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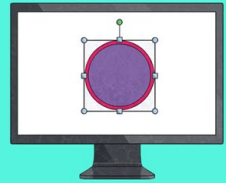
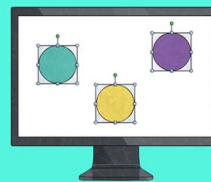
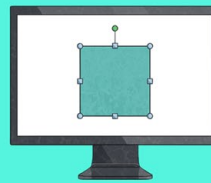
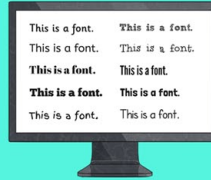
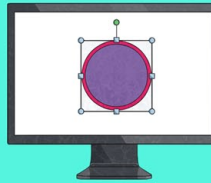
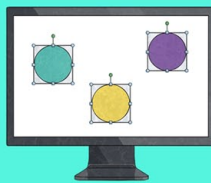
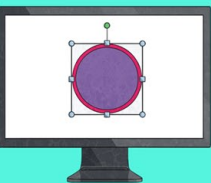
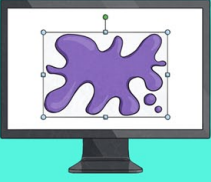
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text

Drawing and De

This is a font.	This is a font.
This is a font.	This is a font.
This is a font.	This is a font.
This is a font.	This is a font.
This is a font.	This is a font.

font

format

I can format a text box

outline

image

objects

Standard Custom

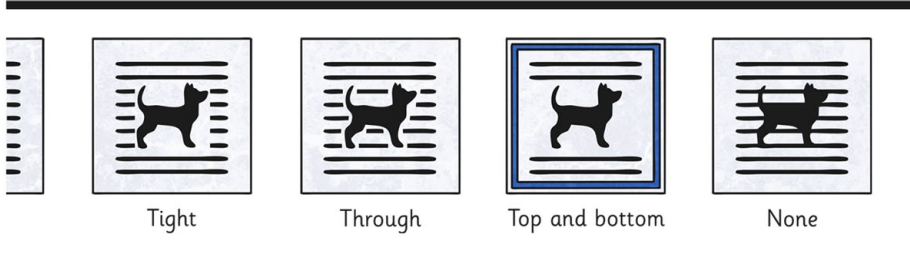
Colours:

colour

Desktop Publishing

text box

wrap text

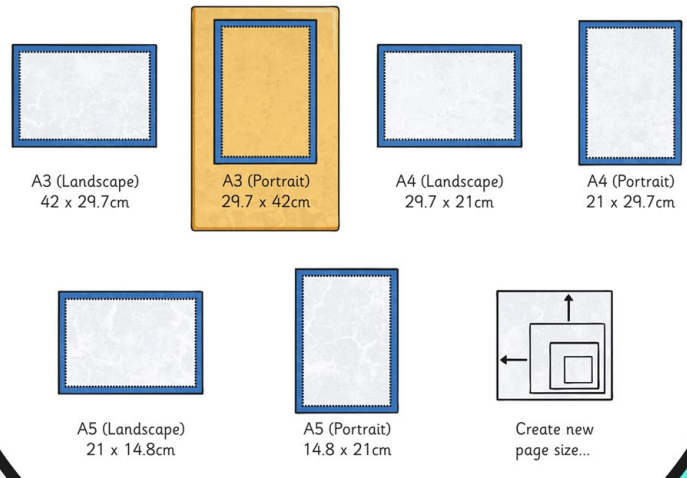


background

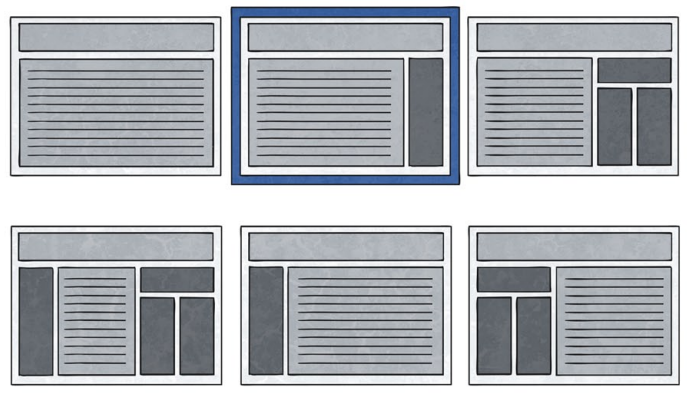


photo

size



layout



photograph



text

Drawing and De

This is a font.	This is a font.
This is a font.	This is a font.
This is a font.	This is a font.
This is a font.	This is a font.
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font

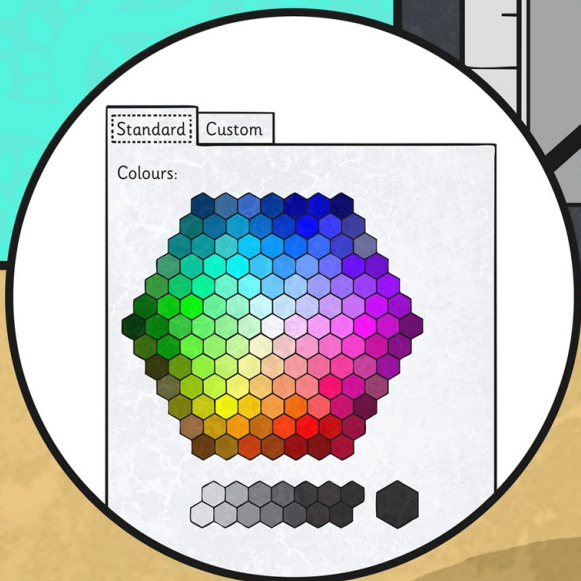
format

I can format a text box

outline

image

objects



colour

Desktop Publishing

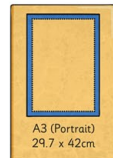
text box

wrap text

size



A3 (Landscape)
42 x 29.7cm



A3 (Portrait)
29.7 x 42cm



A4 (Landscape)
29.7 x 21cm



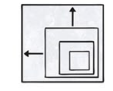
A4 (Portrait)
21 x 29.7cm



A5 (Landscape)
21 x 14.8cm



A5 (Portrait)
14.8 x 21cm



Create new
page size...



Tight



Through



Top and bottom

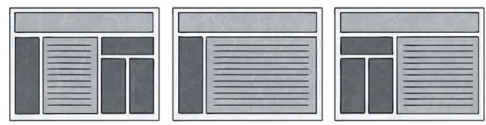


None

background

photo

layout



photograph

text

Drawing and De

This is a font.	This is a font.
This is a font.	This is a font.
This is a font.	This is a font.
This is a font.	This is a font.
This is a font.	This is a font.

font

format

I can format a text box



Square



Desktop Publishing

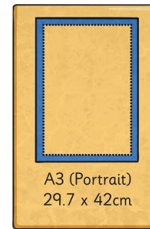
text box

wrap text

size



A3 (Landscape)
42 x 29.7cm



A3 (Portrait)
29.7 x 42cm



A4 (Landscape)
29.7 x 21cm



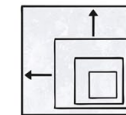
A4 (Portrait)
21 x 29.7cm



A5 (Landscape)
21 x 14.8cm

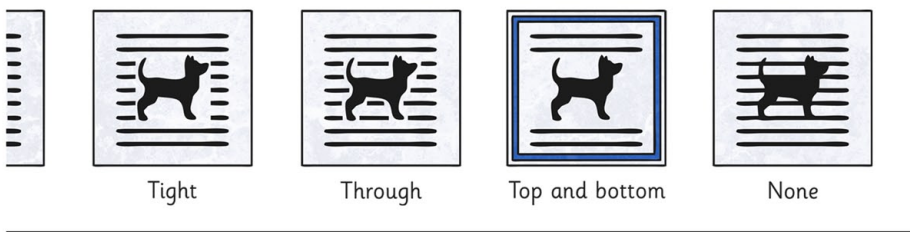


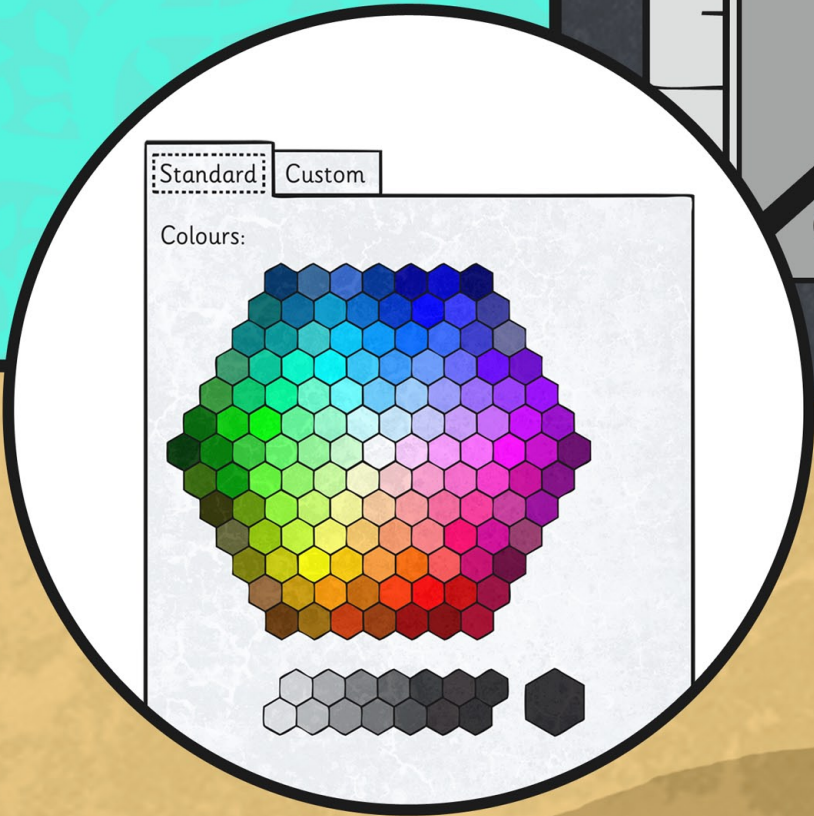
A5 (Portrait)
14.8 x 21cm



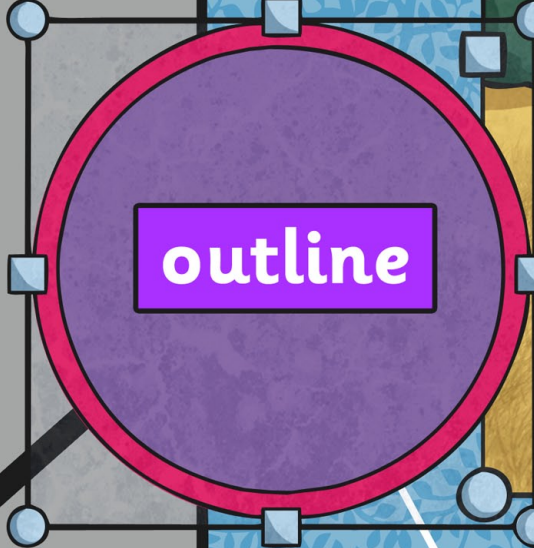
Create new
page size...

background

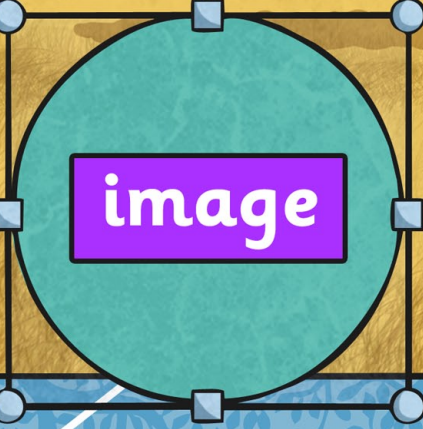




colour



outline

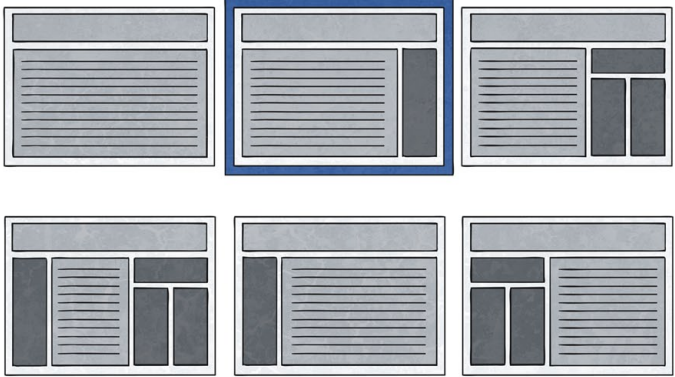


image

objects

photo

layout



photograph

text

Drawing and Desktop Publishing

text box

wrap text

format

This is a font. This is a font.
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This is a font. This is a font.
This is a font. This is a font.
This is a font. This is a font.

font

I can format a text box

background

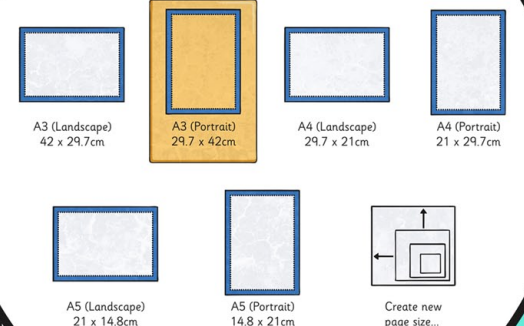
outline

image

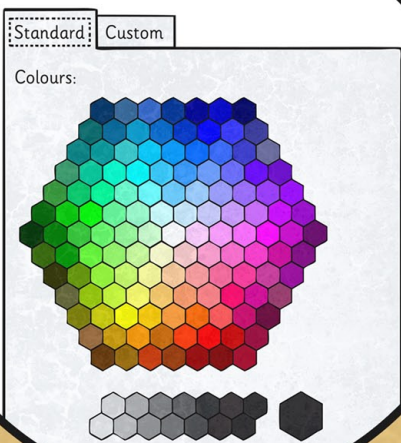
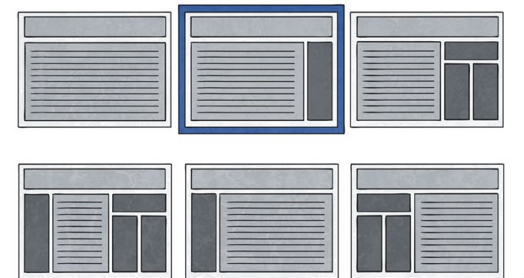
photo

objects

size



layout



colour

photograph



text

Drawing and Desktop Publishing

text box

wrap text

format

background

font

outline

image

photo

objects

size

layout

colour

photograph

This is a font. This is a font.
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 This is a font. This is a font.
 This is a font. This is a font.

Square Tight Through Top and bottom None

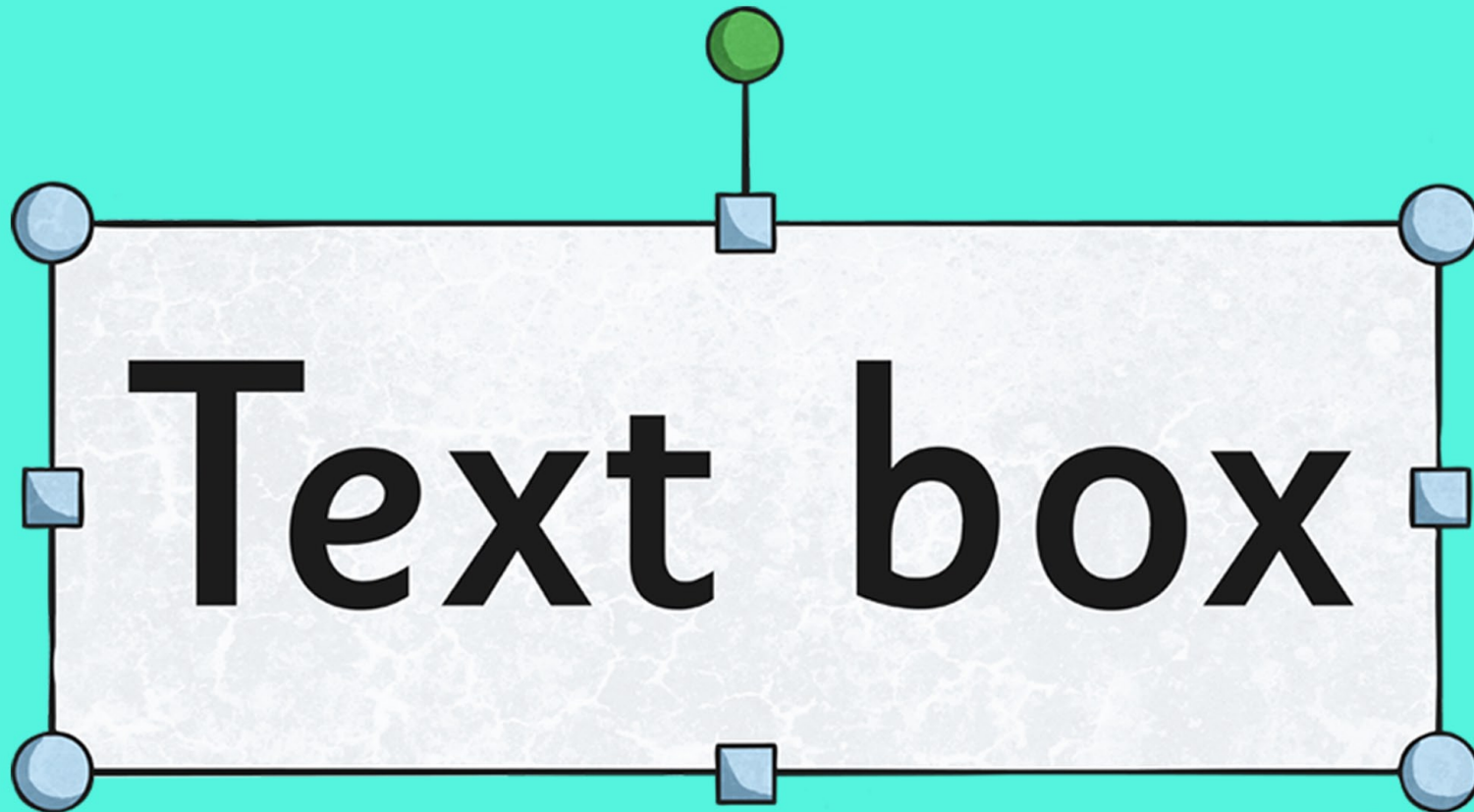
A3 (Landscape) 42 x 29.7cm
 A3 (Portrait) 29.7 x 42cm
 A4 (Landscape) 29.7 x 21cm
 A4 (Portrait) 21 x 29.7cm
 A5 (Landscape) 21 x 14.8cm
 A5 (Portrait) 14.8 x 21cm
 Create new page size...

Standard Custom

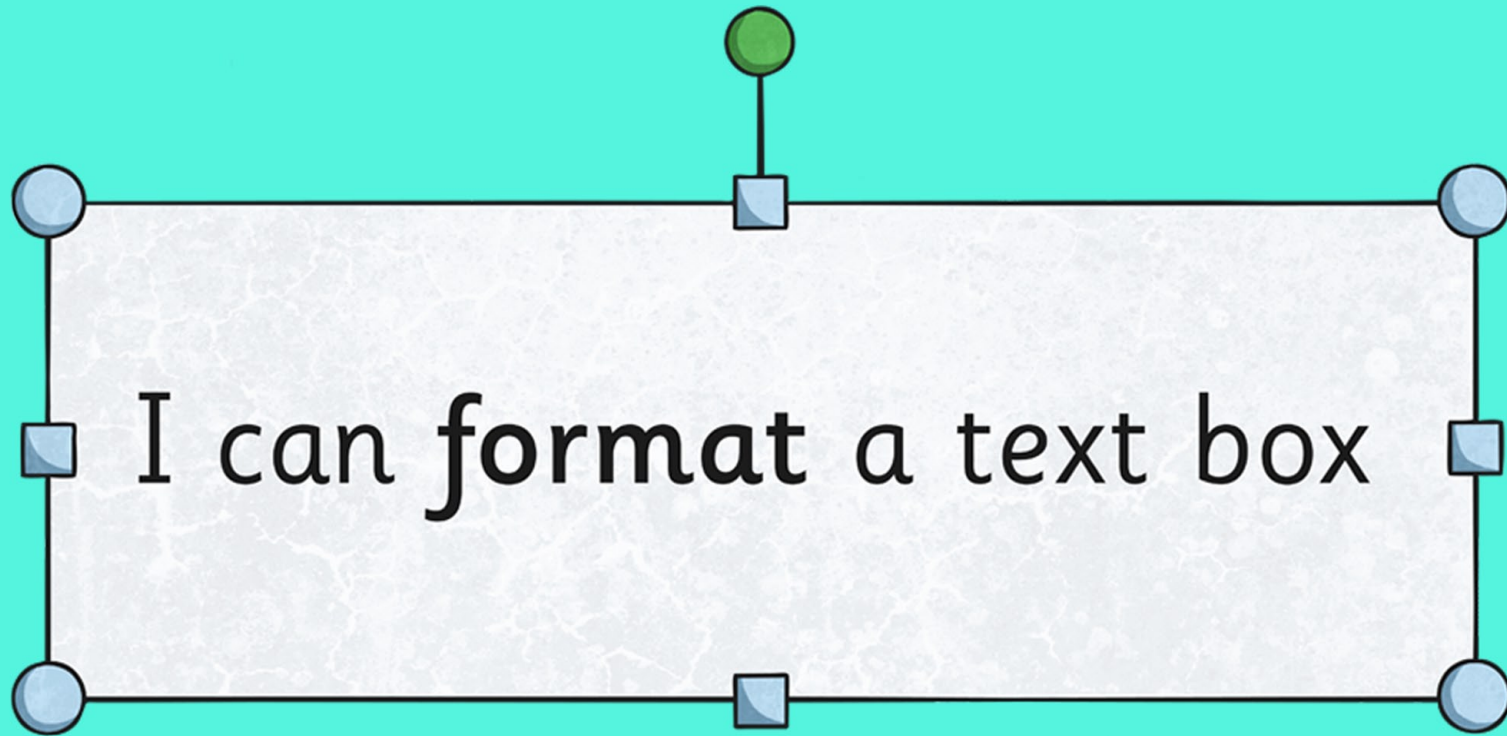
Colours:



