Drawing and Desktop Publishing: Posters

Aim:	Success Criteria:	Resources:
Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Teachers may choose their own context for the content of the writing, but it could relate to the current topic. In this lesson children will evaluate existing posters. I can recognise an effective layout.	I can recognise how text is used well. I can explain how images are used well. I can describe the layout of a document.	**Lesson Pack** This lesson can be done in the classroom, away from computers. A set of different posters, printed. Sticky notes. A3 plain paper one per child.
	Key/New Words: Text, format, image, photo, photograph, picture, background, outline, font, size, colour.	**Preparation:** **Poster Pack** as required. **Bad Poster Examples** as required. (You could also use posters from school or elsewhere.)

Prior Learning: It will be helpful if children can recognise different fonts and use tools in DTP software.
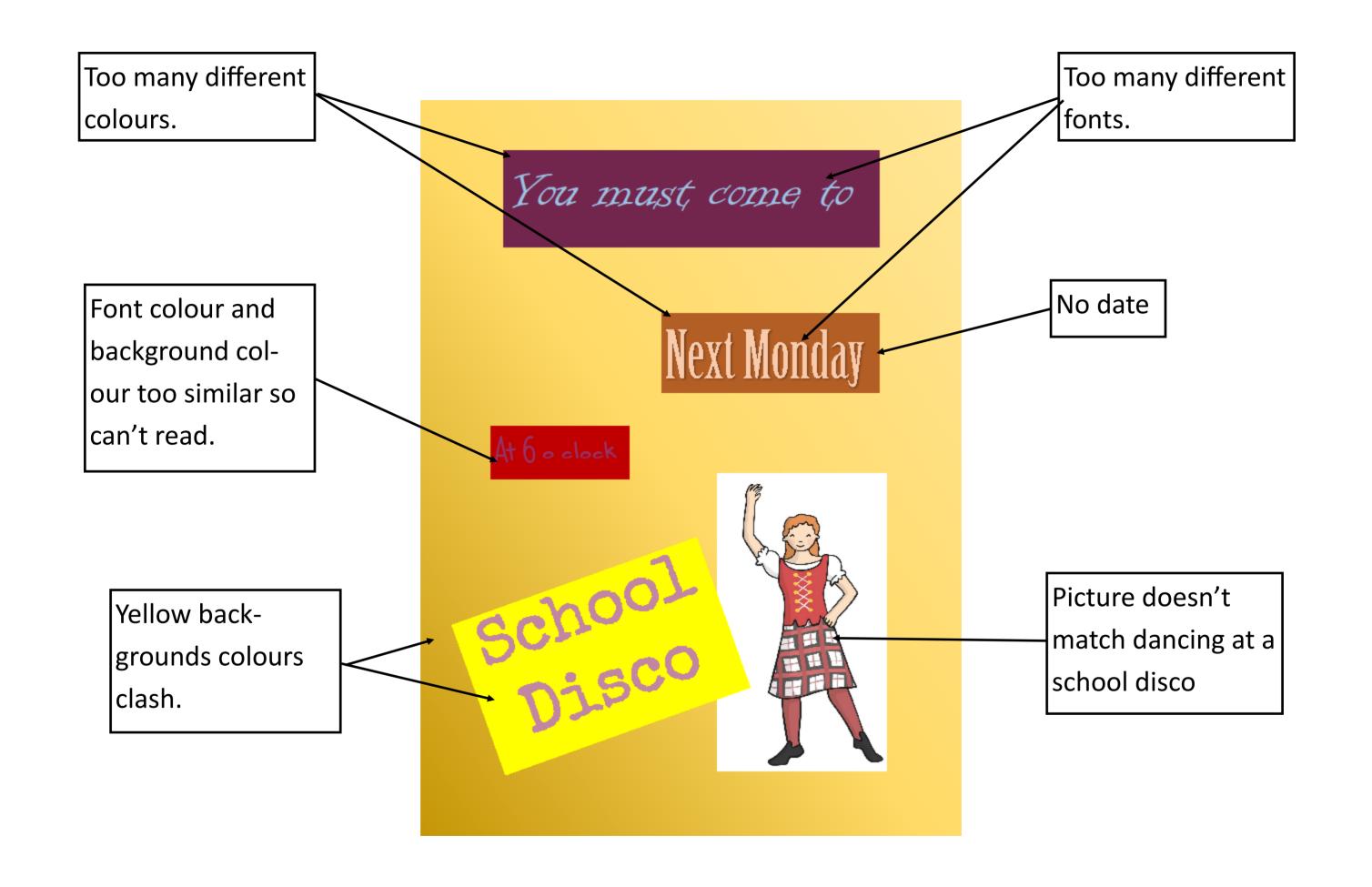
Learning Sequence

