Curriculum Coherence – Year 3 Computing

Term 2	Creating a mashup	Designing, creating and evaluating a game
INTENT	IMPLEMENTATION	IMPACT

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KNOWLEDGE **Creating a mashup** *-Know and give examples of different methods of communication* *-that information, including images, are subject to copyright* **Designing, creating and evaluating a game** *-that different elements can be chosen to have different effects when creating a game environment* *-how to plan, create and evaluate a themed game* **VOCABULARY** Mashup, image, sound, audio, microphone, script, camera, download, upload, app, copyright, video, character, gallery, export, camera roll, 2D, 3D, instructions, tools, animation, customise, evaluate, screenshot, texture, perspective, playability	**ACTIVITIES** **Creating a mashup** - Tinker with Morfo. *What different elements can be put together using this app?* -Write a script for Tutankhamun, Lord Carnarvon or Howard Carter to talk about the tomb. -Discuss copyright when sourcing an image for their Morfo mashup. Import character's image into app. -Record the voice-overs to create video clips between 20-30 seconds long. *How can we make the voice over sound clear?* -Adjust the image appropriately to make it appear to be talking. -Export video clips to the iPad's gallery. -Share and evaluate the children's work via Air Serve. **Designing, creating and evaluating a game unit 5.5** -Tinker with 2DIY3D (My Game mode), create a Play environment: painting tools, ground, sky, ceiling, walls, scenery, other options. *What happens when you use Water or Fire tiles?* - Characters, baddies and treasure - explore the options and the effects of these. Chn to share what they have discovered. -Design a simple game with the theme of Ancient Egypt (unplugged). -Write instructions for how to play the game etc (unplugged) -Chn to create their game individually and test/ tweak it as they go. Some children will be able to create multi-level games. *What works well? Is there anything that can be improved?* -Create instructions screens and titles to complete their game. *What did they change from their original plan and why?* -Play each other's games and evaluate them. *What do they like? Why? How could it be made even better?*	**OUTCOMES** **Creating a mashup** **PUPILS will know** -who owns images and information? -what are importing and exporting? **will be able to** -Think about whether I can use images that I find online in my own work. -Create different effects by combining different technology tools. **will understand** I can combine a mixture of text, graphics and sound to share my ideas and learning I can evaluate my work and improve its effectiveness **Designing, creating and evaluating a game** **PUPILS will know** -what effect do different tools have? -what makes a good computer game? -why is it important to continually evaluate your game? **Will be able to** -tinker with a game creator program -design and create their own themed game -evaluate their own and others' games **will understand** I can use an appropriate tool to share my work online I can understand how to plan my game on a 2D map to represent 3D objects. I can understand how different options and instructions can maximise playability of my game.
SKILLS • Real time collaborative editing • Evaluating digital content • Describing elements that make a successful game • Designing a game setting and characters to fit with a selected theme • Upload images or use drawing tools to create the walls, floor and roof • Selecting appropriate options to maximise playability of their game • Writing informative instructions for other people to be able to play their game • Evaluating their own and others' games to help improve their design		**NEXT STEPS IN LEARNING** Audacity/Cook It (Year 4, Spring 1) Stop Motion Animation (Year 4, Spring 2)

LINKS

History – Morfo mashup relating to Tutankhamun. Game to be designed with an Egyptian theme.

English – writing a script for their Morfo video, speaking clearly. Instructions writing for their game.