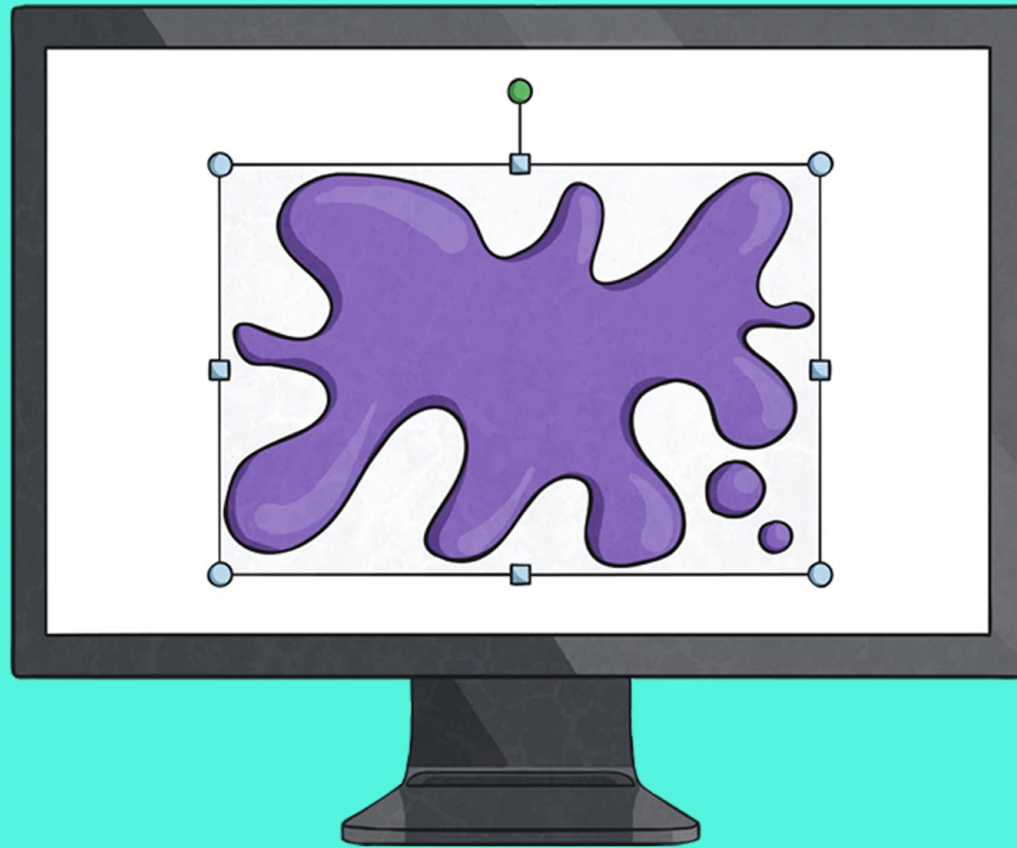
text box



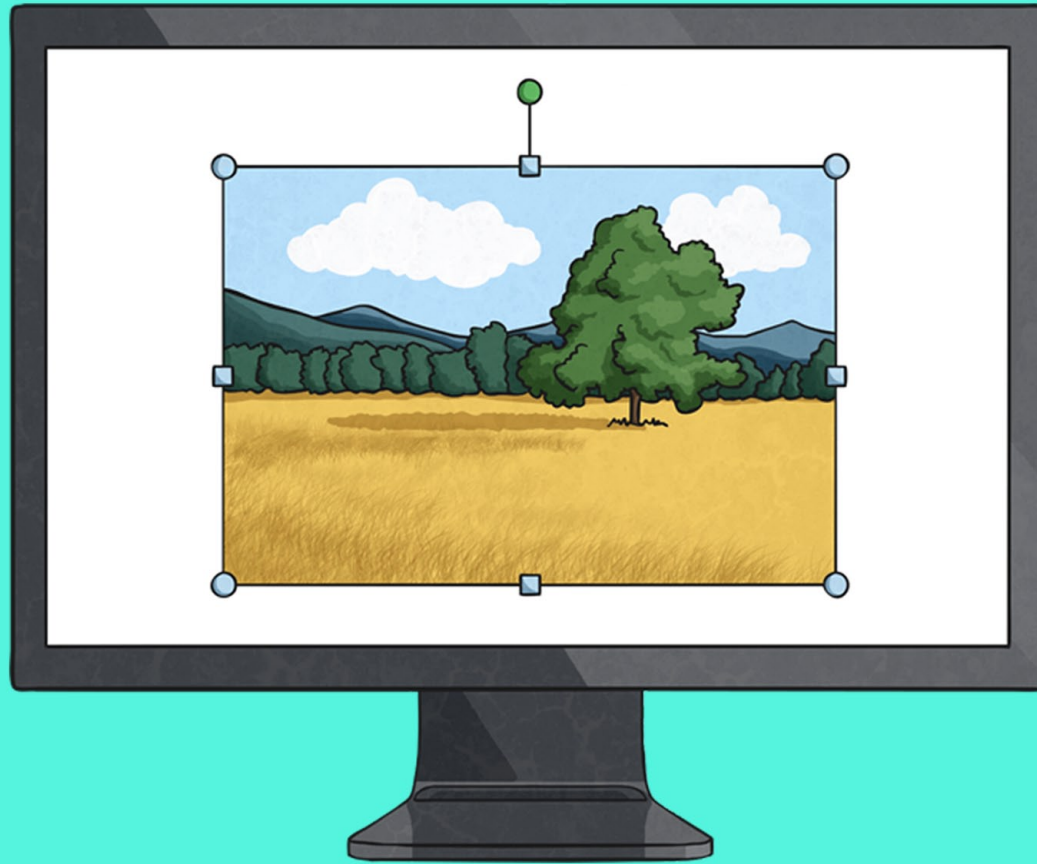
format



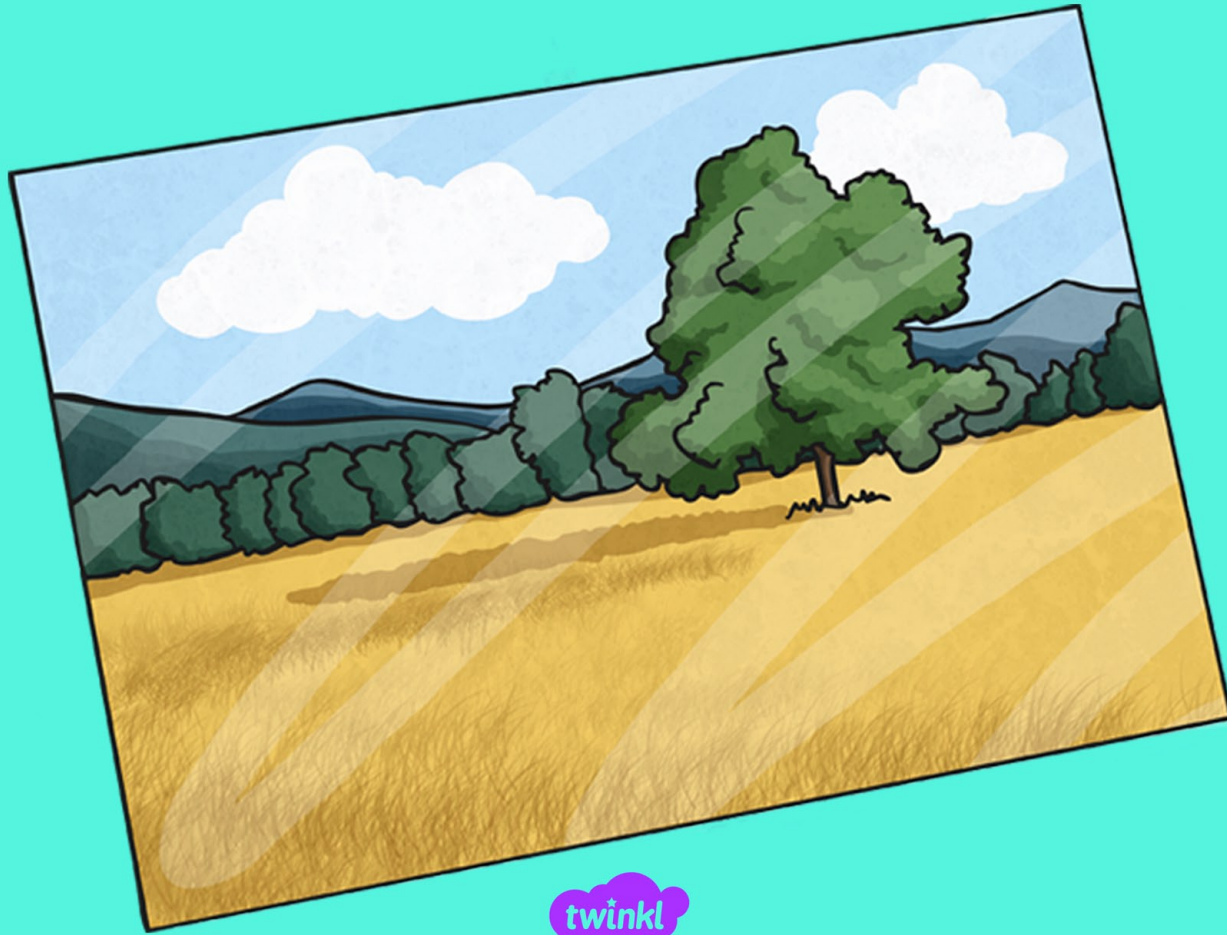
image



photo



photograph



twinkl

wrap text



Square



Tight



Through

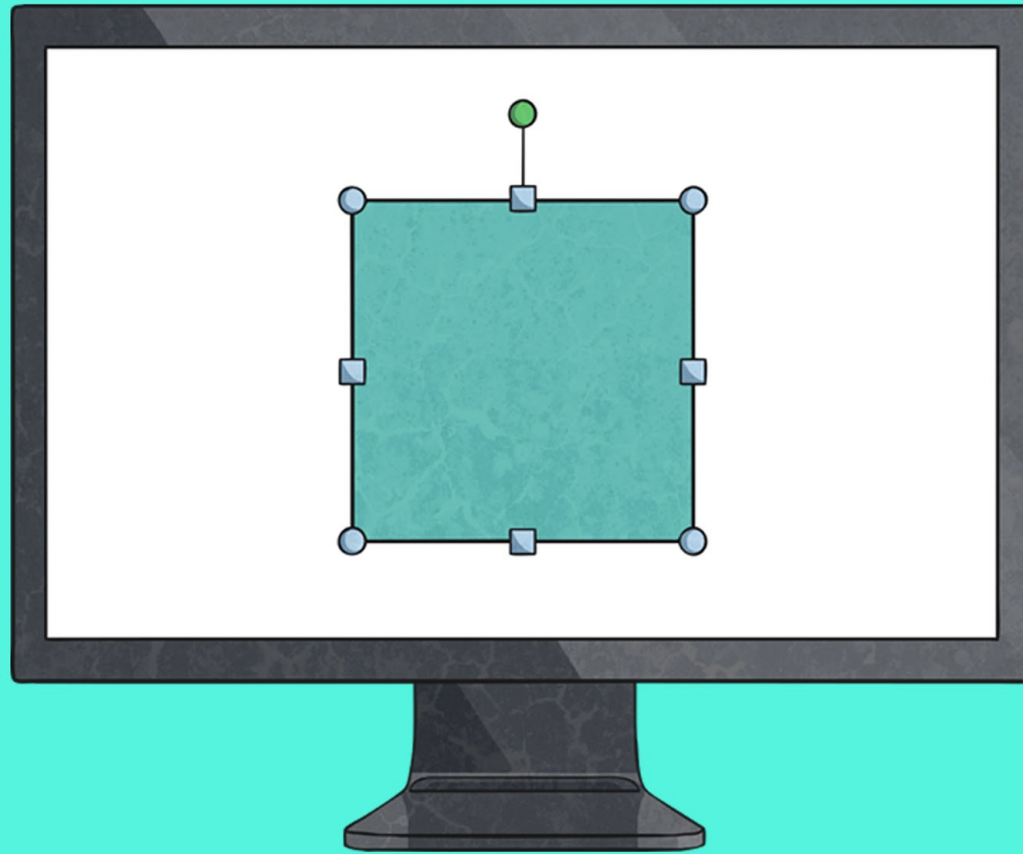


Top and bottom

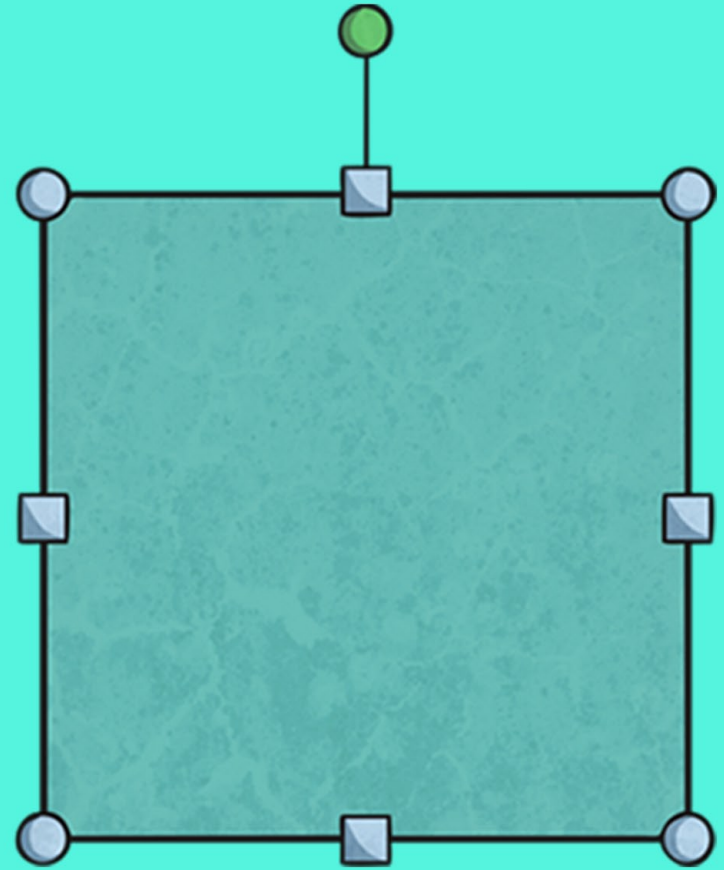
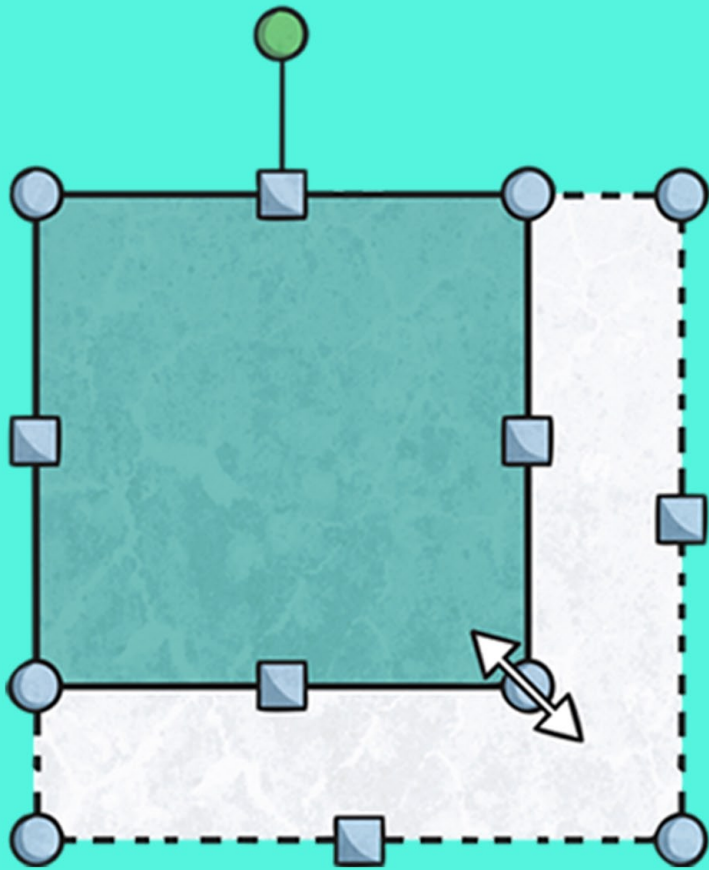


None

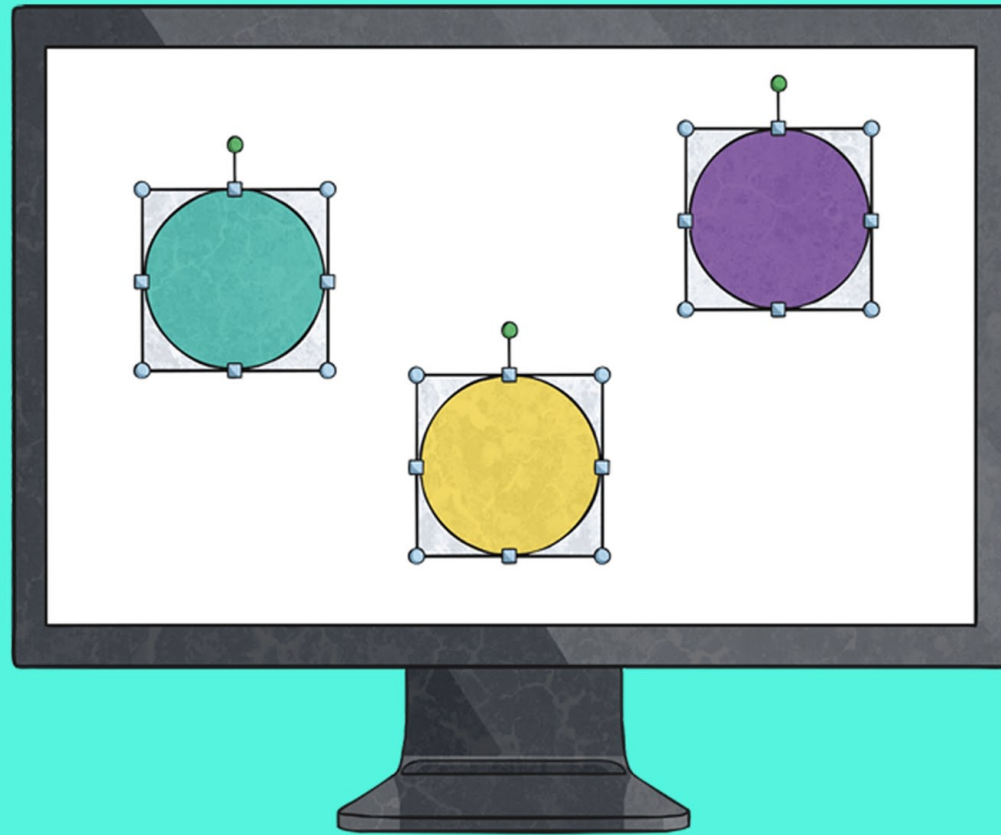
square



aspect ratio



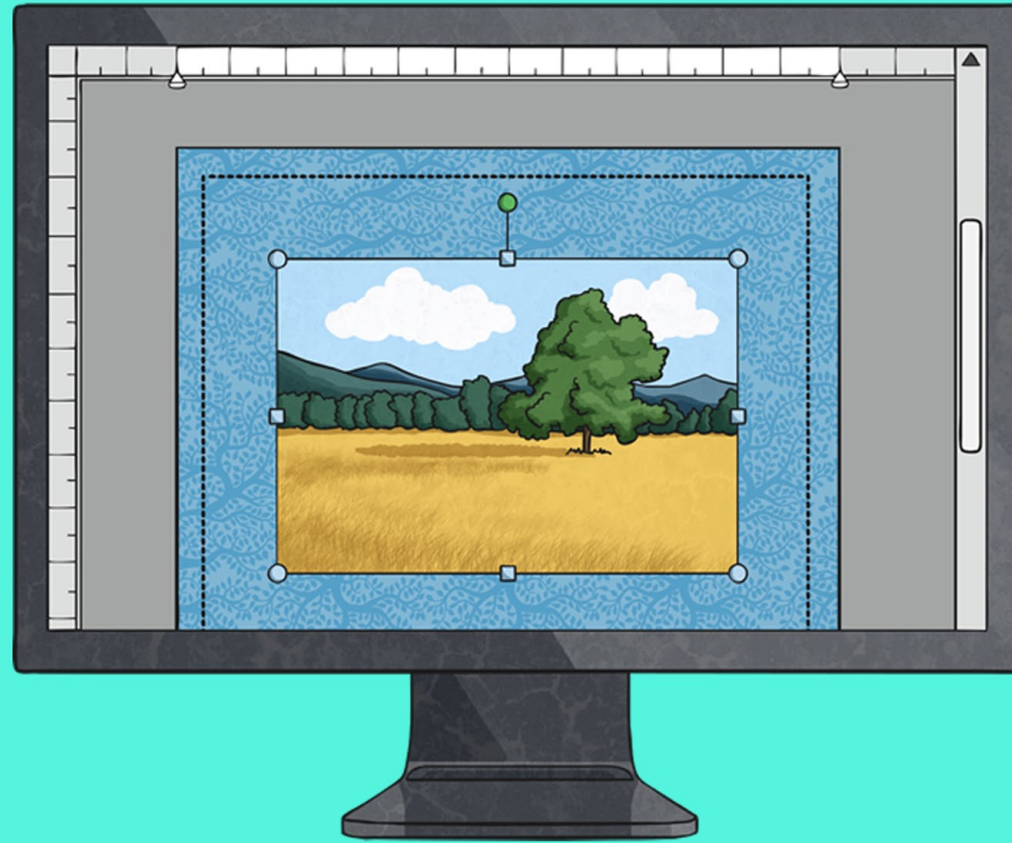
objects



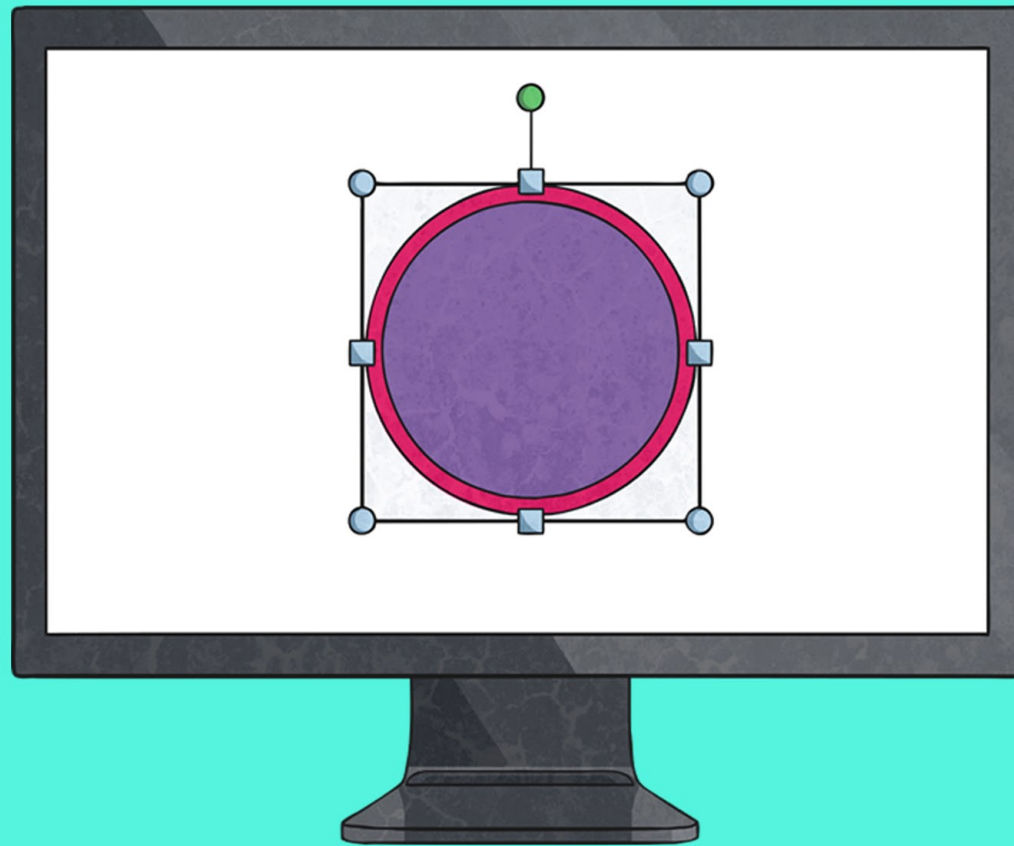
layout



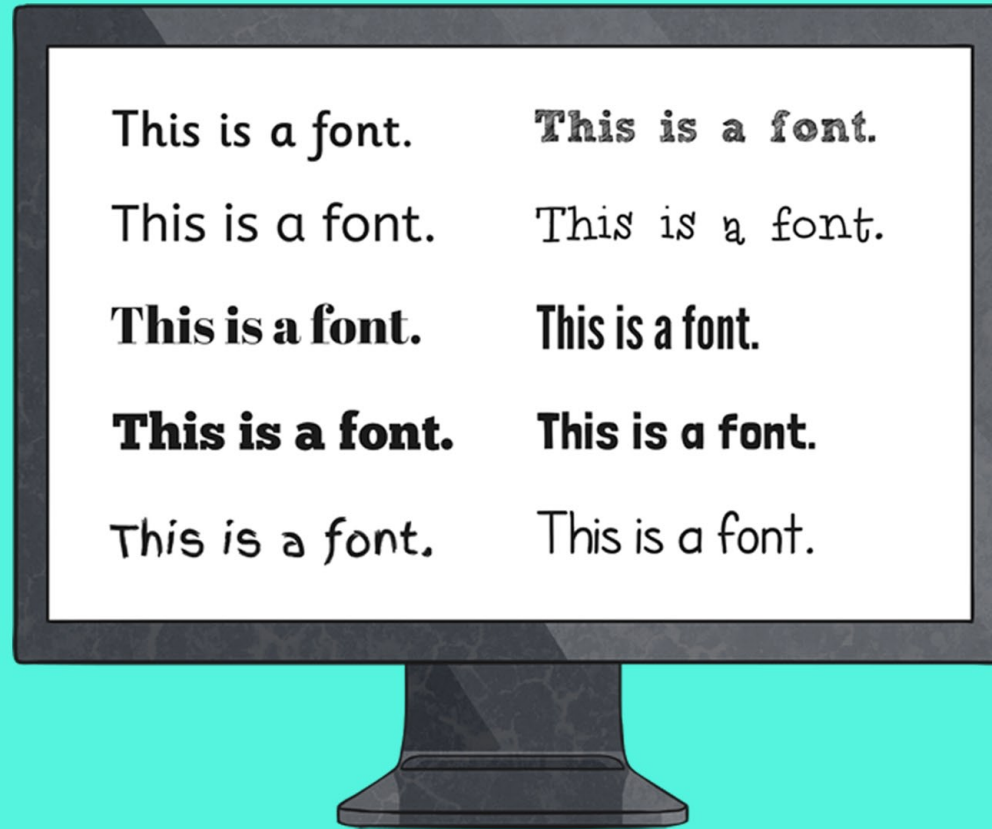
background



outline



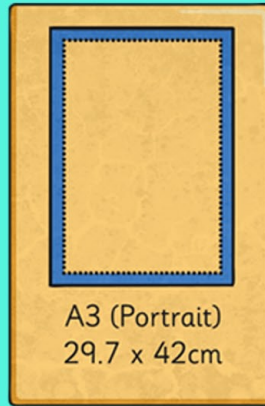
font



size



A3 (Landscape)
42 x 29.7cm



A3 (Portrait)
29.7 x 42cm



A4 (Landscape)
29.7 x 21cm



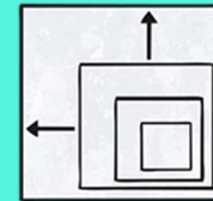
A4 (Portrait)
21 x 29.7cm



A5 (Landscape)
21 x 14.8cm



A5 (Portrait)
14.8 x 21cm



Create new
page size...