	Making Posters: Children are to create a poster for a school event (real or fictional), using the skills they have gathered in computing.	
	What Makes a Good Poster? Give the children a range of posters and ask them to sort them into those that communicate their message well, and those that don't. Children should think about the points suggested on the **Lesson Presentation**. Use sticky notes to explain what works well and what could be improved in the posters. Can the children recognise how text is used well? Can they explain how images are used well? Can they describe the layout of a document?	
	Share Your Ideas: Children share their ideas with other pairs. This can be done by swapping one partner from each pair and finding out what another pair thought; by pairs coming together to make fours and sharing their ideas; or through whole-class discussion. Talk about: • how text is used on the poster; • how images are used on the poster; • how colour is used; • how the message of the poster is communicated. Can children talk about the key aspects of what makes a good poster?	
	Annotate the Poster: Each child chooses one poster that communicates its ideas well and sticks it onto an A3 sheet. They then write annotations around the edges to explain how it communicates its purpose effectively.	
	Share: Have the children share their annotated posters, possibly in smaller groups before coming together as a class.	
	If I Made a Poster... What could children do if they were making their own poster? You might choose to record some of these ideas for use in the next lesson.	

Task*it*

Evaluate*it*: The children could collect posters around school or out of school and evaluate them.

Search*it*: Search for some posters online and evaluate.

Welcome to school!

Too many different colours.

Too many different fonts.

You must come to

Next Monday

No date

Font colour and background colour too similar so can't read.

At 6 o clock

School Disco

Yellow backgrounds colours clash.

Picture doesn't match dancing at a school disco

You must come to

Next Monday

At 6 o clock

School Disco

CHALLENGES ARE WHAT MAKES LIFE
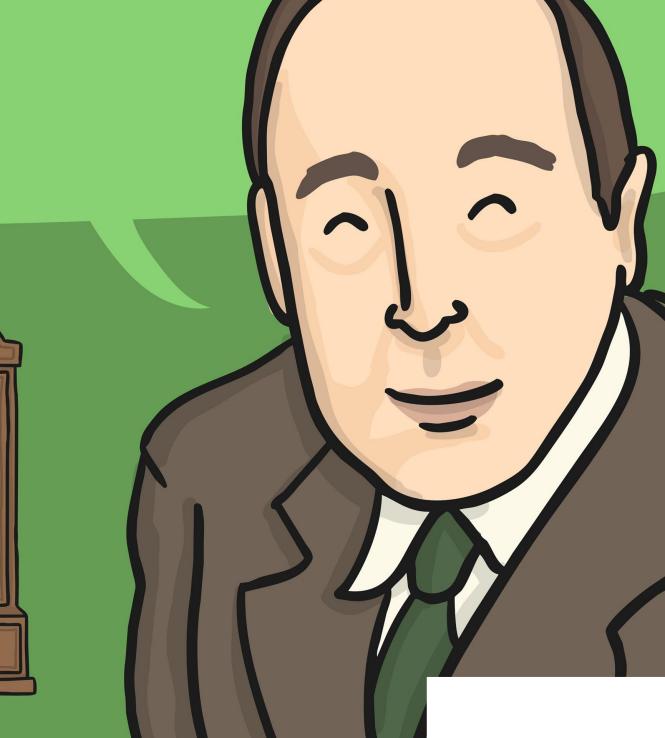INTERESTING
AND OVERCOMING THEM
IS WHAT MAKES LIFE
MEANINGFUL

JOSHUA J. MARINE

"Integrity is doing the right thing, even when no one is watching."

- C.S. Lewis

(Author of the Chronicles of Narnia)

I'M **NOT** TELLING YOU
IT'S GOING TO BE

EASY

I'M **TELLING** YOU
IT'S GOING TO BE

WORTH IT

It's Cool to be Kind

No act of kindness,
no matter how small
is ever wasted.

- Aesop

Yes, I did it!

I will do it

I can do it

I'll try to do it

How do I do it?

I want to do it

I can't do it

I won't do it

Which step have you reached today?

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