

## RUBRIC – KS4 Computing – Creating a Promotional Campaign (Publisher)

<b>Subject curriculum intent:</b>	A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.
<b>End of KS4 intent/outcome</b>	
By the end of KS4 pupils will have a clear awareness of how publishing software can be used to advertise various events, stories, interests and hobbies. Pupils will be able to use the software to create their own posters and/or information booklets to promote a topic of their choice. Pupils will have developed the necessary skills to manipulate images, text and other media sources. They will be able to choose their own colours, fonts, backgrounds and images, sometimes from sources provided to make their own bespoke software generated piece of information.	
<b>Intent for this topic:</b>	In this module students will learn what a promotional campaign is and how to create one. Their campaign will be based upon a student election. Students will create a poster, pamphlet and newsletter to promote themselves within school. Students will learn how to use templates within Publisher and how to edit using the wide range of tools within Publisher.
<b>Key vocabulary taught within this topic:</b>	Publisher, computer, software, edit, input, copy, paste, change, colours, media, text, image, save, load, save as
<p>Cross Curricular Links:</p> <p>PSHCE</p> <p>English</p> <p>Maths</p>	
<p><b>RRSA:</b> This unit of work is linked <b>Article 13</b> of the UN Convention on the Rights of the Child.</p> <p><i>“I have the right to find and share information”</i></p>	

<b>Key Knowledge Concepts</b>	<u>B2P5-6</u>	<u>B2P7-8</u>	<u>B2Step 1</u>	<u>B2Step 2</u>	<u>B2Step3</u>
	<p>Understands the concept of advertising.</p> <p>Knows which software icon relates to Publisher:</p> <p>Can identify the following editing tools:</p> <p>Bold Underline Italic Font Font size Font colour</p>	<p>Is able to locate a file on the server / save file to a specific location.</p> <p>Understands the concept of advertising.</p> <p>Understands the concept of a political advertising/promotional campaign.</p> <p>Knows which software icon relates to which piece of software.</p> <p><b>Word</b> <b>Publisher</b> <b>PowerPoint</b> <b>Excel</b></p> <p>Can identify the following editing tools:</p> <p>Bold Underline Italic Font Font size Font colour Insert Shape fill Shape outline Shape effects Word Art Page orientation</p> <p>Understands the key elements of promotional literature</p> <p>Must include a heading.</p> <p>Make good use of space.</p> <p>Images have to be relevant and appropriately sized and positioned.</p>	<p>Is able to locate a file on the server / save file to a specific location.</p> <p>Understands the concept of advertising.</p> <p>Understands the concept of a political advertising/promotional campaign.</p> <p>Knows which software icon relates to which piece of software.</p> <p><b>Word</b> <b>Publisher</b> <b>PowerPoint</b> <b>Excel</b></p> <p>Can identify the following editing tools:</p> <p>Bold Underline Italic Font Font size Font colour Insert Shape fill Shape outline Shape effects Word Art Page orientation Edit page colour Insert and edit shapes</p> <p>Understands the key elements of promotional literature</p> <p>Must include a heading.</p> <p>Make good use of space.</p> <p>Images have to be relevant and</p>	<p>Is able to locate a file on the server / save file to a specific location.</p> <p>Understands the concept of advertising.</p> <p>Understands the concept of a political advertising/promotional campaign.</p> <p>Knows which software icon relates to which piece of software.</p> <p><b>Word</b> <b>Publisher</b> <b>PowerPoint</b> <b>Excel</b></p> <p>Can identify the following editing tools:</p> <p>Bold Underline Italic Font Font size Font colour Insert Shape fill Shape outline Shape effects Word Art Edit page colour Insert and edit shapes Page orientation</p> <p>Search for and access Publisher templates Search for and access page parts</p>	<p>Understands the concept of advertising.</p> <p>Knows which software icon relates to Publisher:</p> <p>Can identify the following editing tools:</p> <p>Bold Underline Italic Font Font size Font colour</p>

		<p>Text has to be legible.</p> <p>Coherent content</p> <p>Appropriate use of colour.</p> <p>Grammar has to be correct.</p>	<p>appropriately sized and positioned.</p> <p>Text has to be legible.</p> <p>Coherent content</p> <p>Appropriate use of colour.</p> <p>Grammar has to be correct.</p>	<p>Understands the key elements of promotional literature</p> <p>Must include a heading.</p> <p>Make good use of space.</p> <p>Images have to be relevant and appropriately sized and positioned.</p> <p>Text has to be legible.</p> <p>Coherent content</p> <p>Appropriate use of colour.</p> <p>Grammar has to be correct.</p>	
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<b>Key Skill Concepts</b>	<u>B2P5-6</u>	<u>B2P7-8</u>	<u>B2Step 1</u>	<u>B2Step 2</u>	<u>B2Step3</u>
	<p>Is able to follow a sequence of picture tutorials in order to access and use editing tools within Publisher.</p> <p>Is able to copy the layout of a series of Publisher posters (each poster becomes gradually more sophisticated in its use of editing tools and general layout).</p>	<p>Is able to follow a sequence of picture tutorials in order to access and use editing tools within Publisher.</p> <p>Is able to copy the layout of a series of Publisher posters (each poster becomes gradually more sophisticated in its use of editing tools and general layout).</p> <p>Is able to identify errors within a poster layout and suggest corrections.</p> <p>Is able to identify editing techniques used within a poster (i.e. bold, underline etc).</p>	<p>Is able to independently follow a set brief in order to create a poster.</p> <p>Is able to identify errors within a poster layout and suggest corrections.</p> <p>Is able to identify editing techniques used within a poster (i.e. bold, underline etc).</p> <p>Is able to discuss what makes a successful poster and why.</p> <p>Is able to discuss the concept of a promotional campaign.</p> <p>Is able to discuss the different uses for the following software: <b>Word</b> <b>Publisher</b> <b>Excel</b> <b>PowerPoint</b></p>	<p>Is able to independently follow a set brief in order to create a poster / pamphlet and newsletter.</p> <p>Is able to identify errors within layouts and suggest corrections.</p> <p>Is able to identify editing techniques used within a poster (i.e. bold, underline etc).</p> <p>Is able to discuss the concept of a promotional campaign and what the elements of a successful promotional campaign are.</p> <p>Is able to discuss the different uses for the following software: <b>Word</b> <b>Publisher</b> <b>Excel</b> <b>PowerPoint</b></p>	<p>Is able to follow a sequence of picture tutorials in order to access and use editing tools within Publisher.</p> <p>Is able to copy the layout of a series of Publisher posters (each poster becomes gradually more sophisticated in its use of editing tools and general layout).</p>

**Suggested activities**

- treasure hunts in order to locate tools within Publisher
- matching software icons to appropriate activities
- annotating posters and other literature to identify positives and negatives
- copying pieces of shape art to practice use of the insert and formatting tools.
- matching tools to edited work (i.e. italic tool to italicised text).
- mock up presentations-students to present their student council ideas to the class.

**Online resources**

<https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1>

<http://planeta42.com/it/hardware.html>

<https://www.webopedia.com/Hardware>

<https://www.bbc.co.uk/bitesize/topics/zbhgjxs/articles/z9myvcw>

<http://www.playkidsgames.com/games/computer/default.htm#>

<https://www.instructables.com/id/Introduction-to-hardware-Learn-the-basics/>

[https://www.abcya.com/games/input\\_output](https://www.abcya.com/games/input_output)

<https://www.disklabs.com/how-mobile-phone-masts-work/>

<https://www.uswitch.com/broadband/guides/what-is-broadband/>