colour

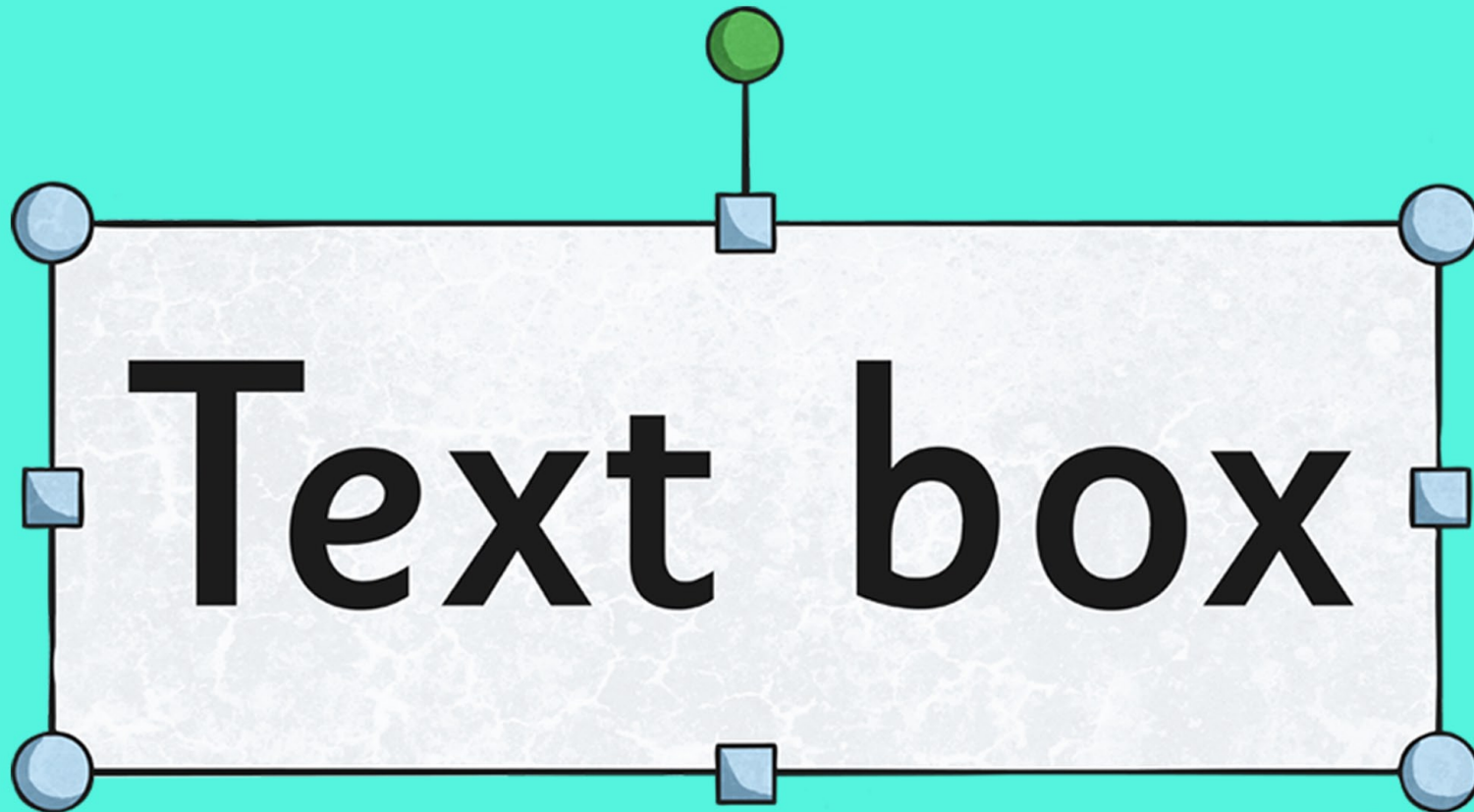
Standard

Custom

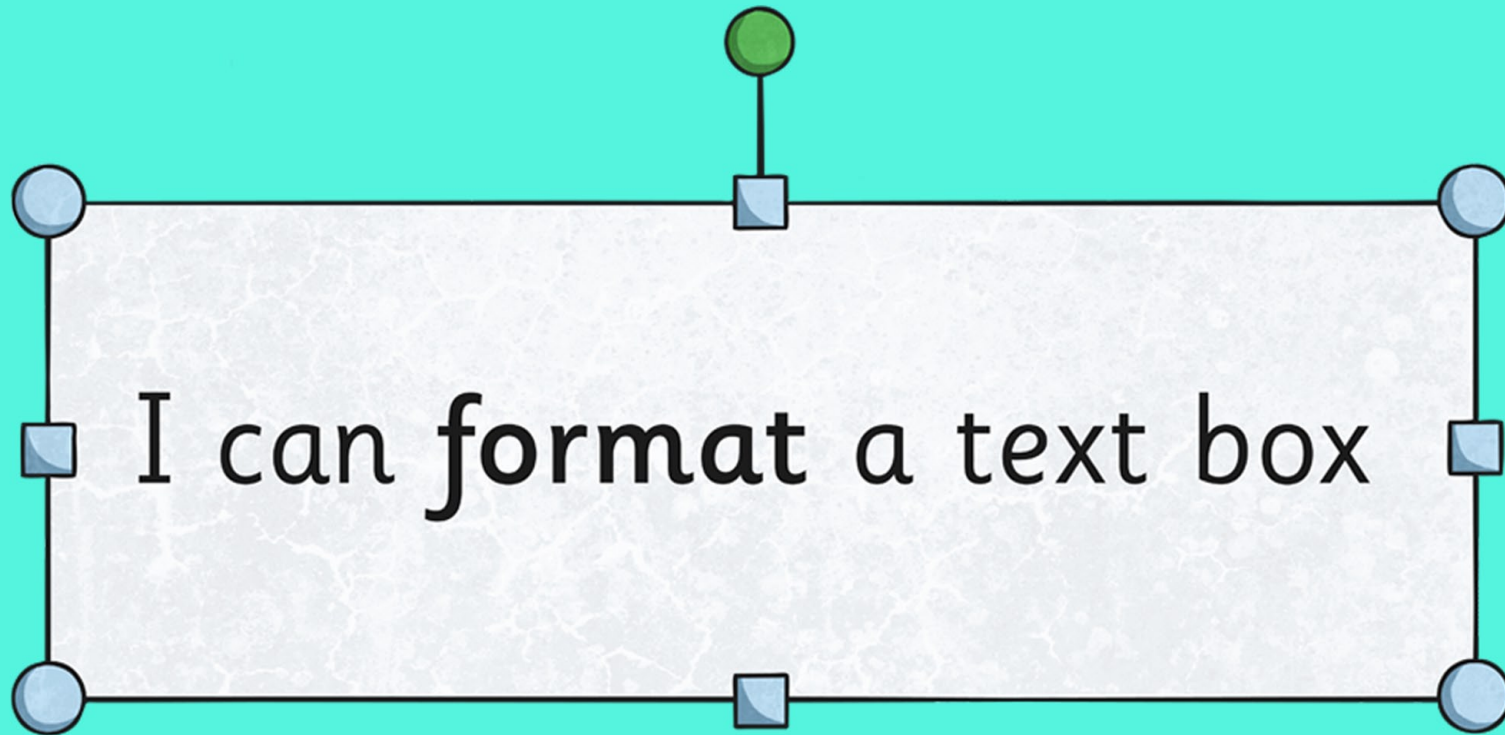
Colours:



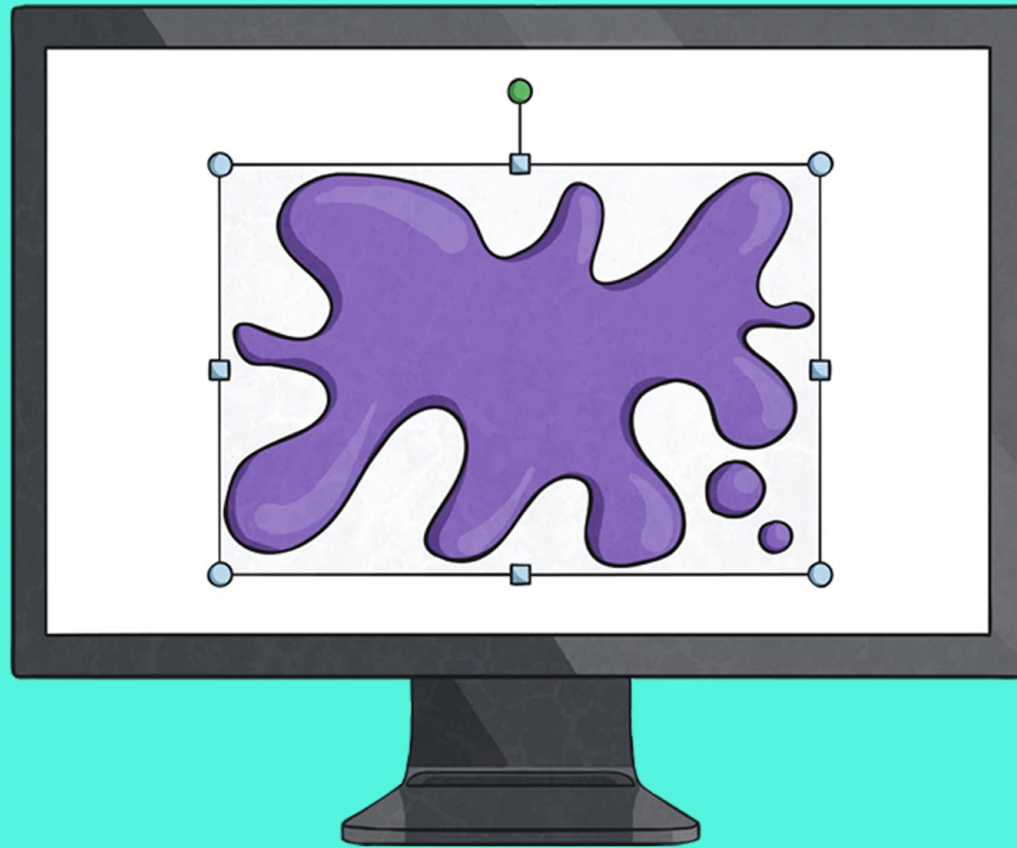
text box



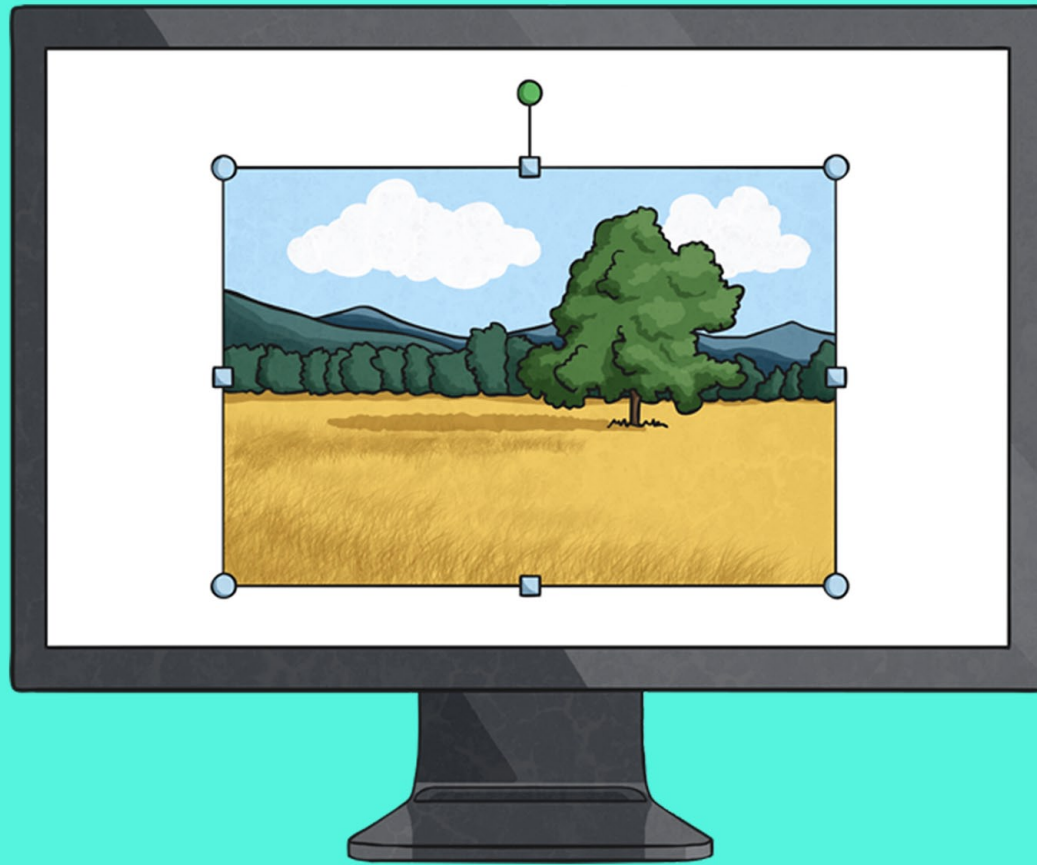
format



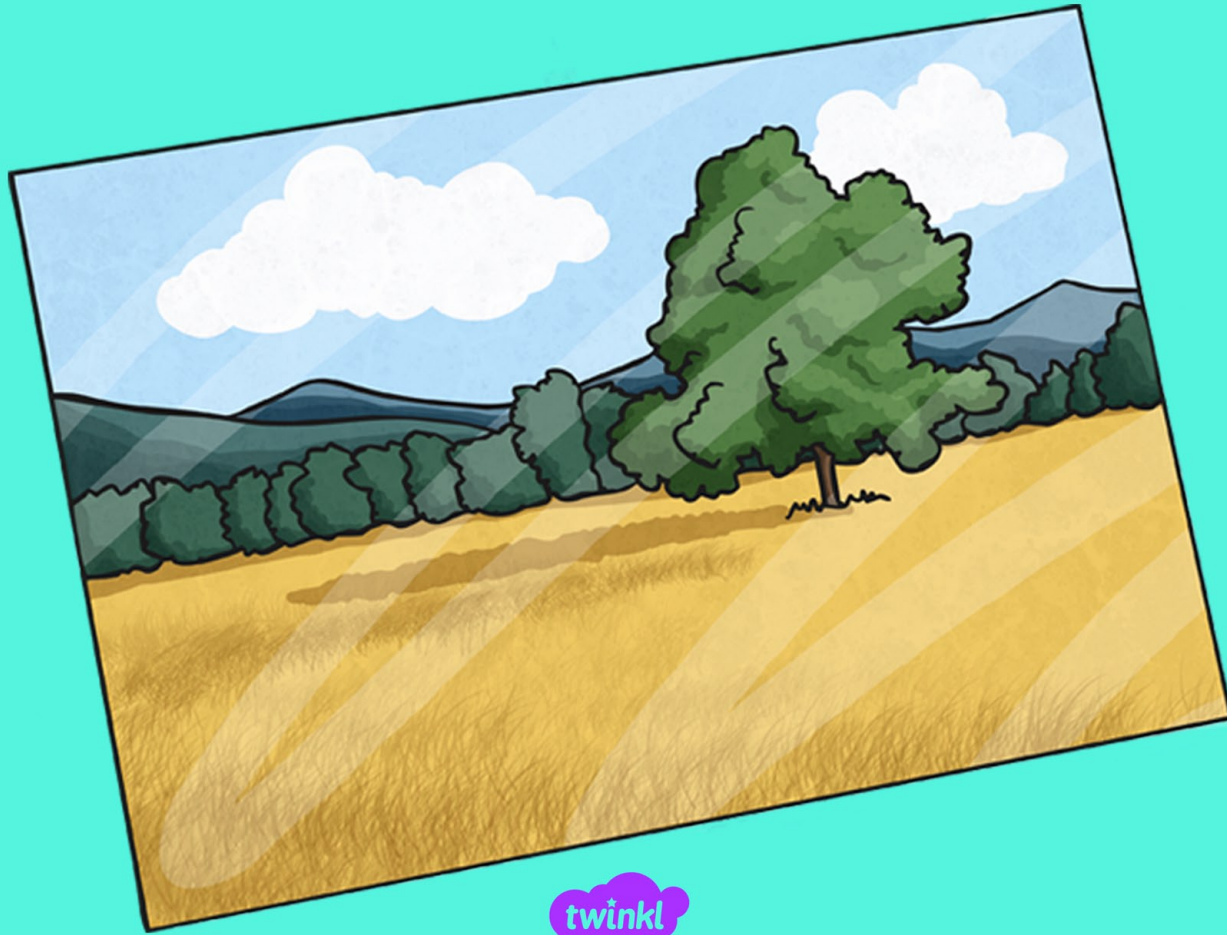
image



photo



photograph



wrap text



Square



Tight



Through

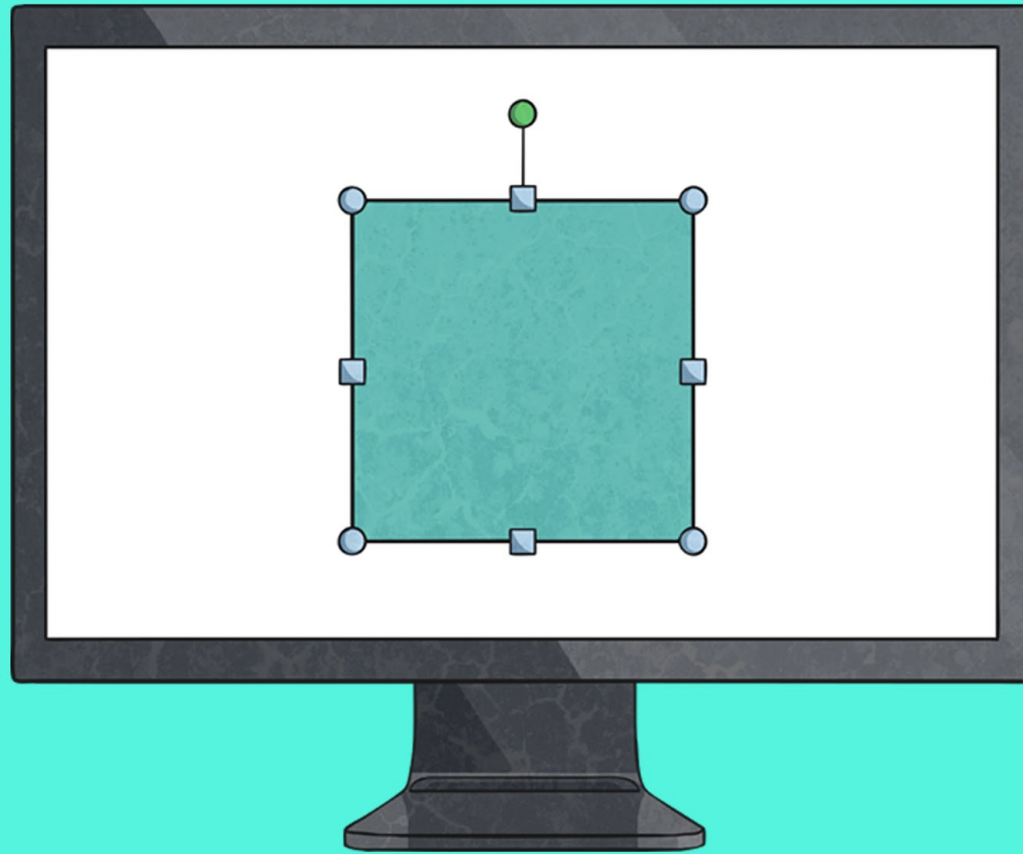


Top and bottom

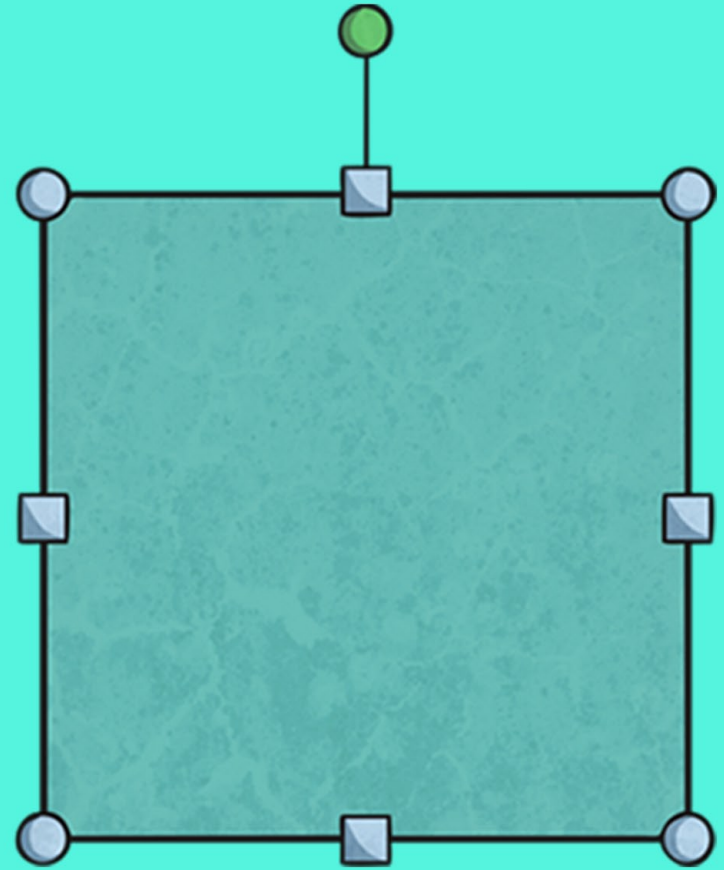
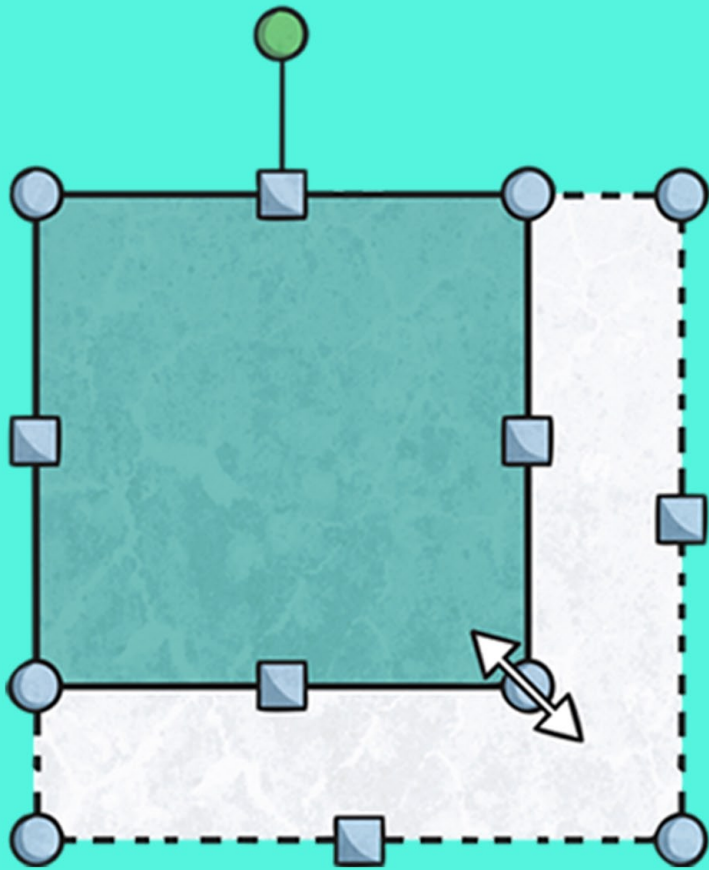


None

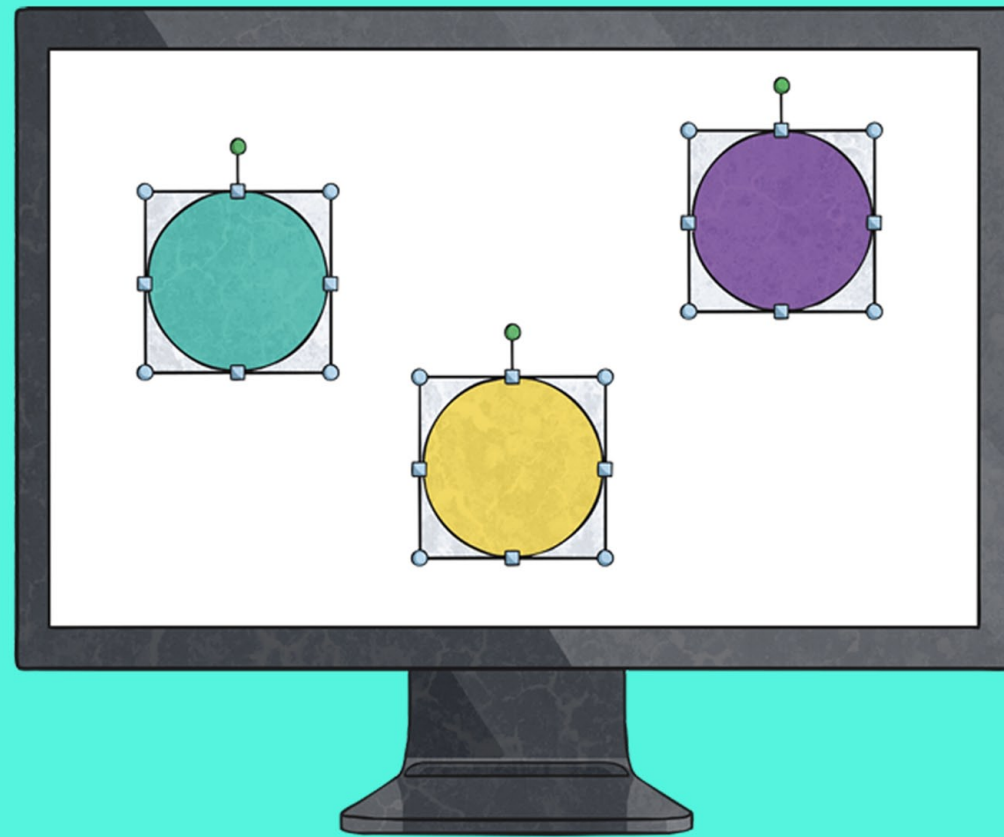
square



aspect ratio



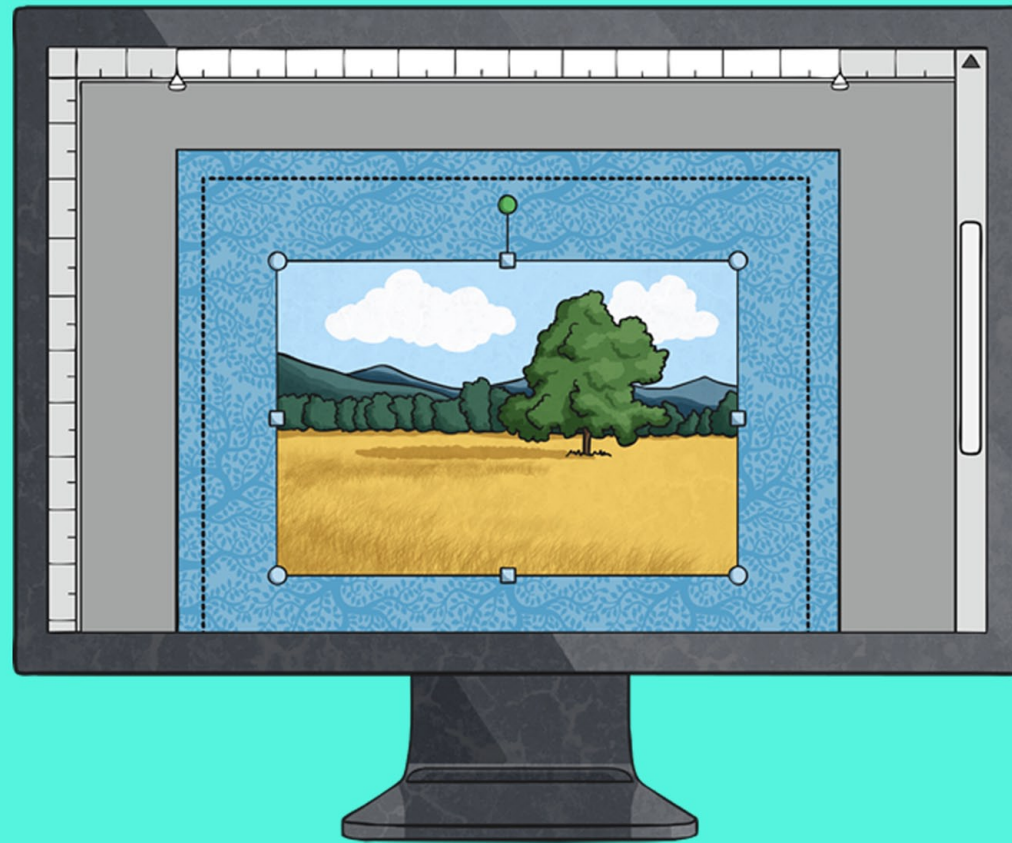
objects



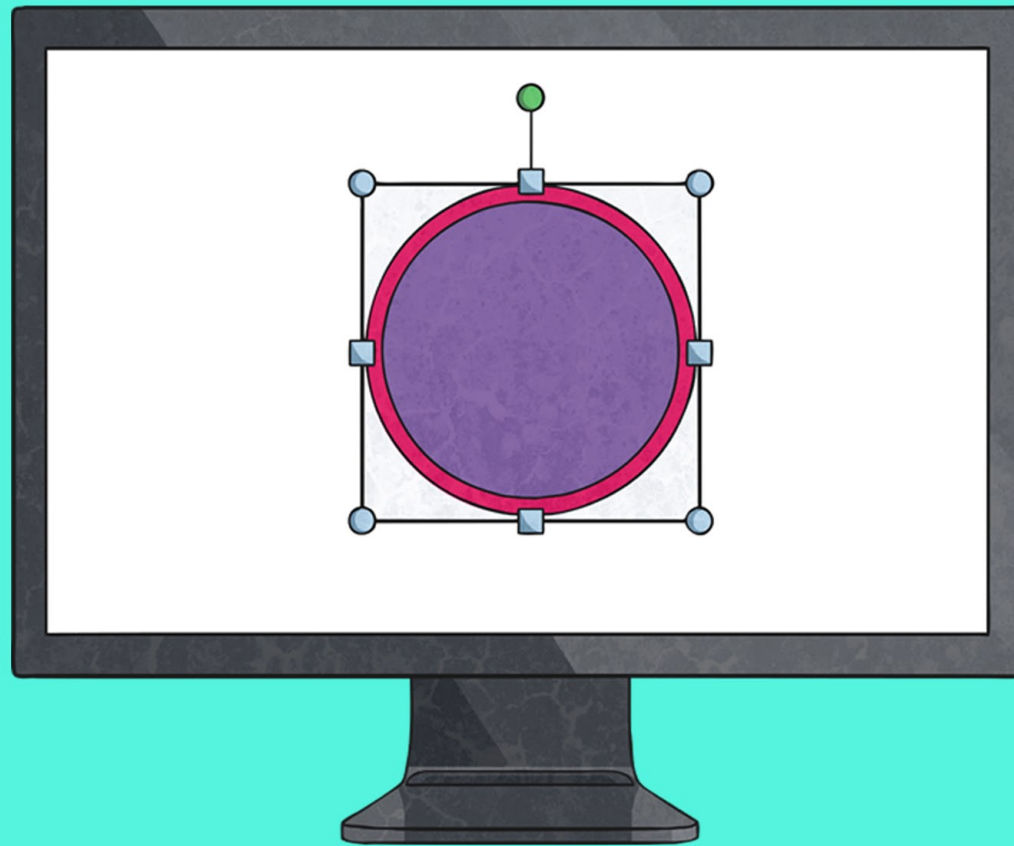
layout



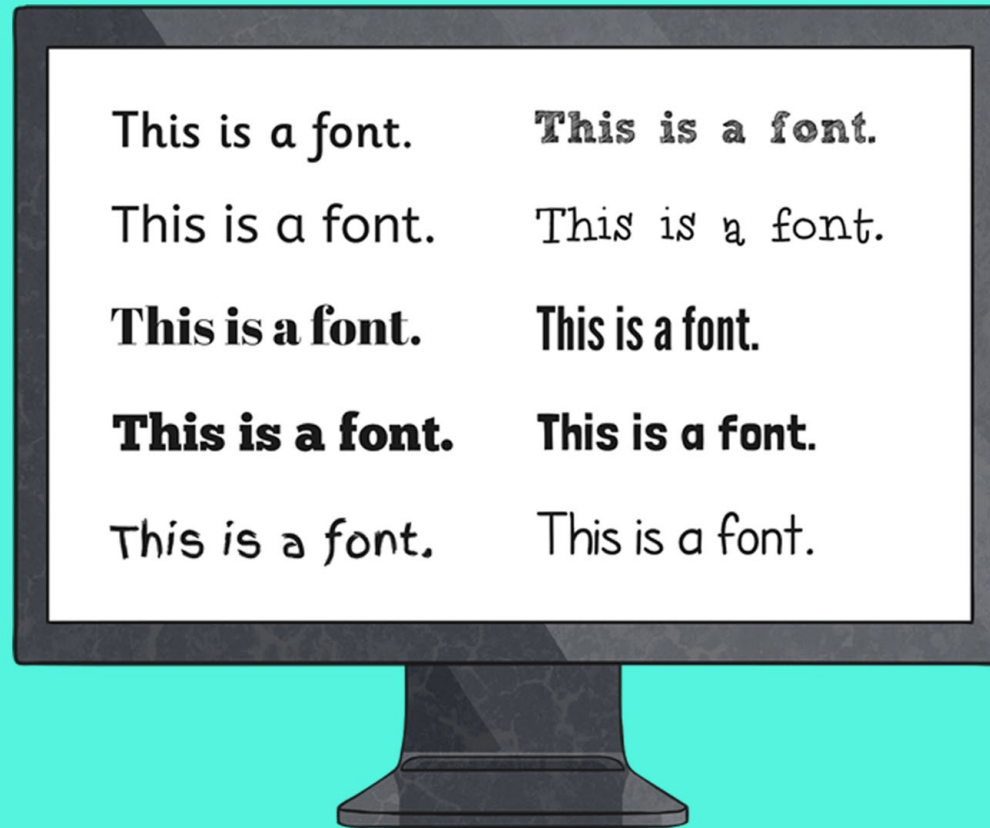
background



outline



font



This is a font.

