson-2-can-you-edit-it</p>	<p>To recognise that text and layout can be edited</p> <ul style="list-style-type: none"> I can change font style, size, and colours for a given purpose I can edit text I can explain that text can be changed to communicate more clearly
3. Great template!	<p>Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' within desktop publishing software. The learners will create their own magazine template, which they will add content to during the next lesson.</p> <p>This lesson has been designed on a laptop using Adobe Spark and this is reflected in the screenshots and videos. Teachers may decide to use the Adobe Spark app, or other software such as Canva or Microsoft Publisher.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/lesson-3-great-template</p>	<p>To choose appropriate page settings</p> <ul style="list-style-type: none"> I can explain what 'page orientation' means I can recognise placeholders and say why they are important I can create a template for a particular purpose
4. Can you add content?	<p>In this lesson, learners will add their own content (text and images) to the magazine templates they created in lesson 3. They will copy the information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover. Images will be added from within the search facility in Adobe Spark. Teachers could ask learners to gather copyright-free images from http://www.pixabay.com if using a different application.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/lesson-4-can-you-add-content</p>	<p>To add content to a desktop publishing publication</p> <ul style="list-style-type: none"> I can choose the best locations for my content I can paste text and images to create a magazine cover I can make changes to content after I've added it
5. Lay it out	<p>In this lesson, learners will think about the different ways information can be laid out on a page. They will look at a range of page layouts such as letters and newspapers, and begin to think about the purpose of each of these.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/lesson-5-lay-it-out</p>	<p>To consider how different layouts can suit different purposes</p> <ul style="list-style-type: none"> I can identify different layouts I can match a layout to a purpose I can choose a suitable layout for a given purpose
6. Why desktop publishing?	<p>In this lesson, learners will explain what desktop publishing means in their own words. They will think about how desktop publishing is used in the wider world and consider the benefits of using desktop publishing applications.</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing/lesson-6-why-desktop-publishing</p>	<p>To consider the benefits of desktop publishing</p> <ul style="list-style-type: none"> I can identify the uses of desktop publishing in the real world I can say why desktop publishing might be helpful I can compare work made on desktop publishing to work created by hand