This is a font.

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This is a font.

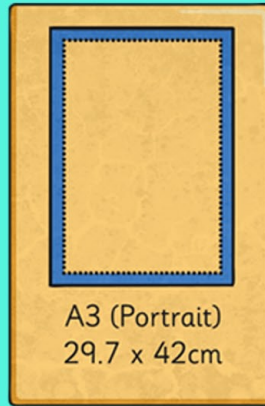
This is a font.

This is a font.

size



A3 (Landscape)
42 x 29.7cm



A3 (Portrait)
29.7 x 42cm



A4 (Landscape)
29.7 x 21cm



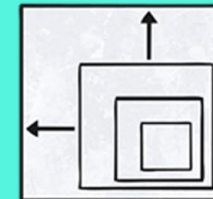
A4 (Portrait)
21 x 29.7cm



A5 (Landscape)
21 x 14.8cm



A5 (Portrait)
14.8 x 21cm



Create new
page size...

colour





**Drawing
and Desktop
Publishing
Challenge
Cards**

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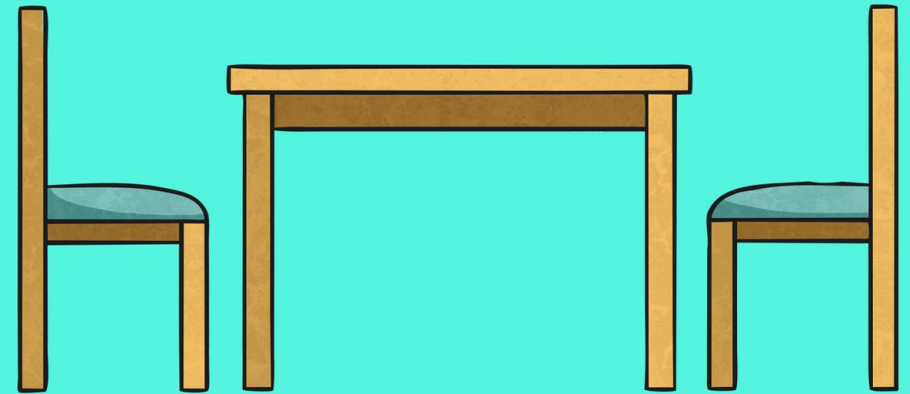
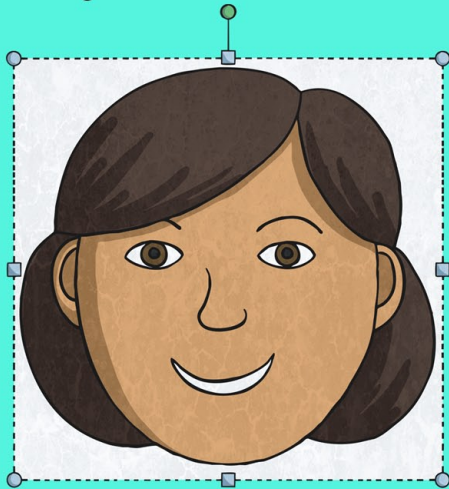


**Drawing
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Cards**

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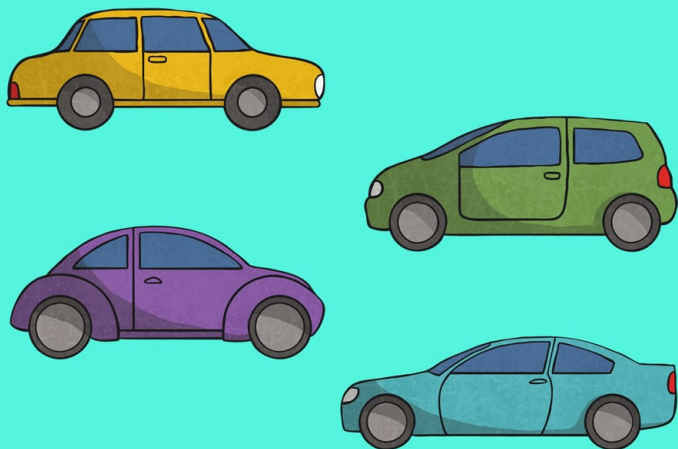
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Draw a picture of a face using different shapes.
Group all the objects and resize the drawing.



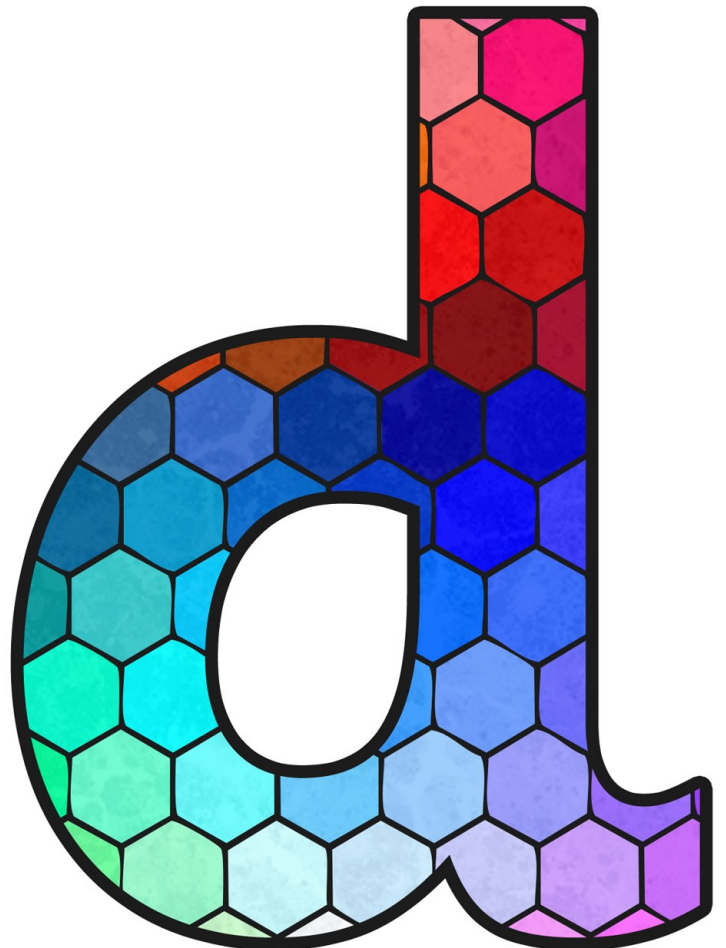
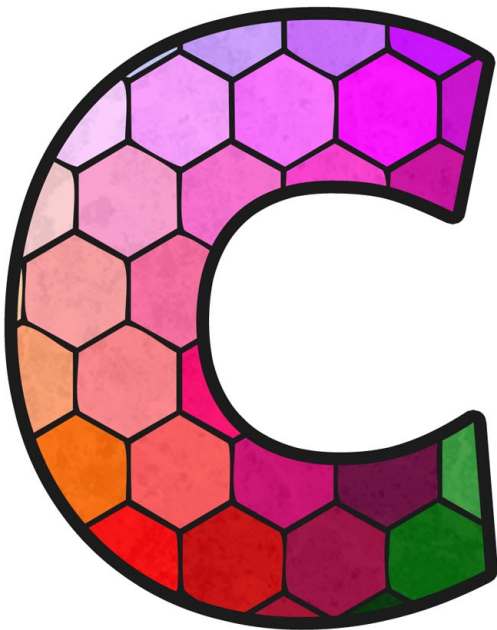
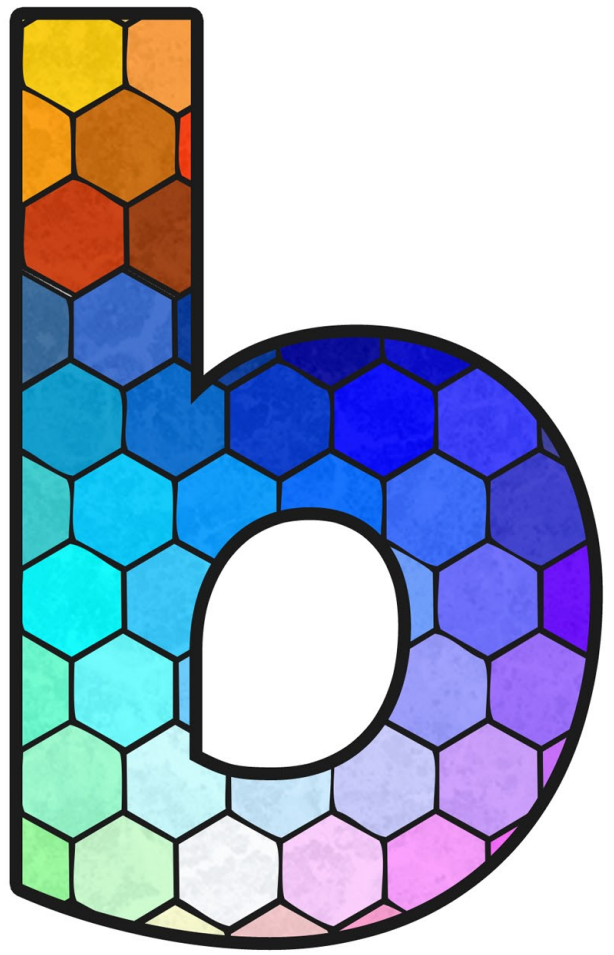
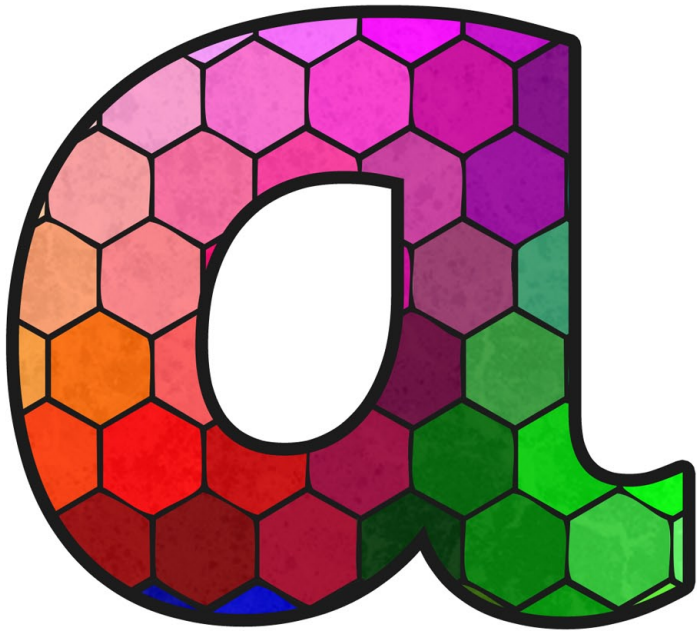
Draw a picture of a table and chairs. Group the
objects that make each item of furniture.

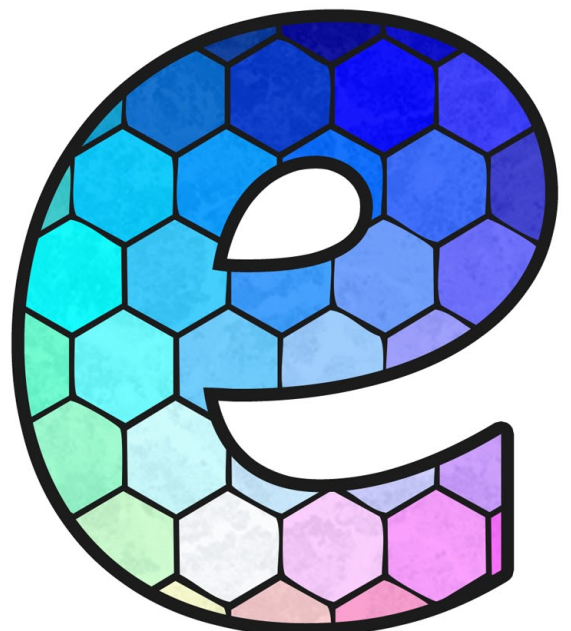
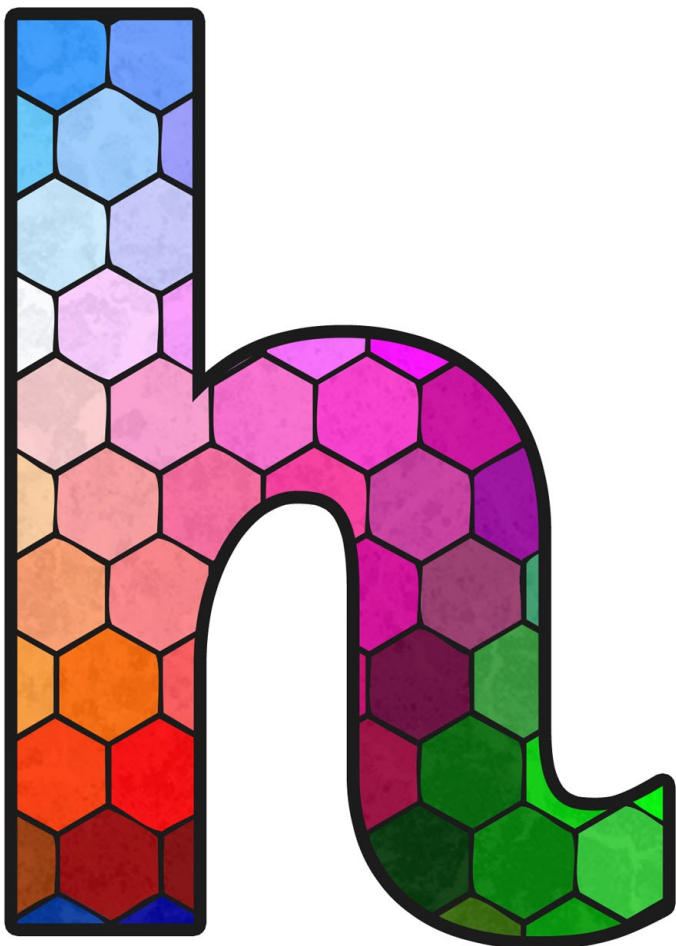
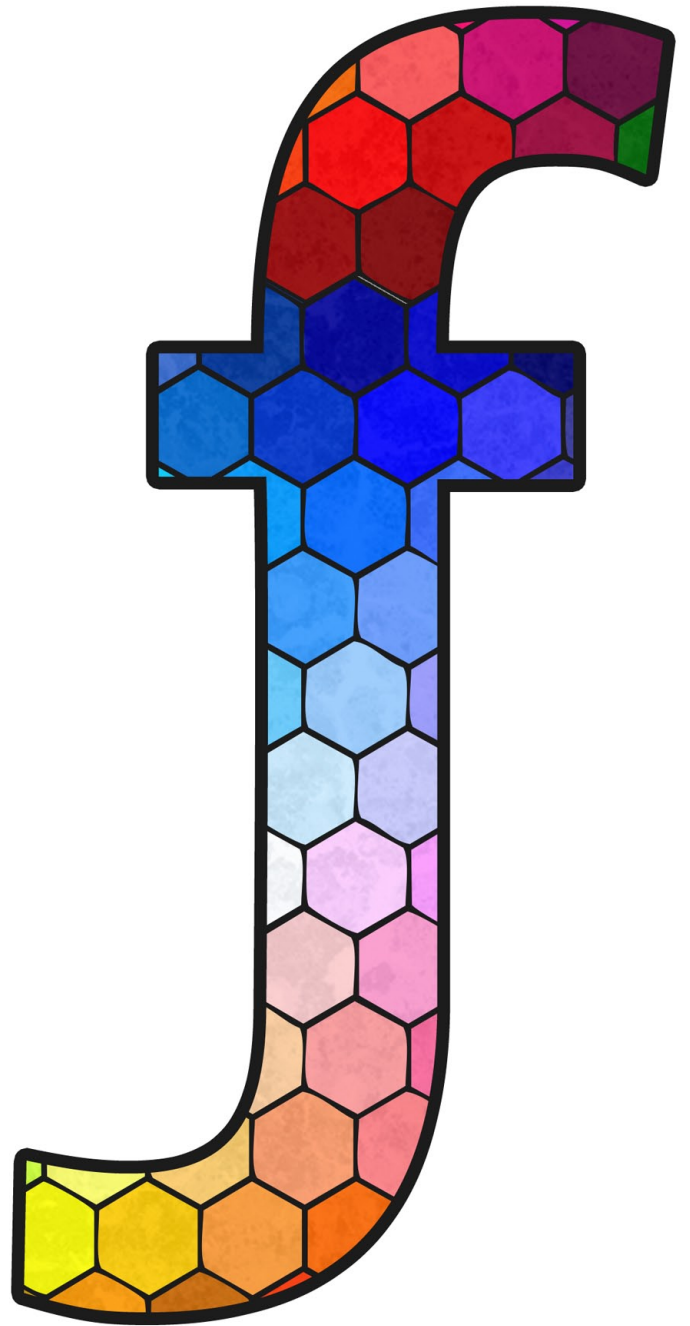
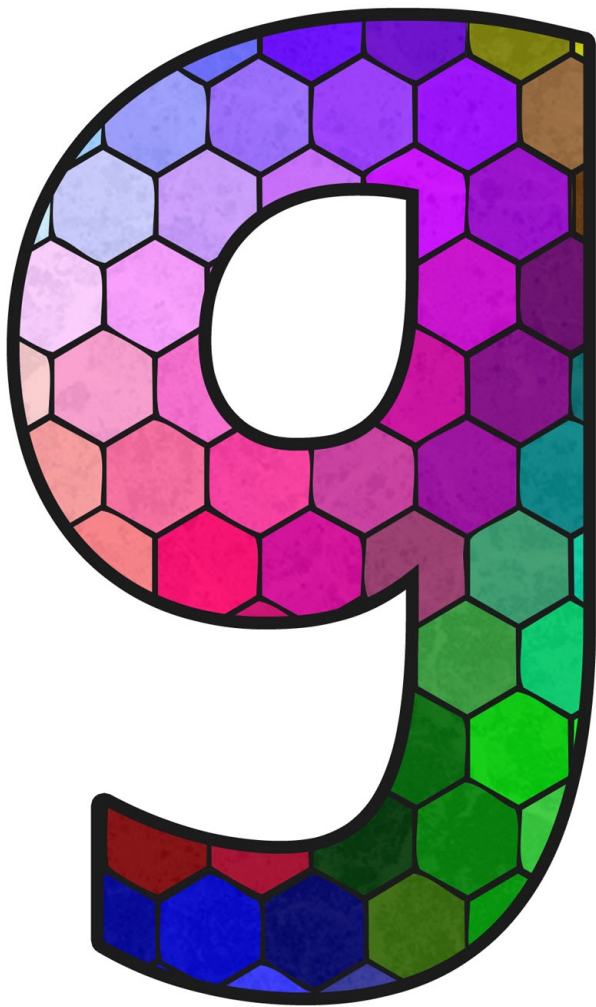
Draw a picture of a vehicle. Group the objects and
copy the image. Alter the other vehicles.

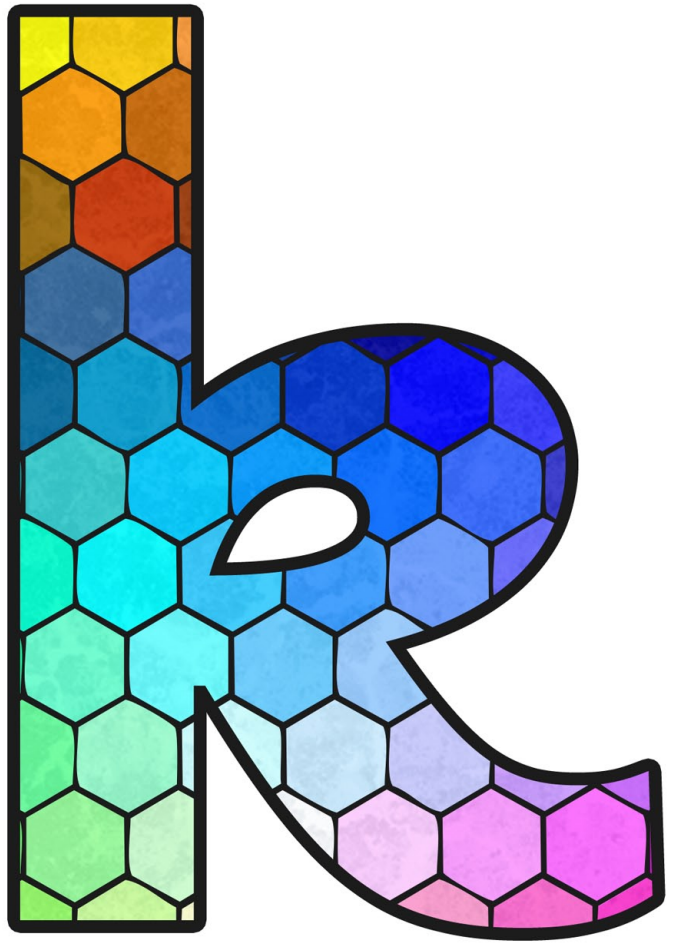
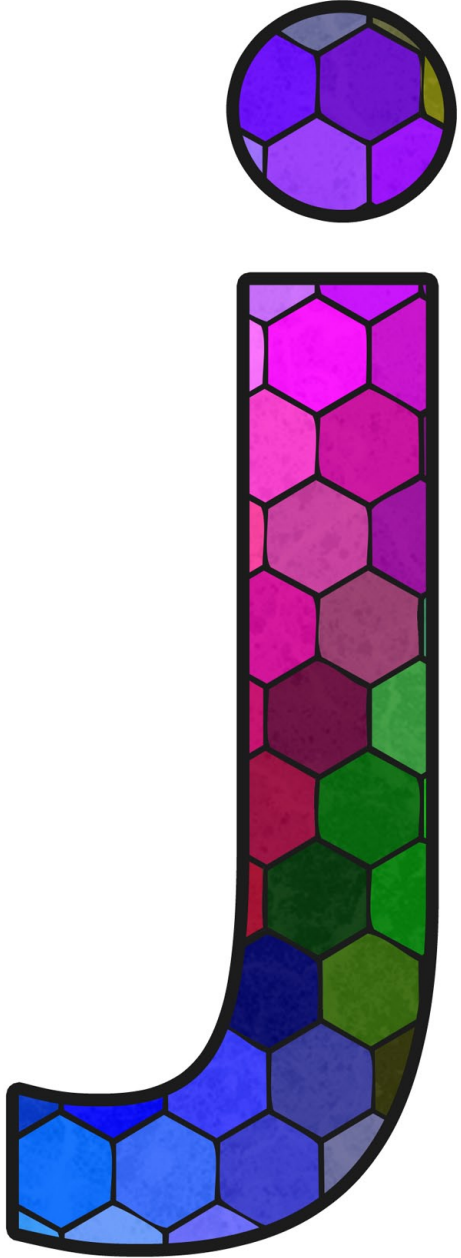


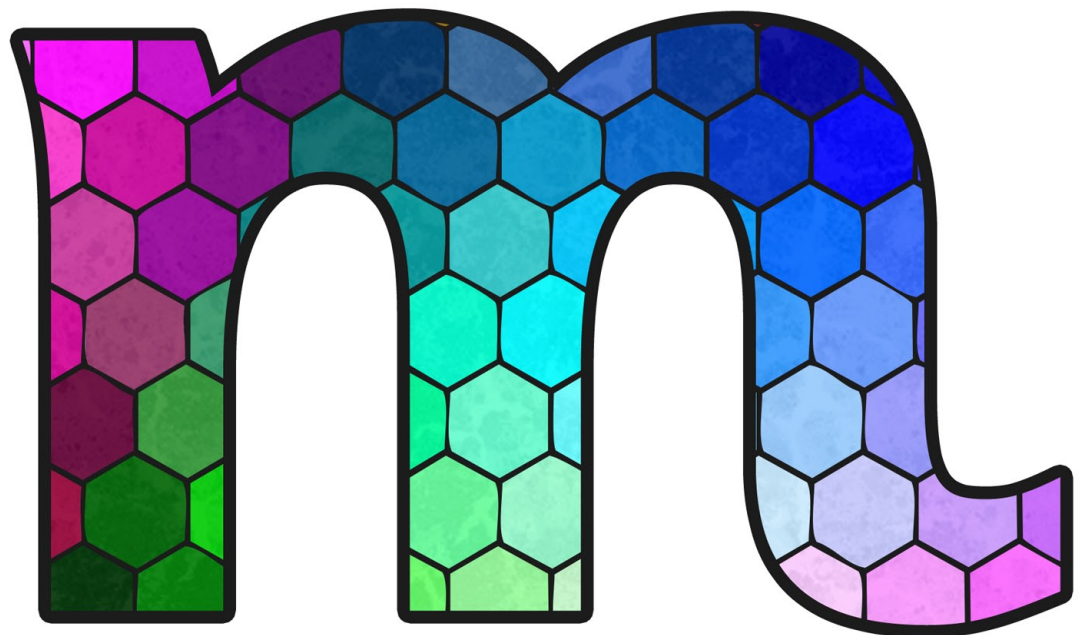
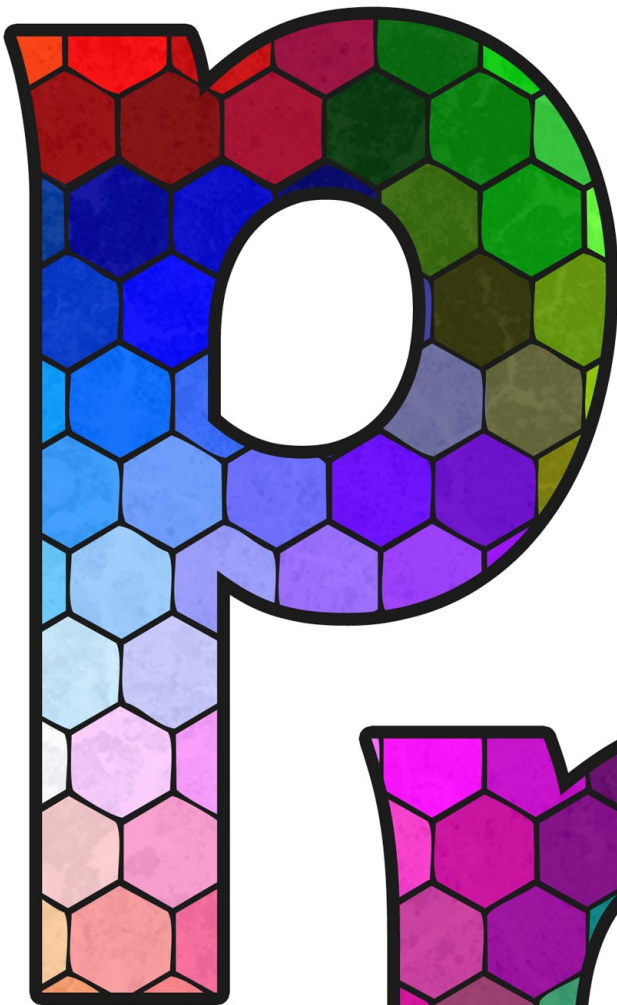
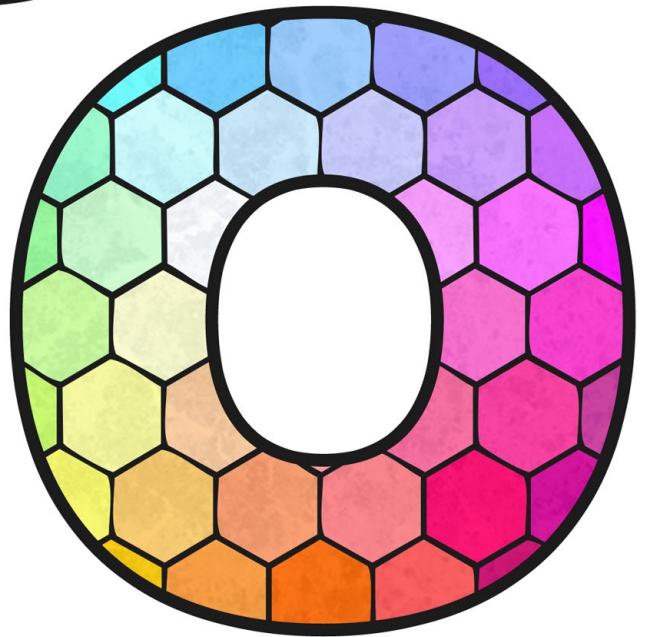
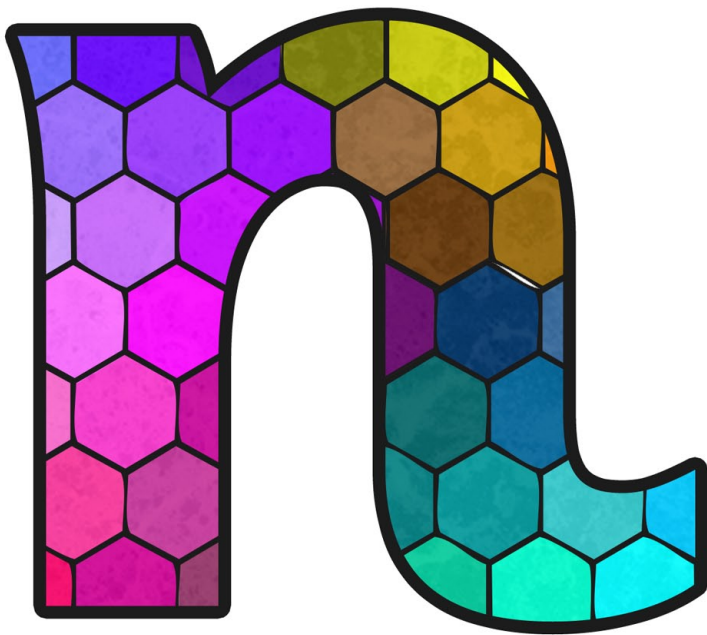
Draw a picture of a
flower. Group the
objects and copy some
more flowers. Make
slight changes to some
of the flowers and order
and overlap to make
a bunch of flowers.

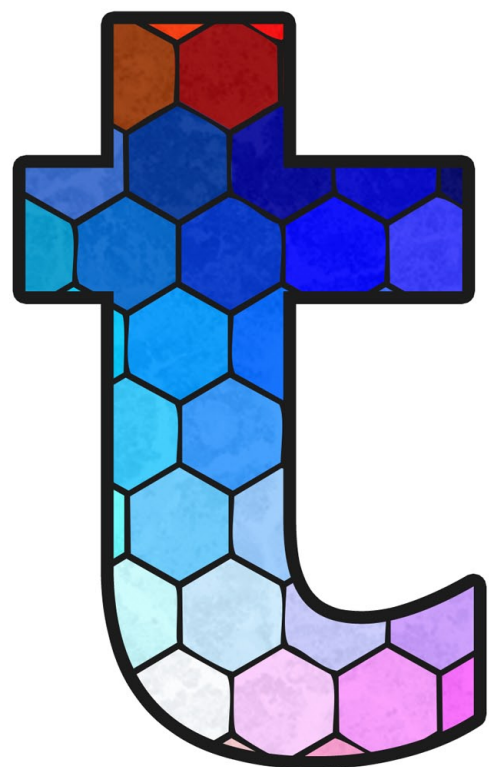
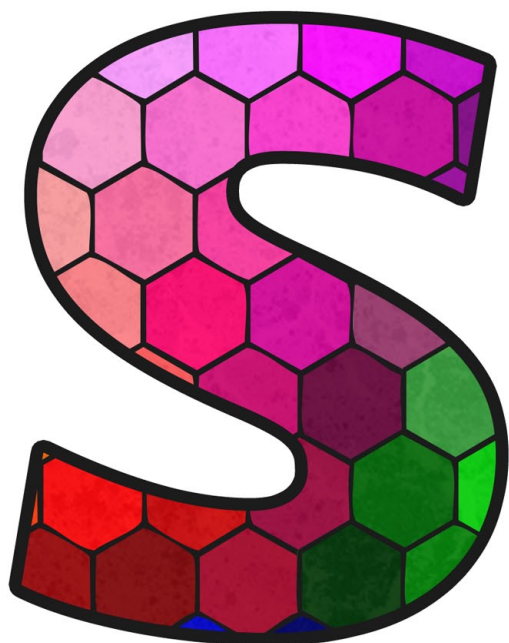
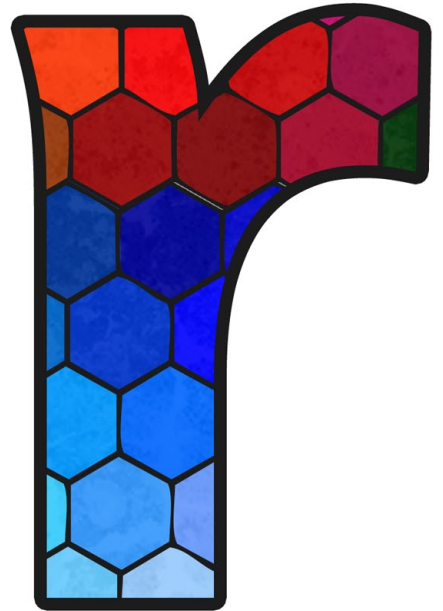
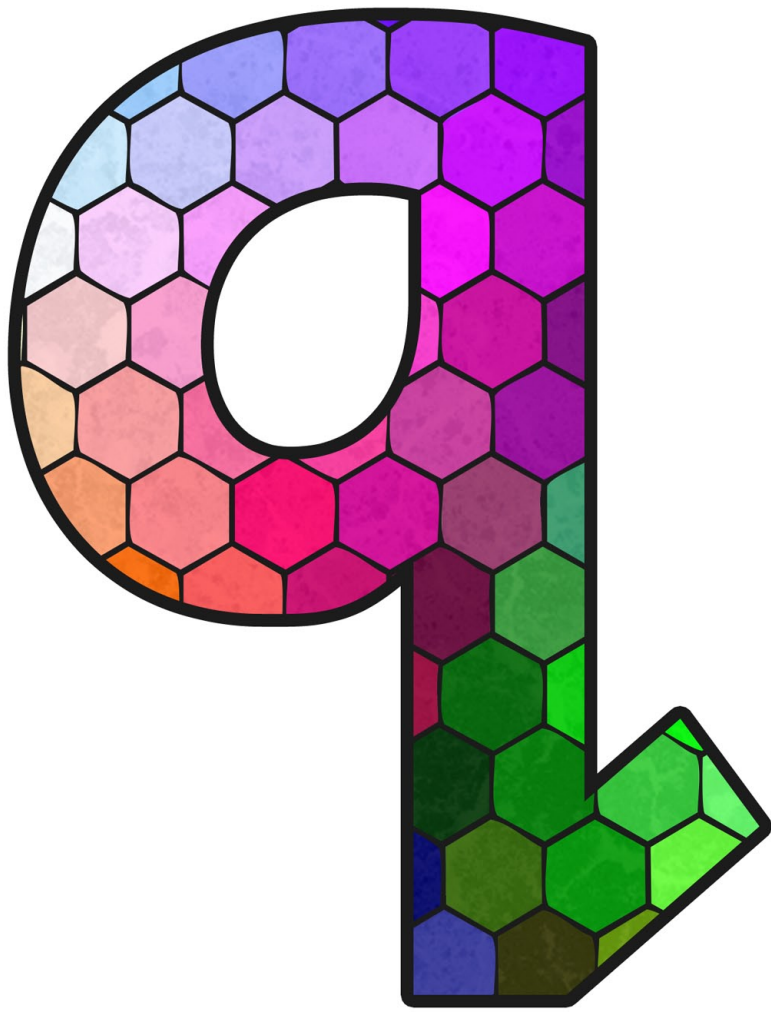


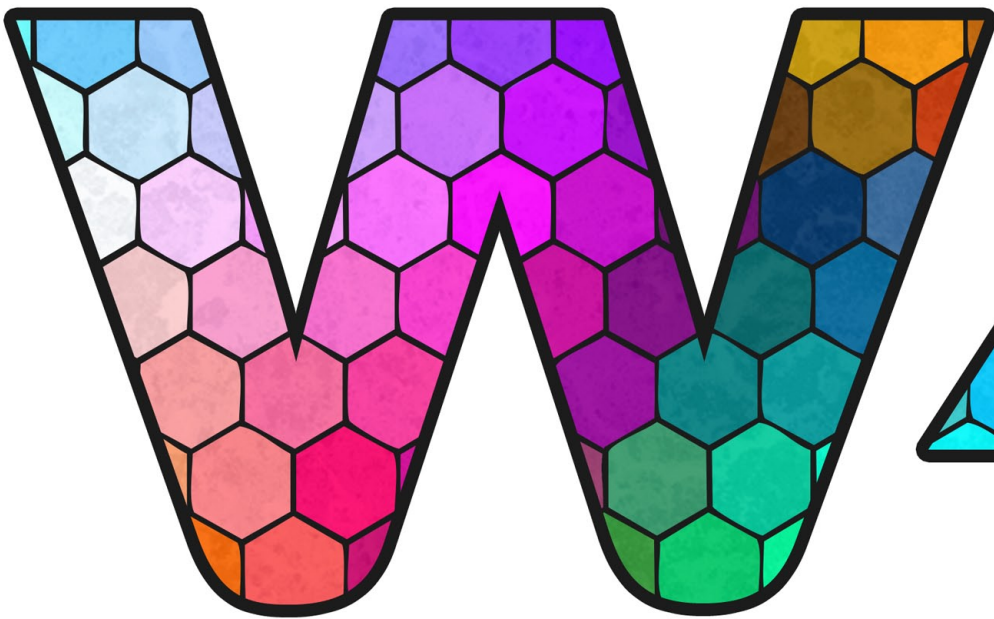
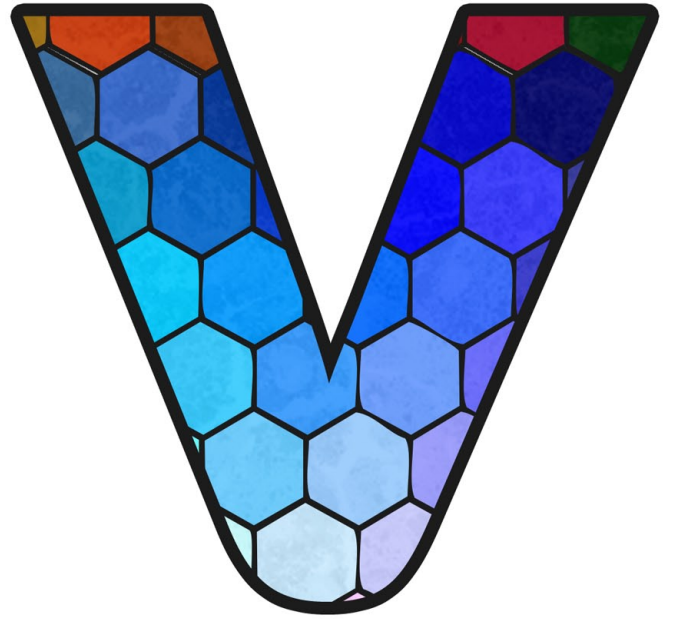
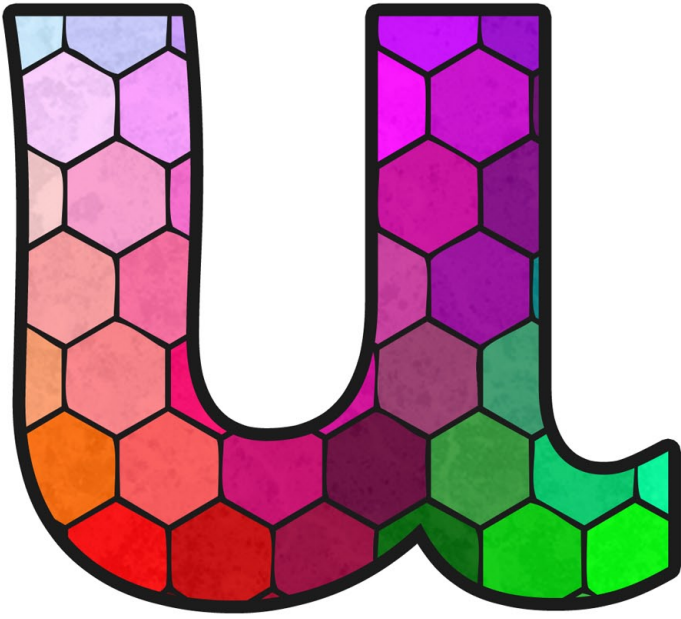


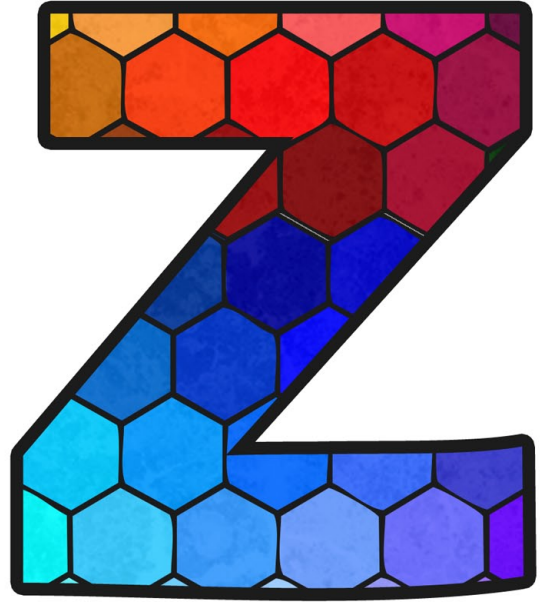
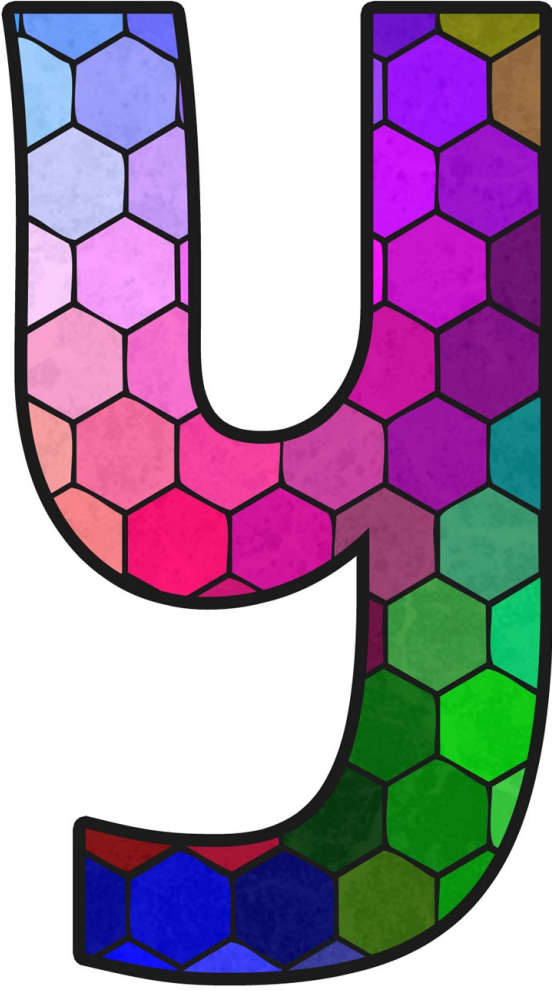


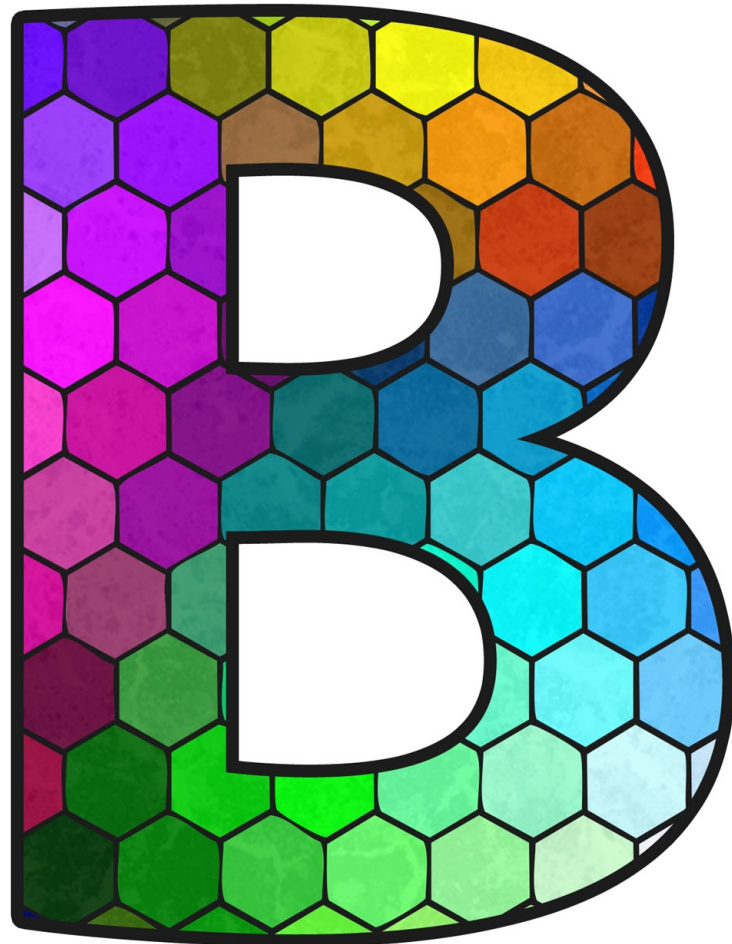


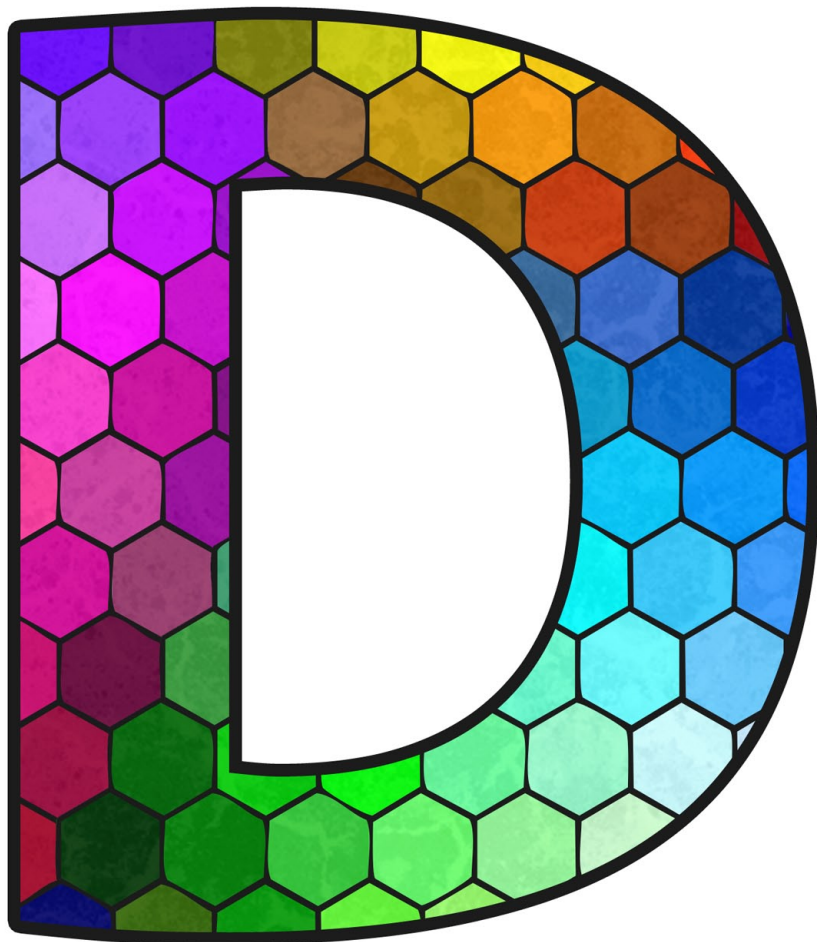
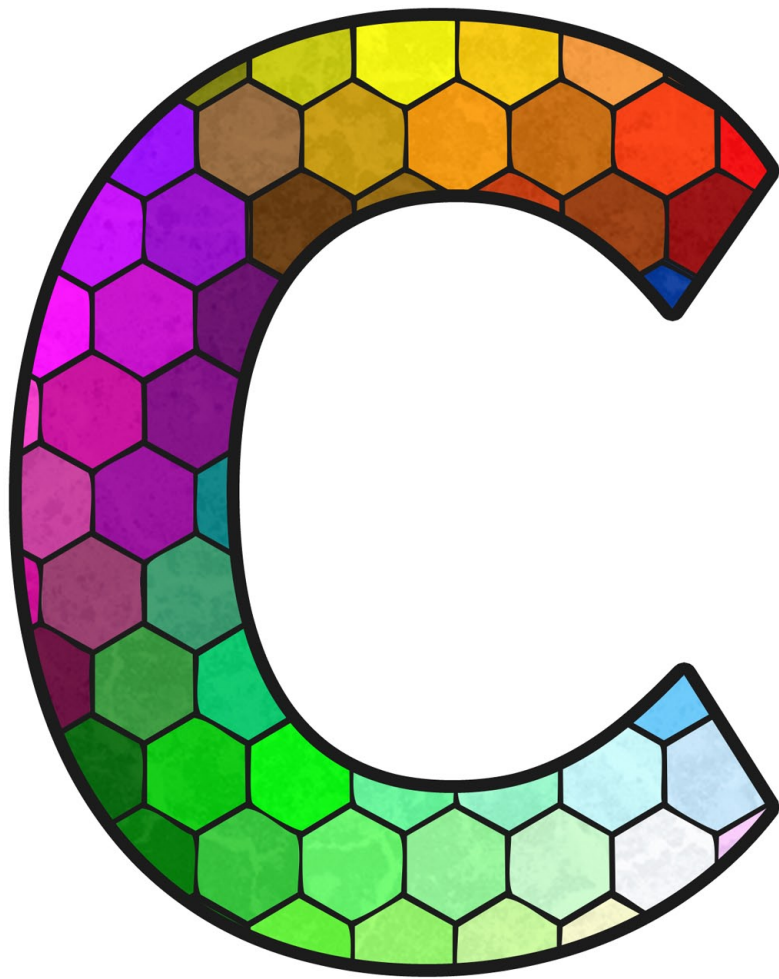


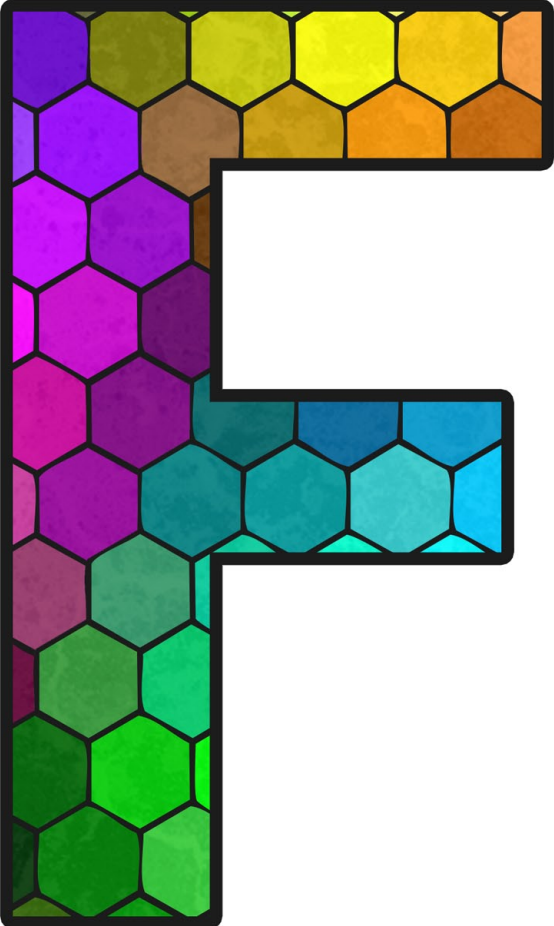
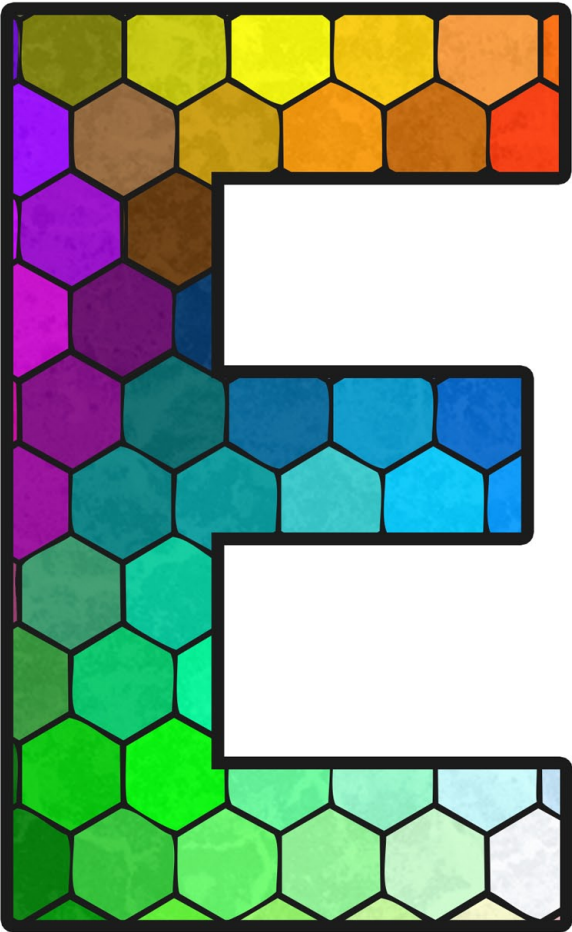


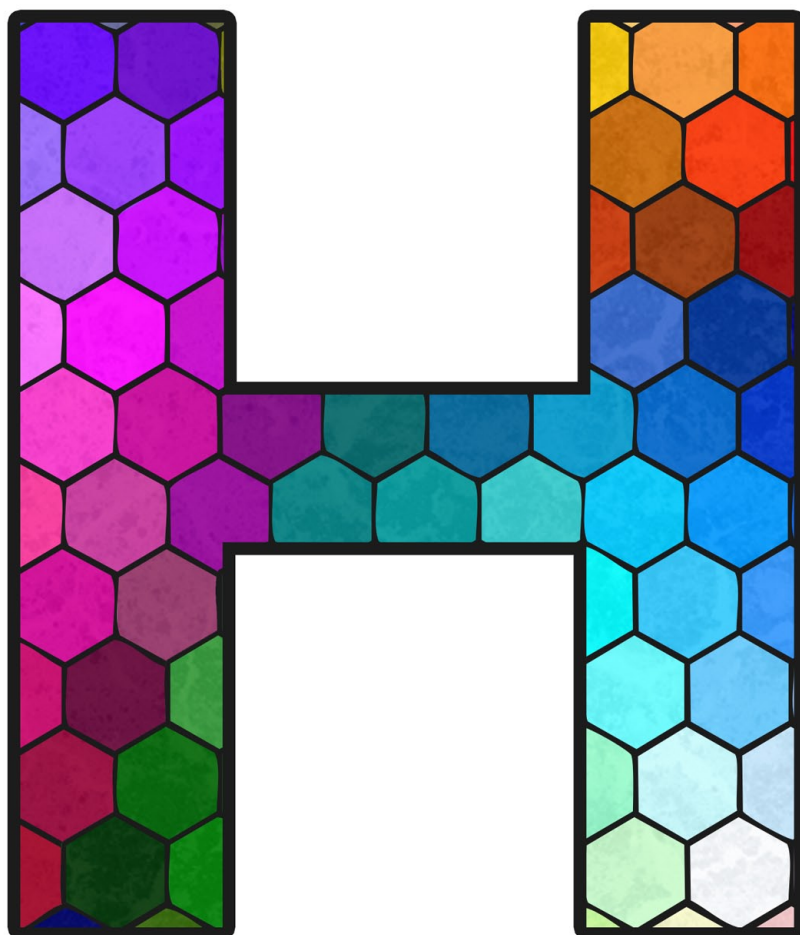


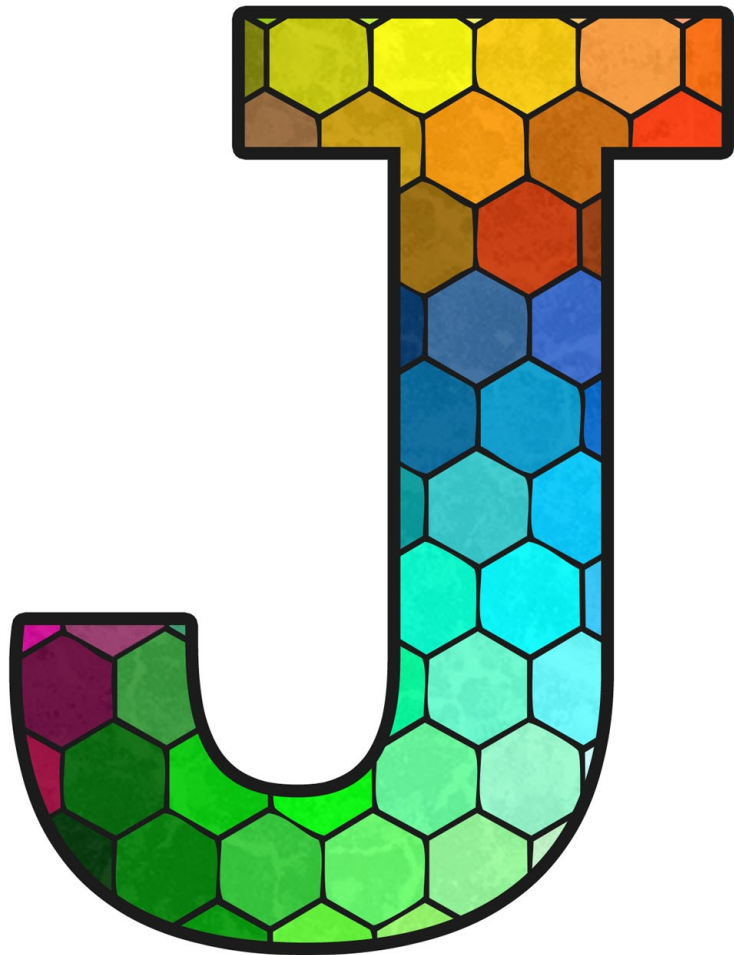


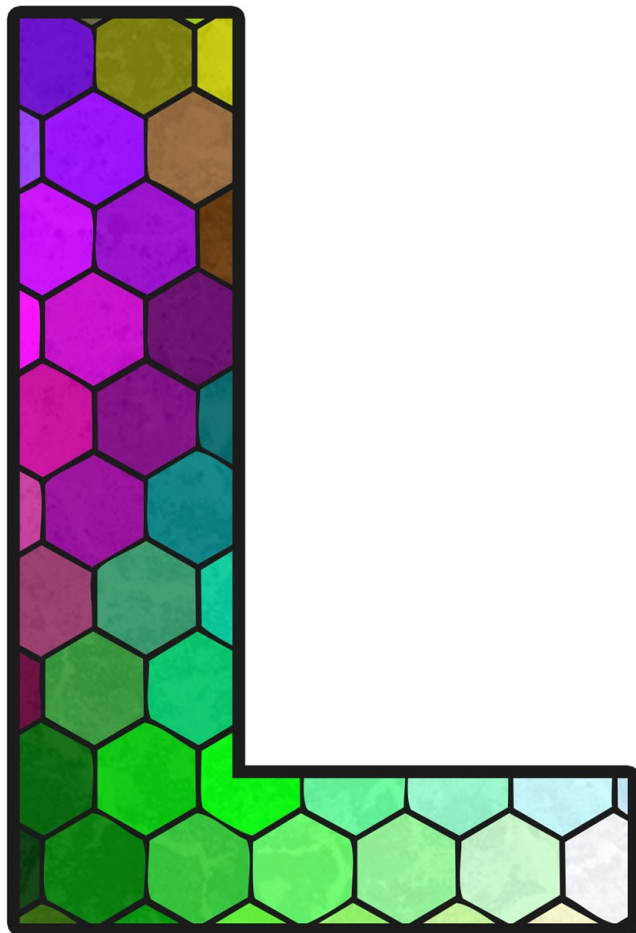
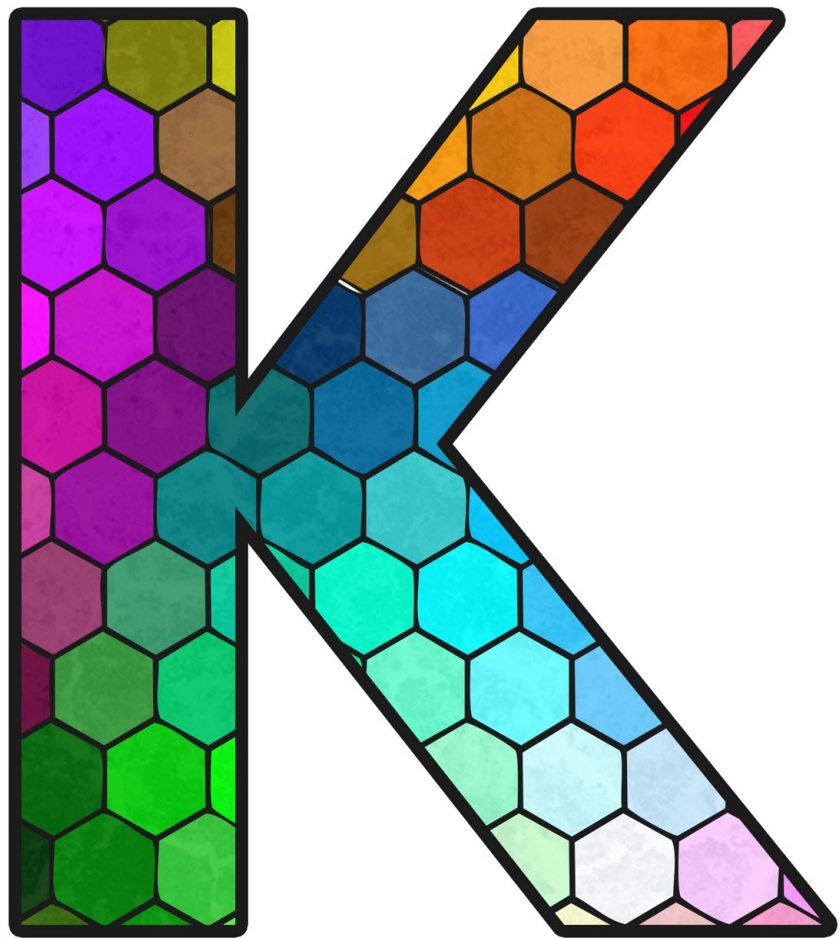


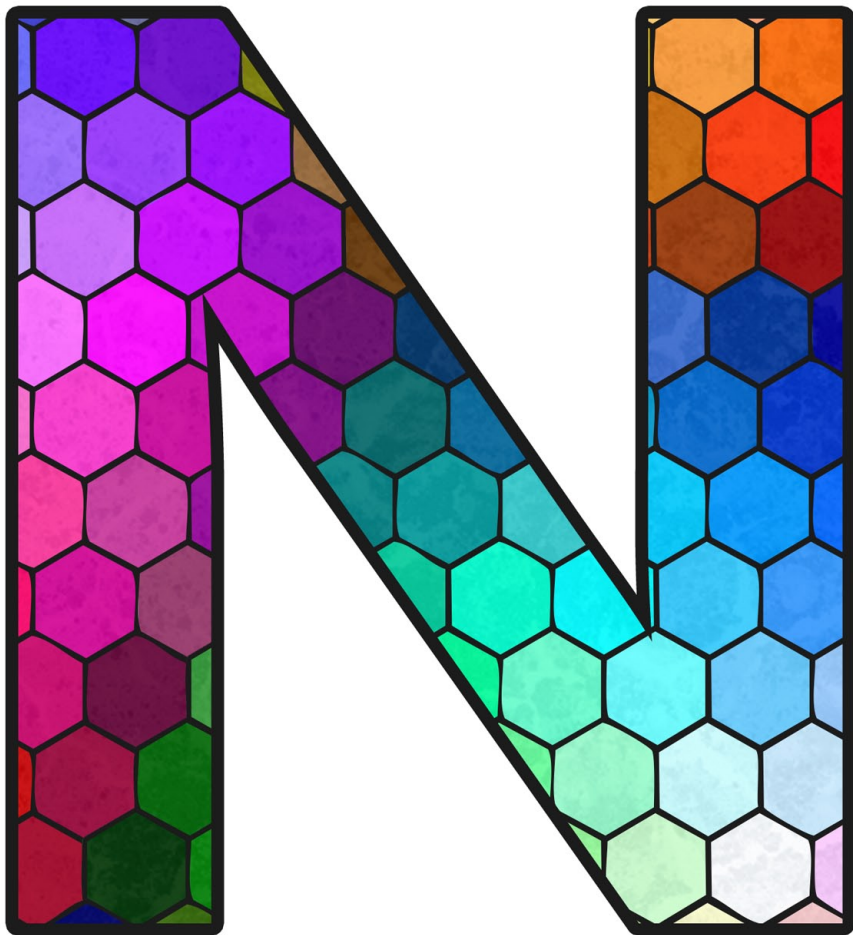
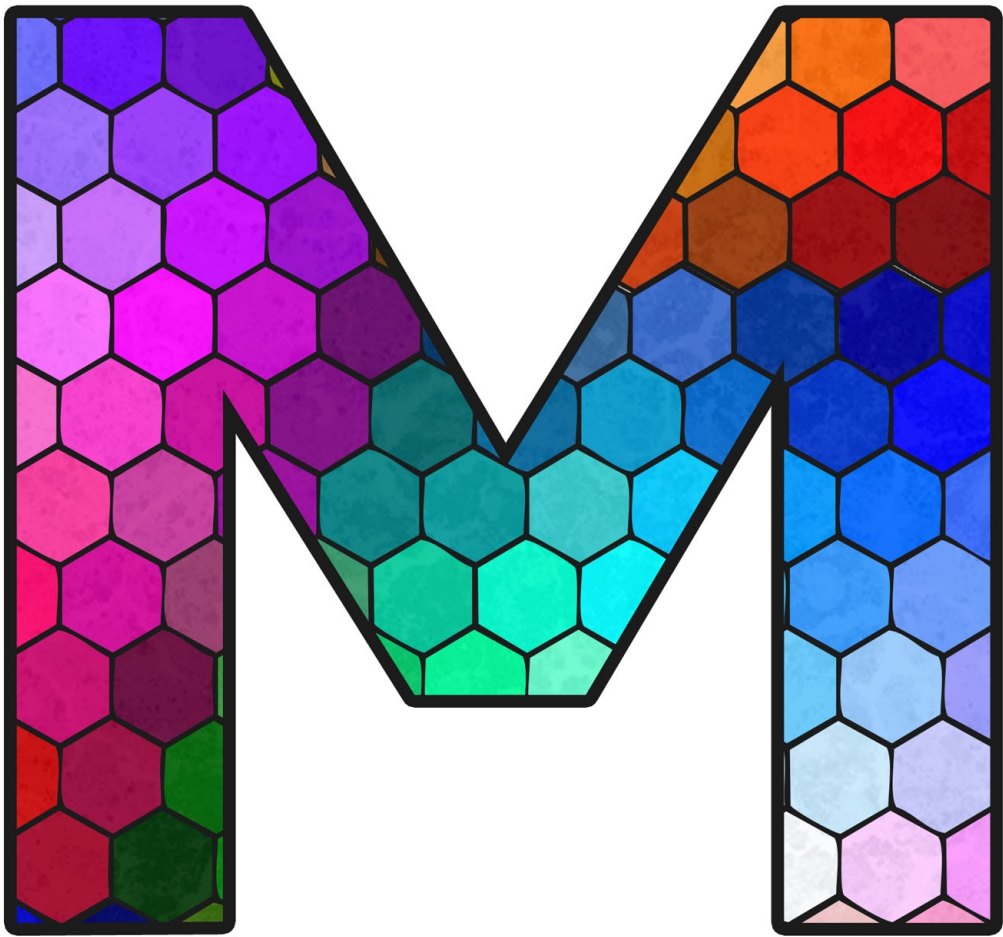


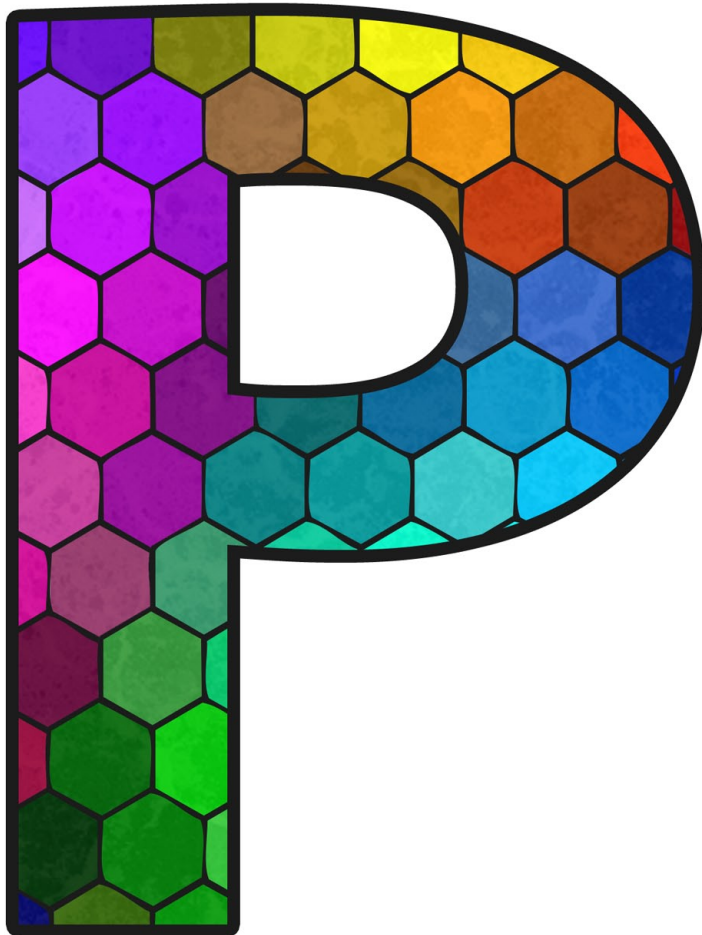
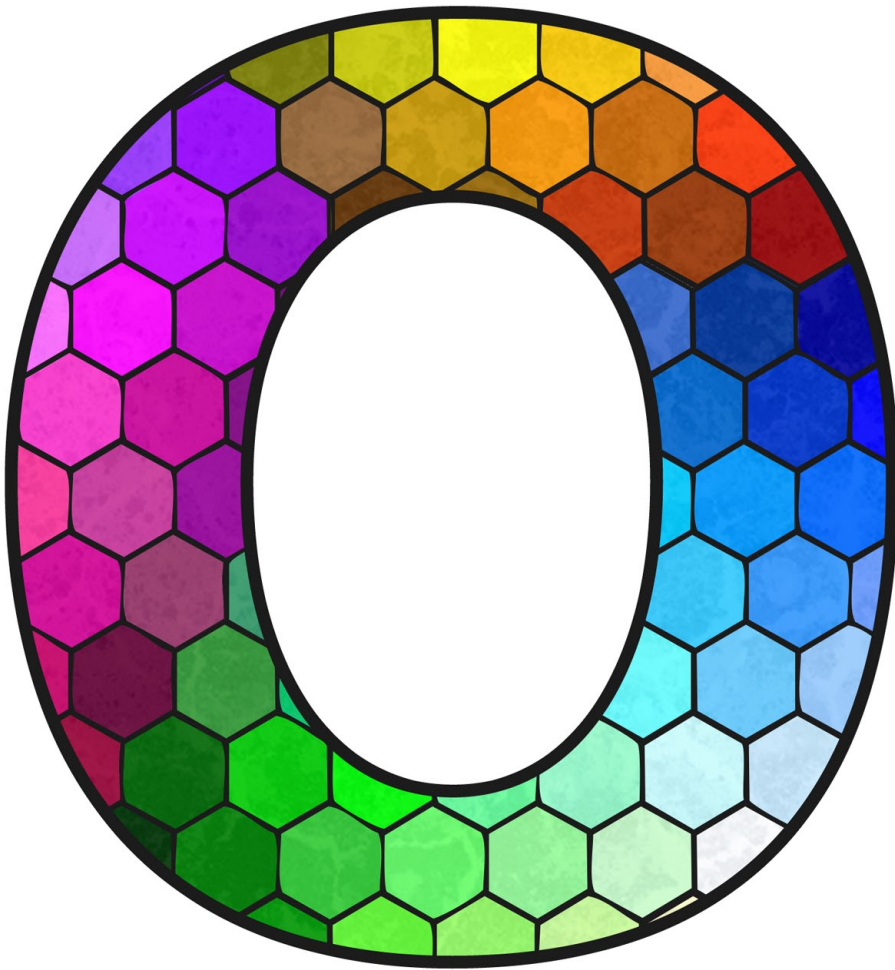


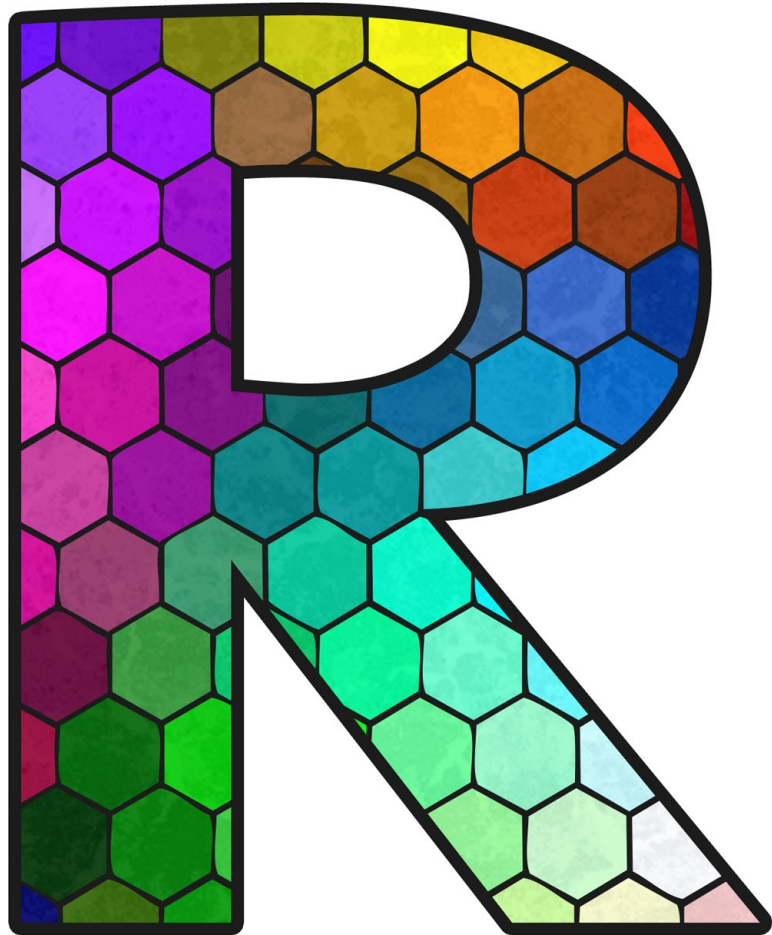
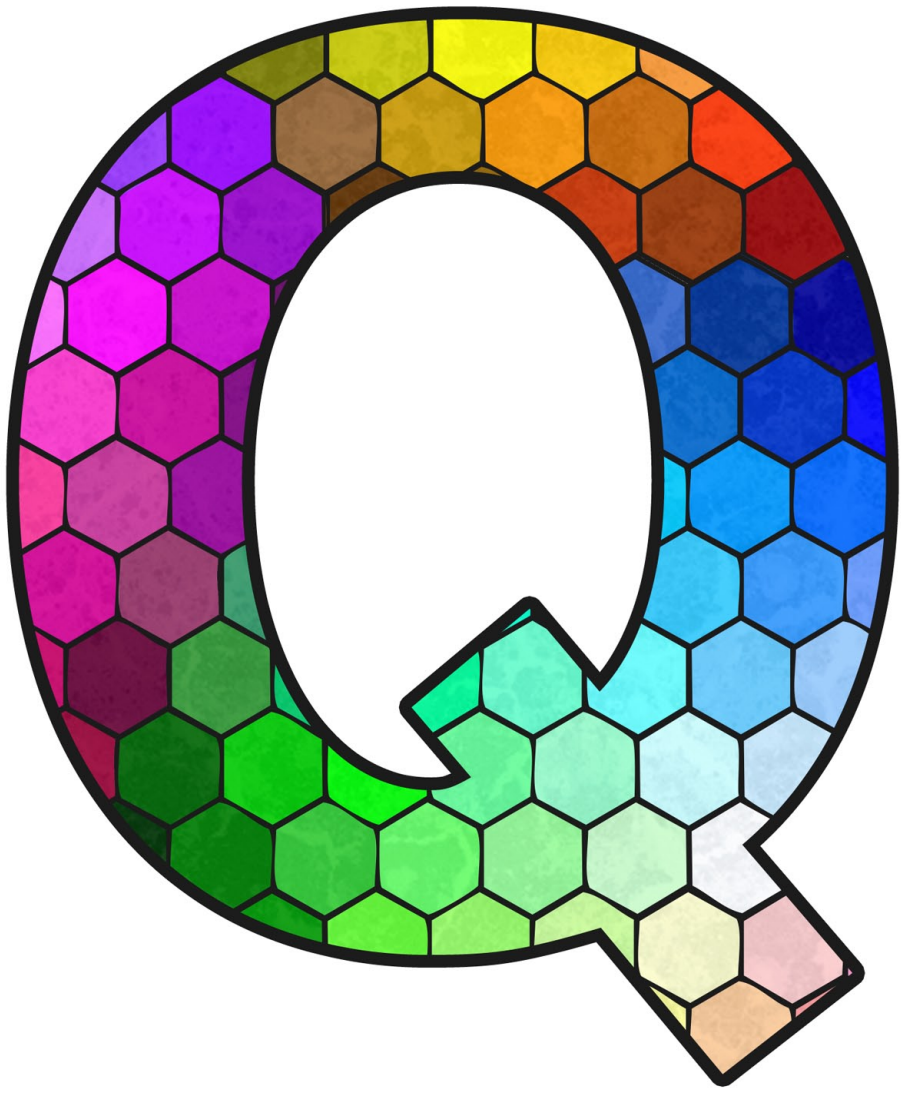


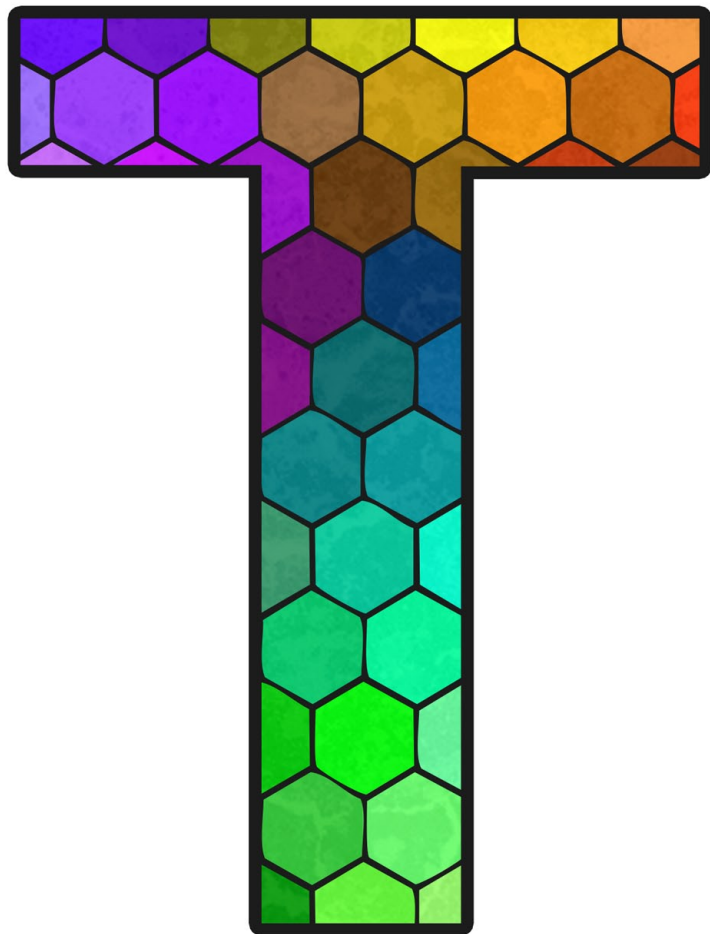
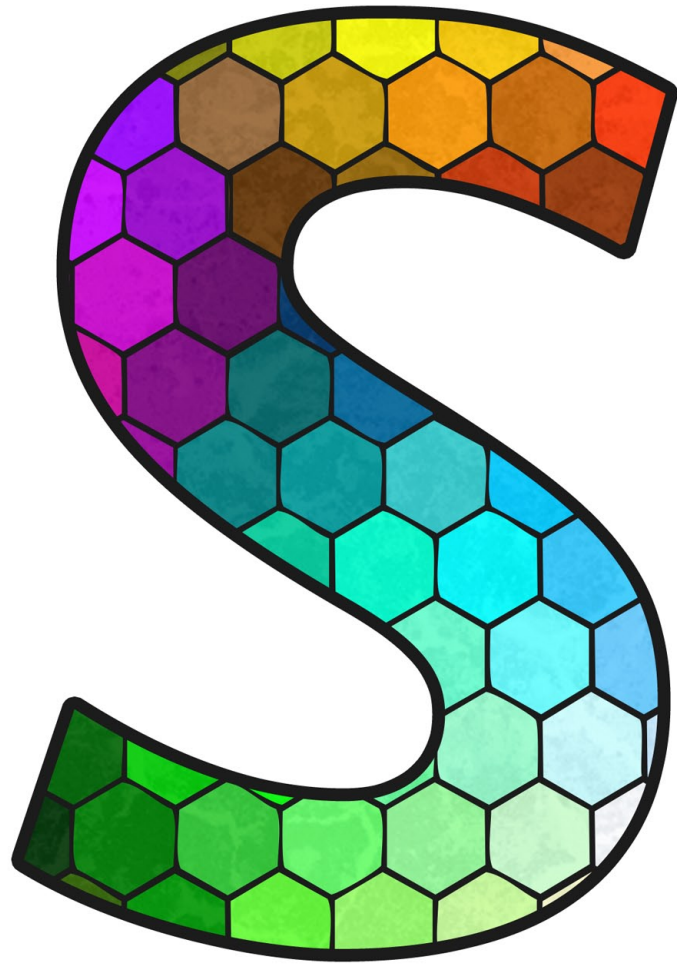


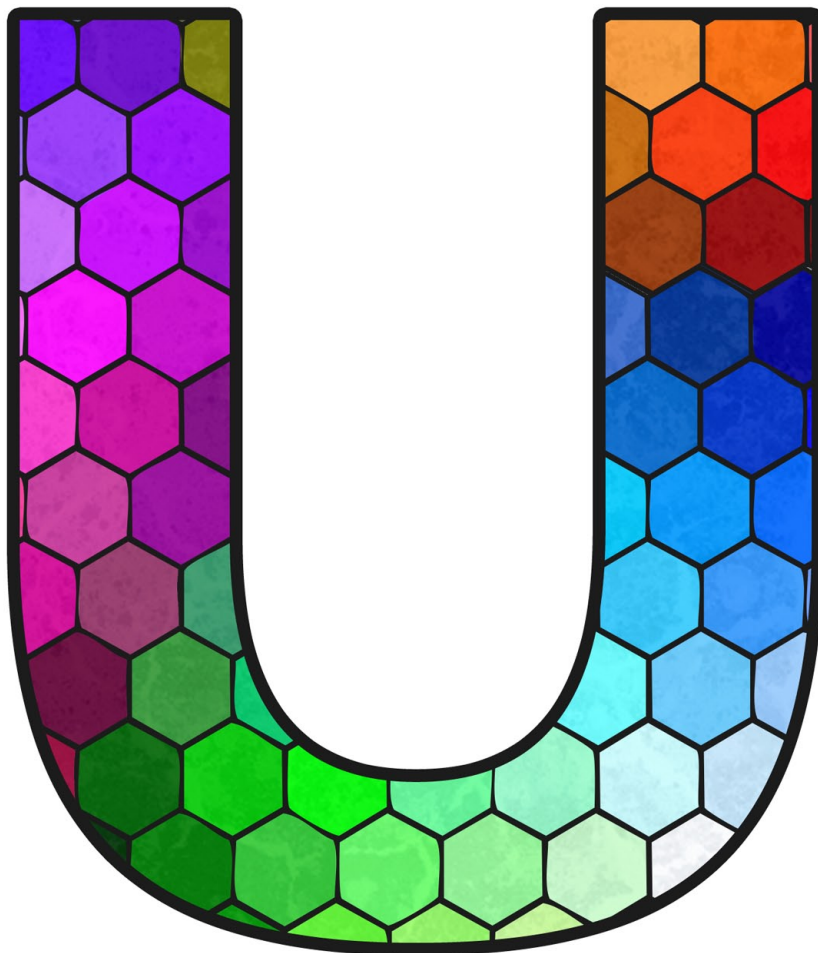


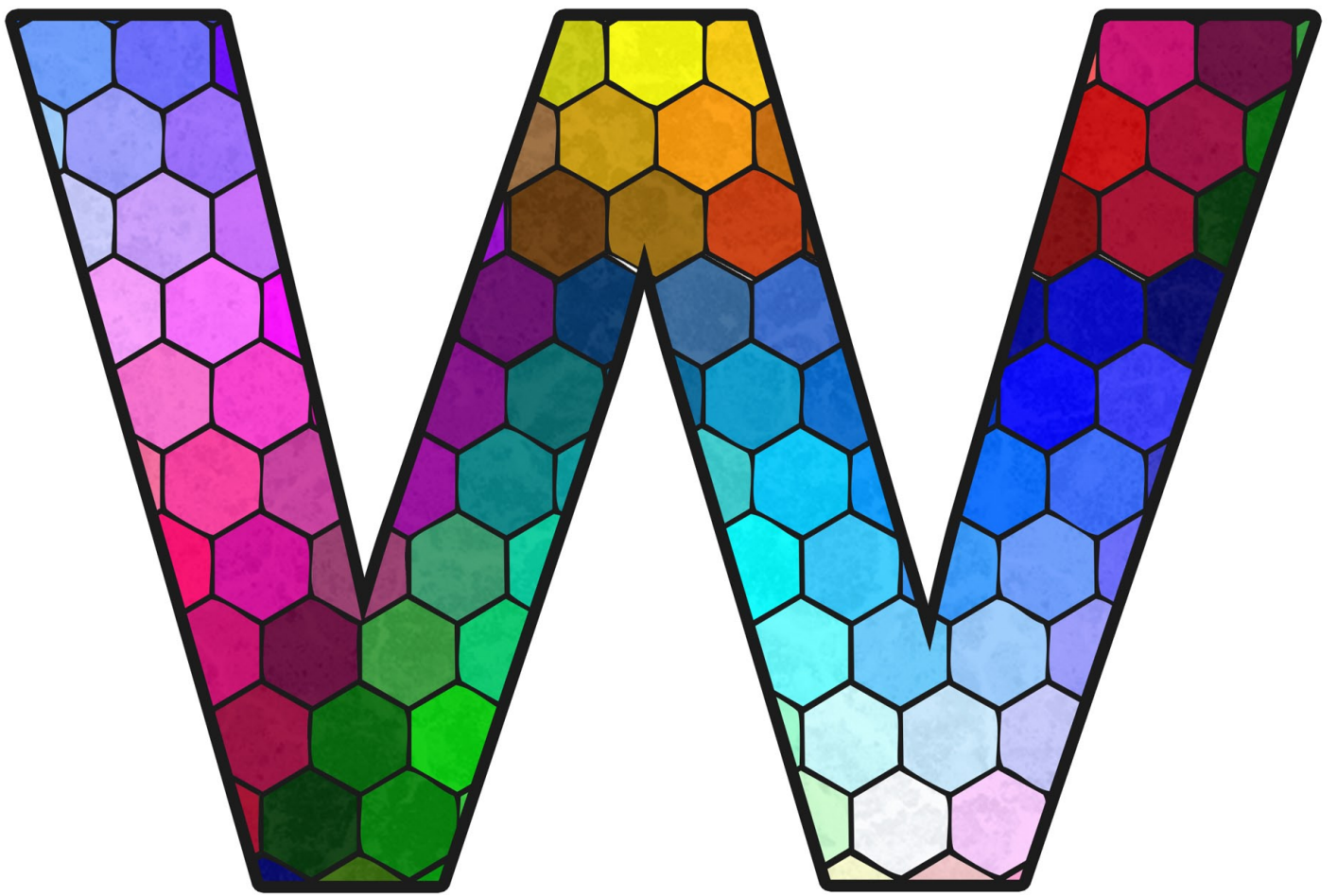


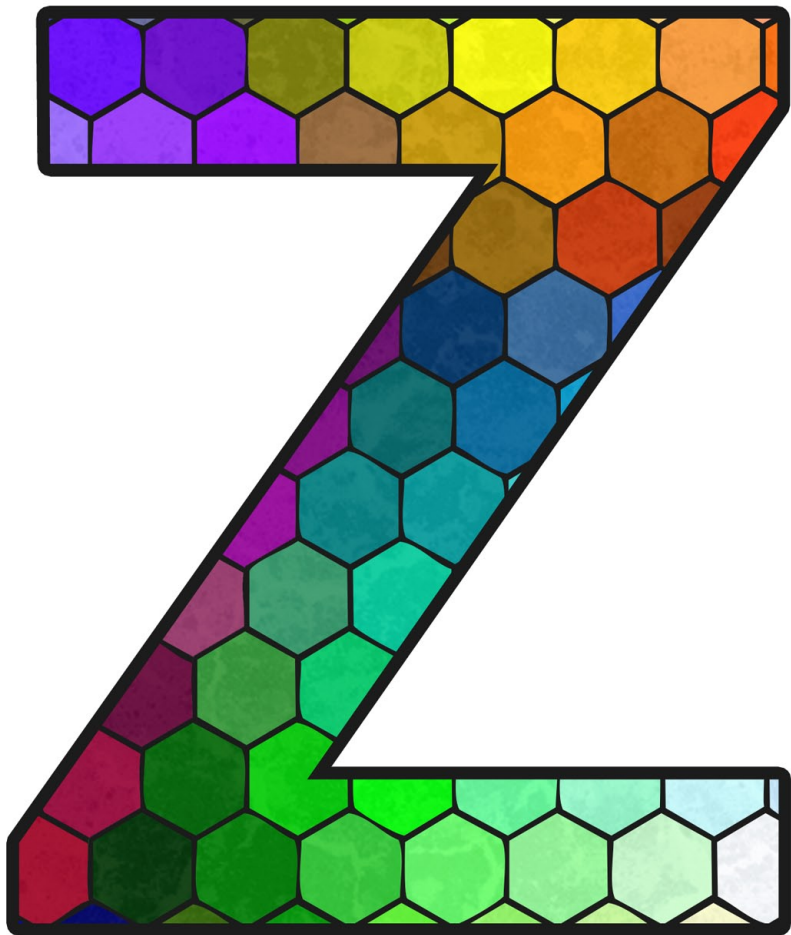
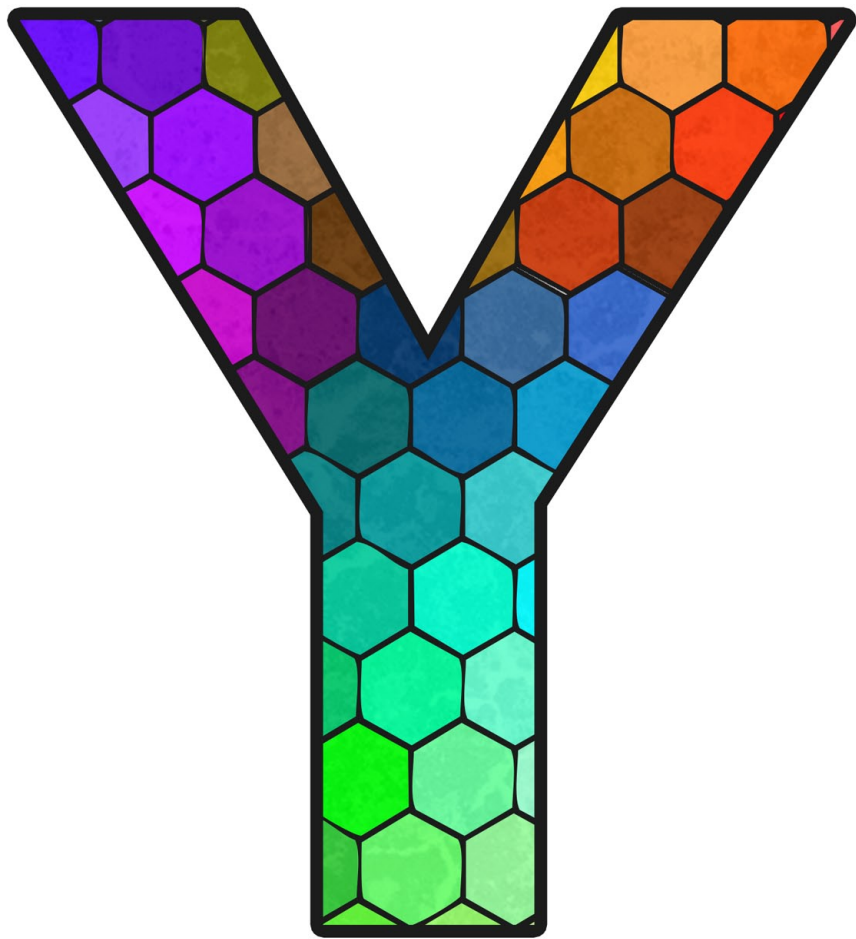


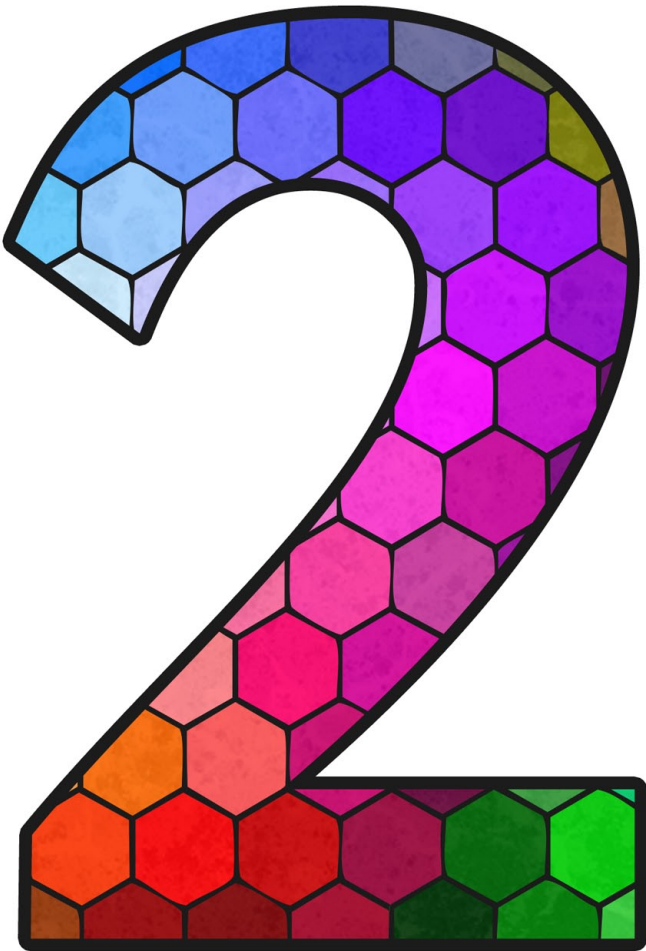
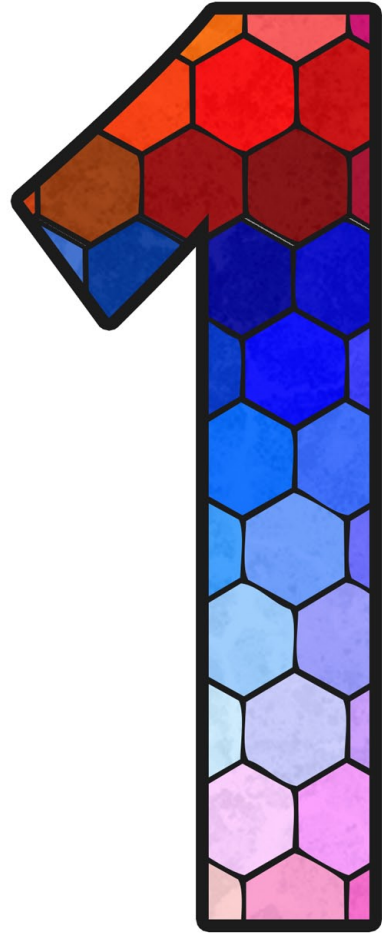
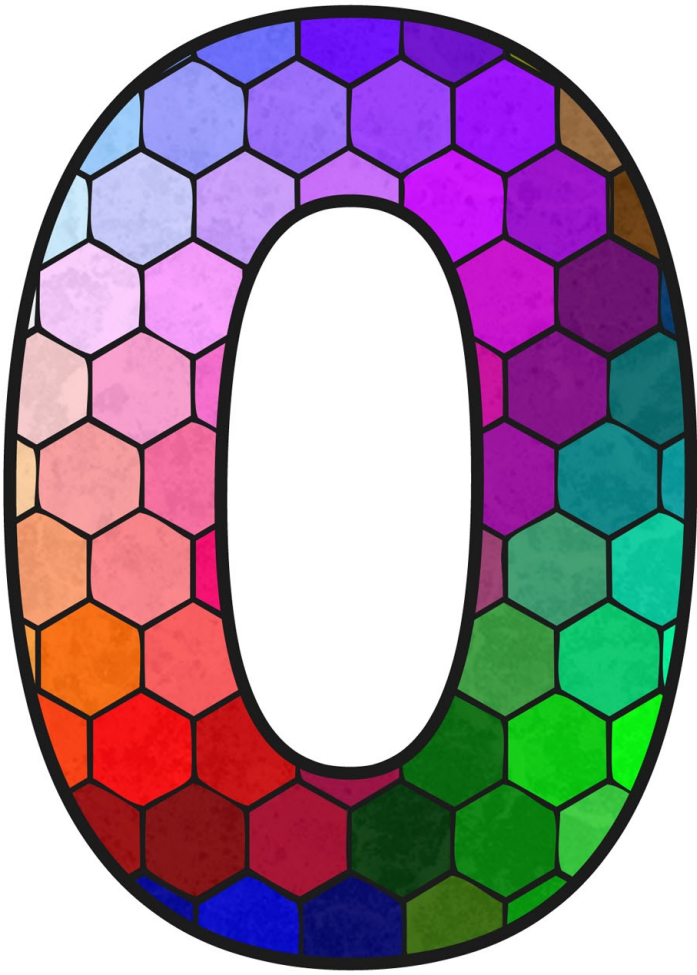


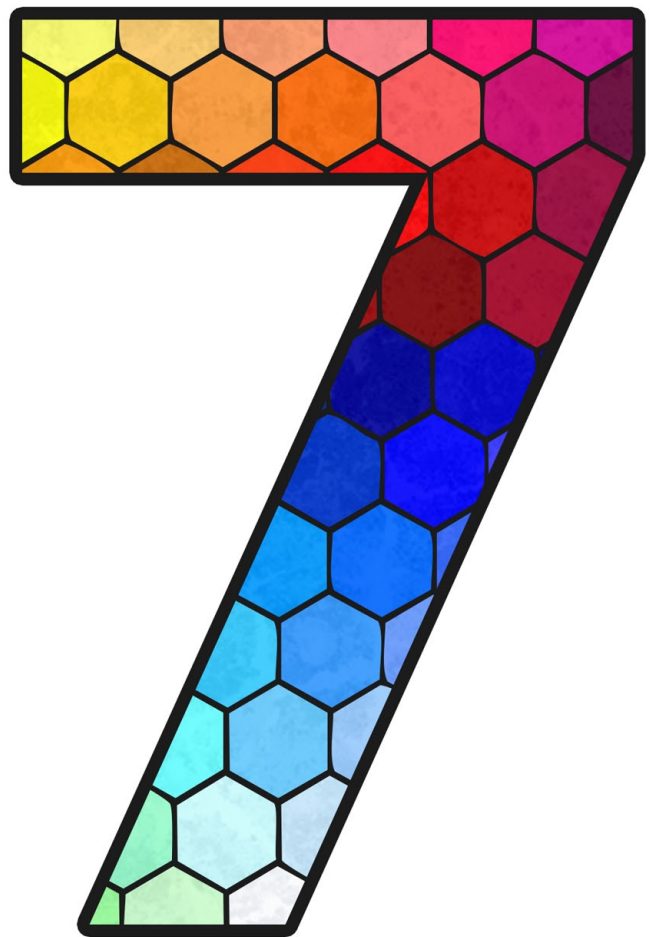
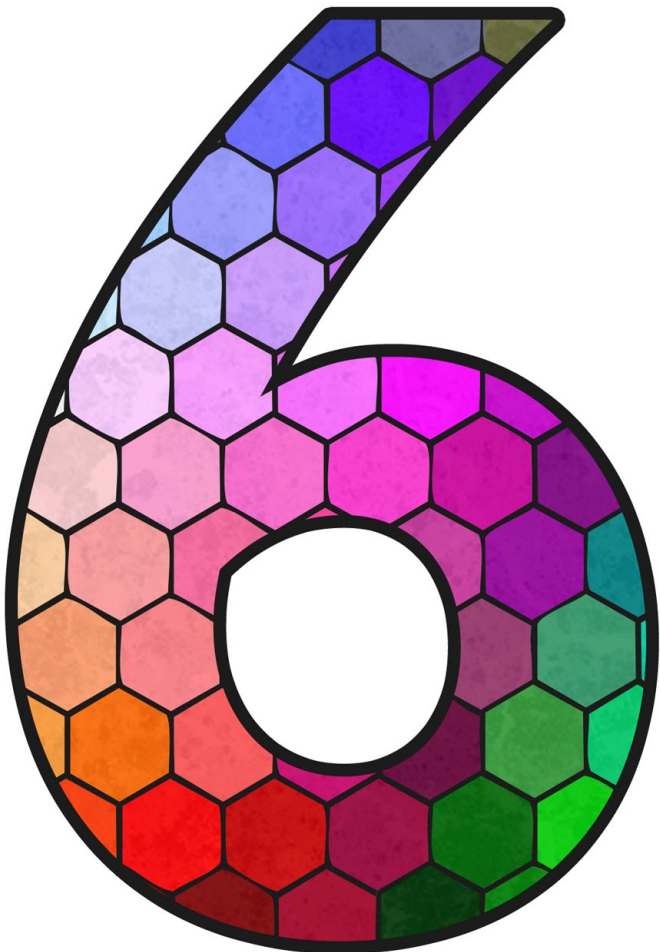
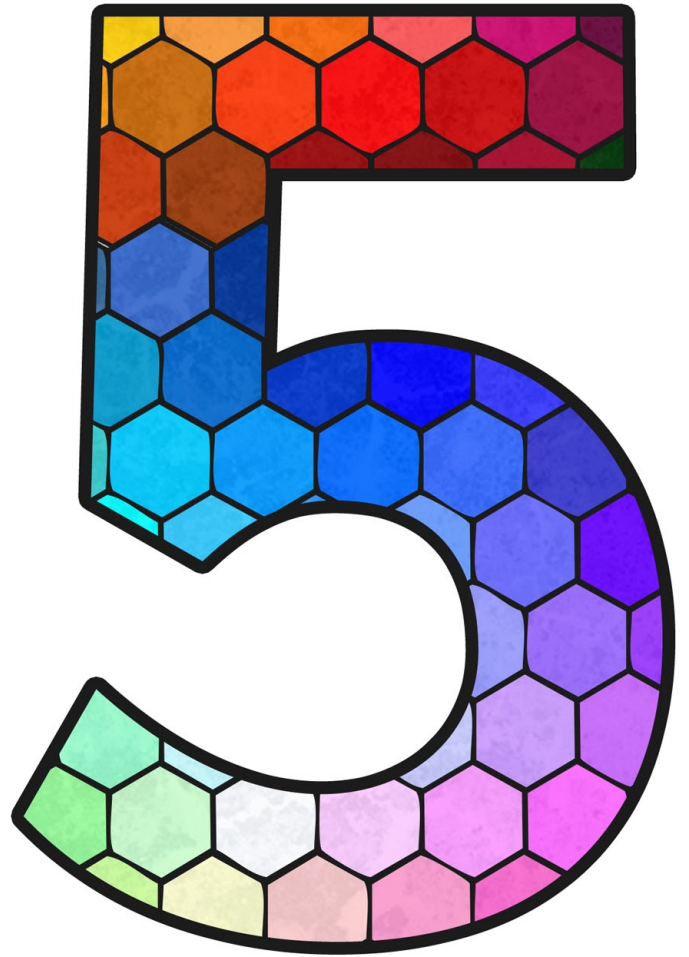


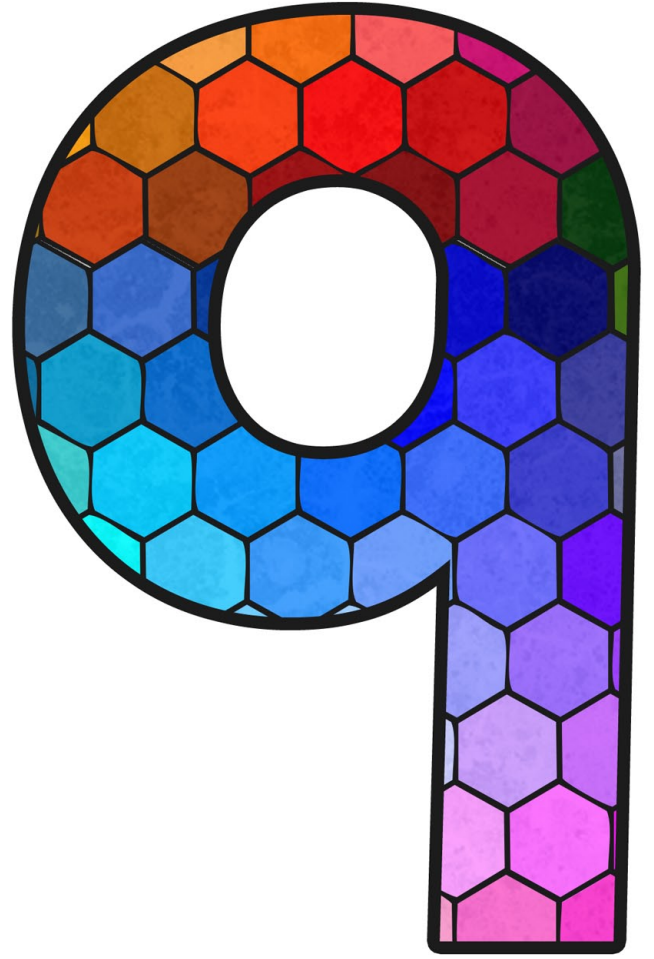
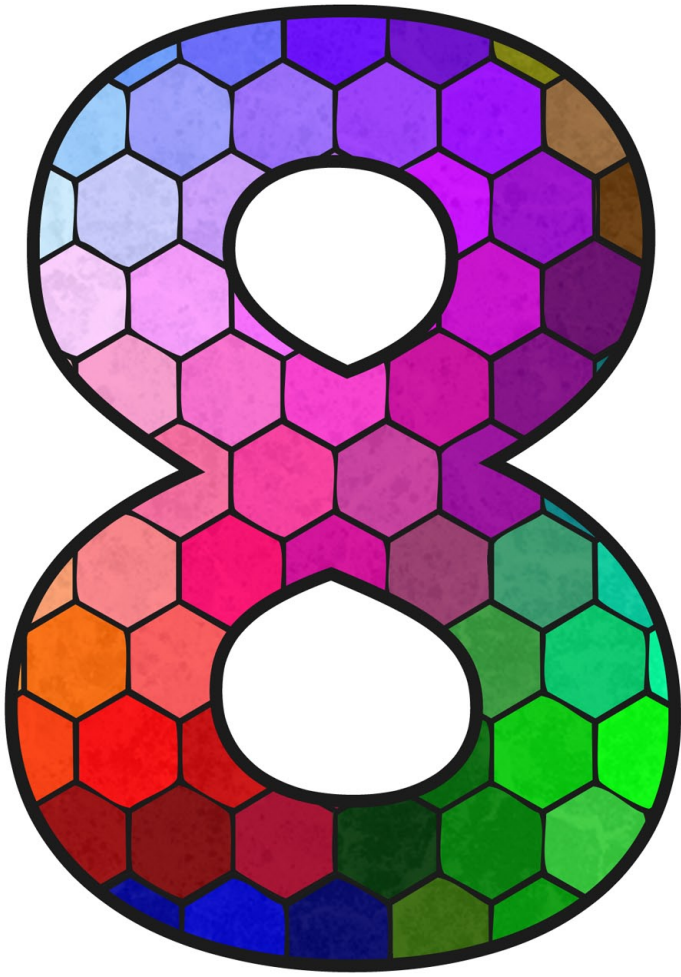


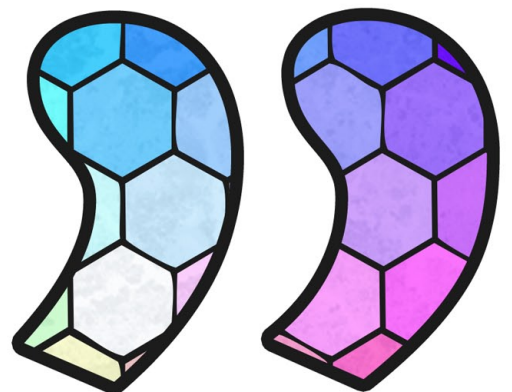
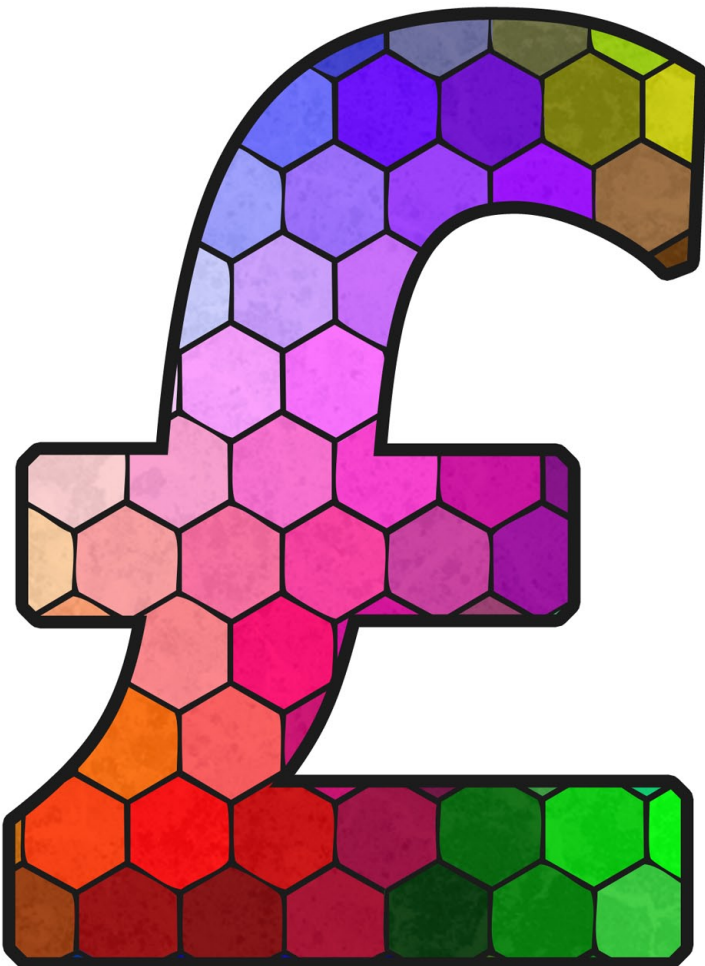
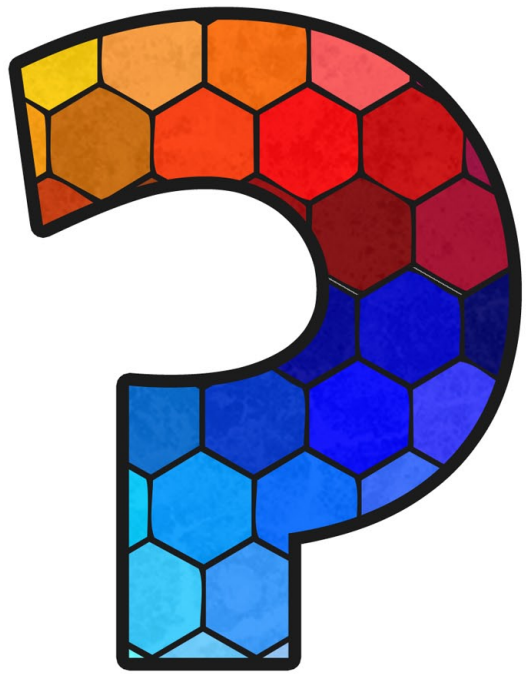


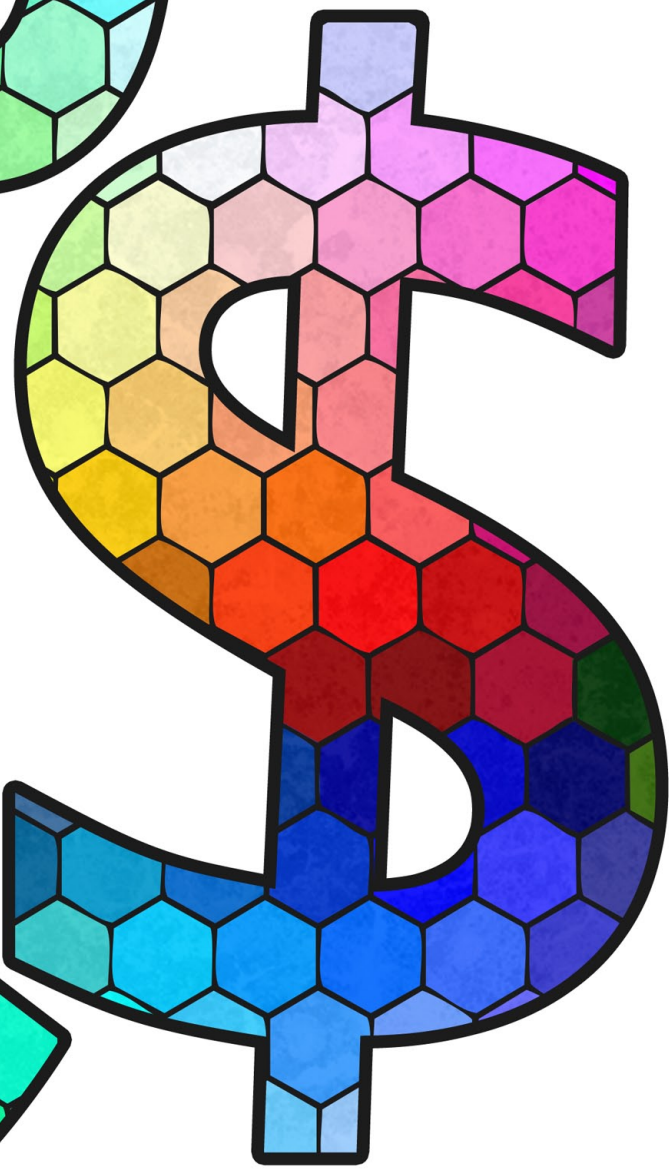
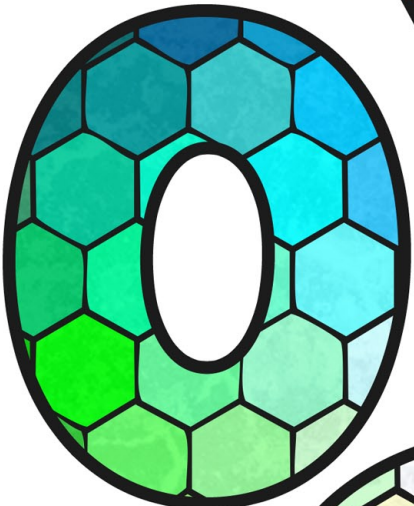
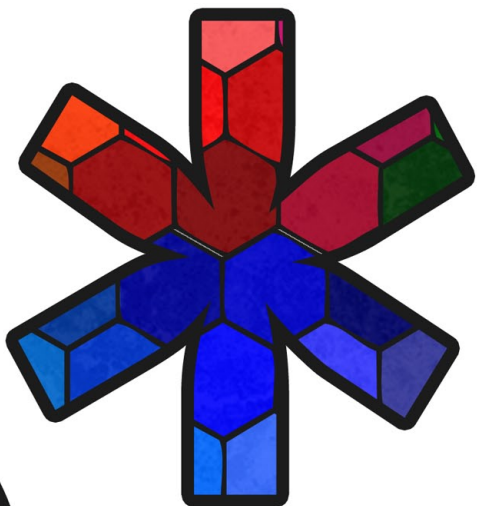
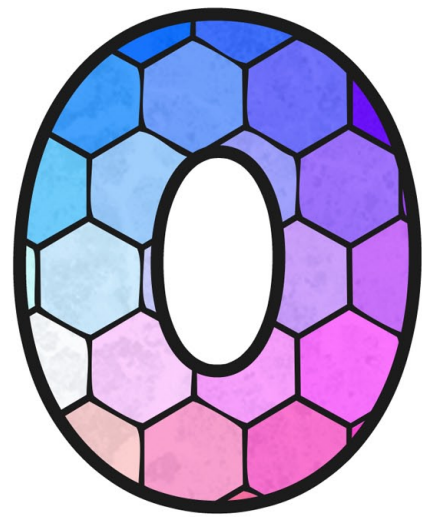


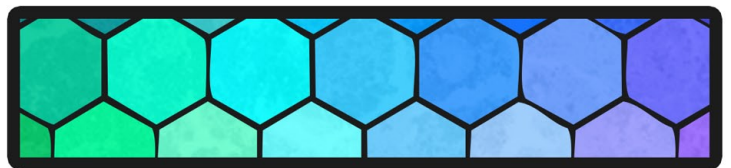
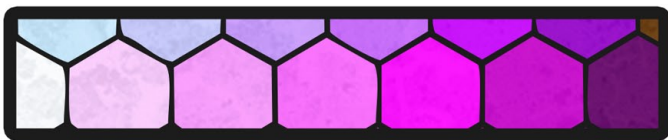
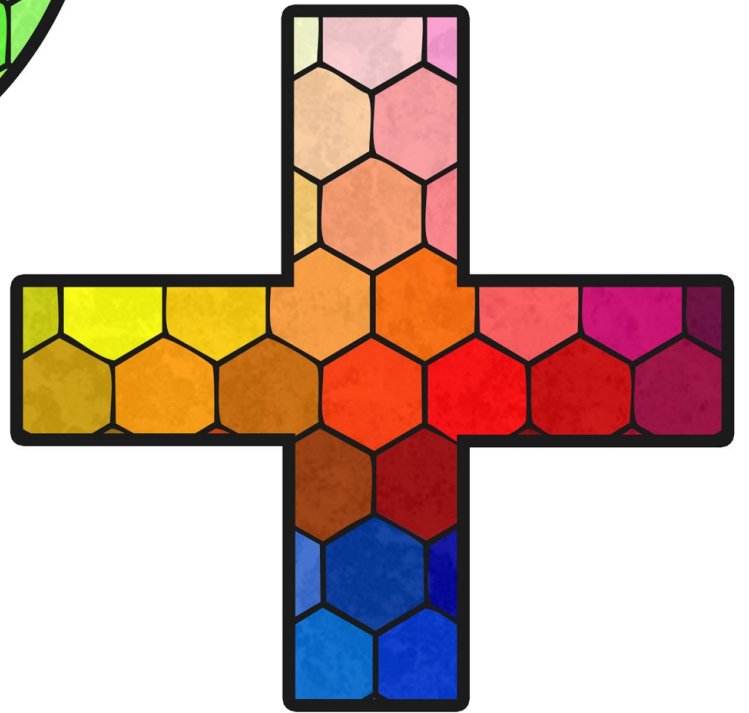
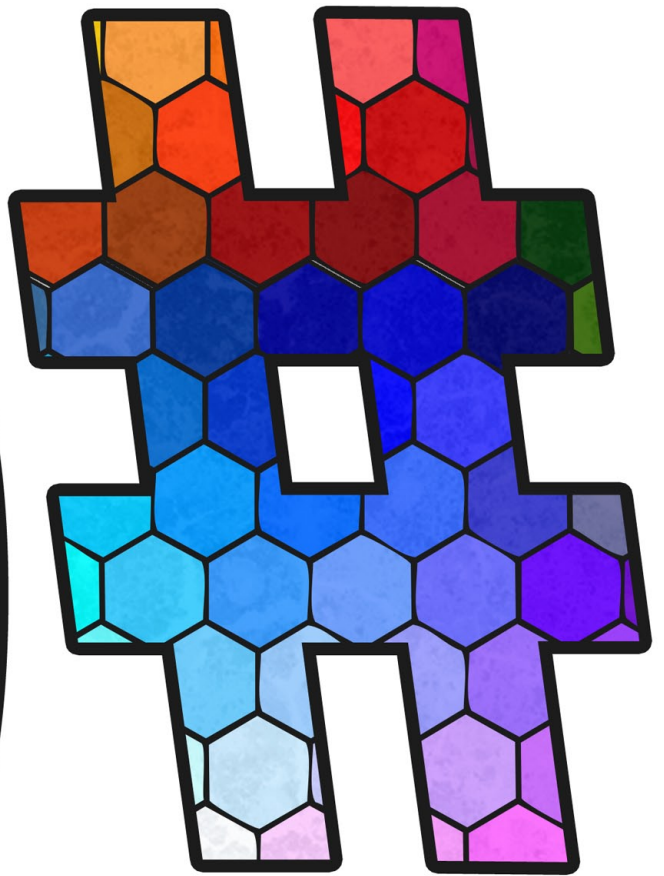
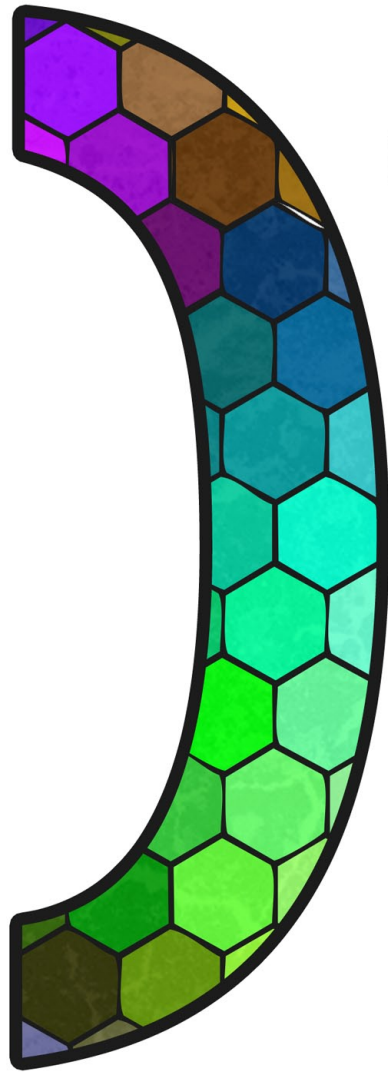
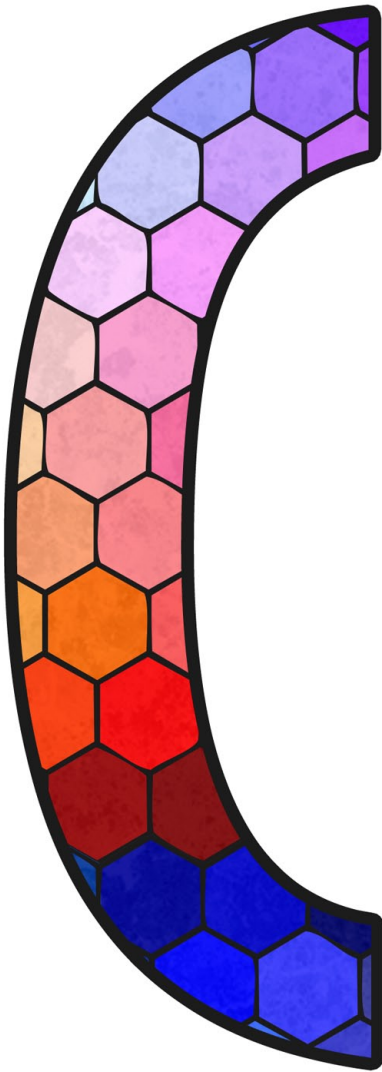


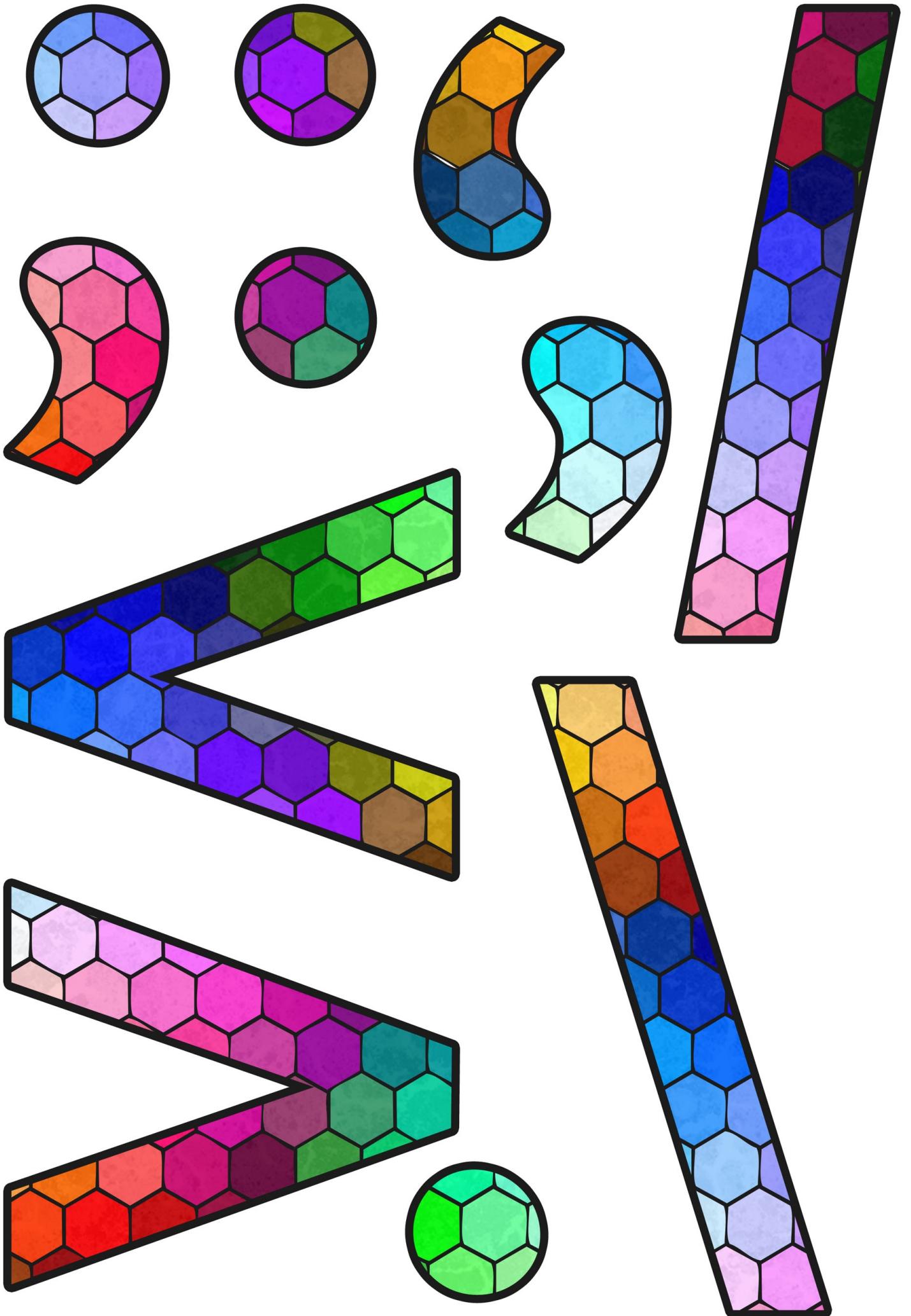


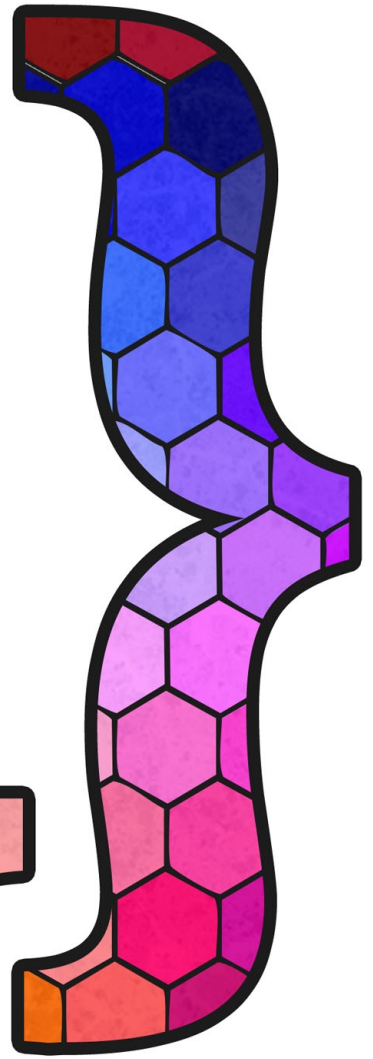
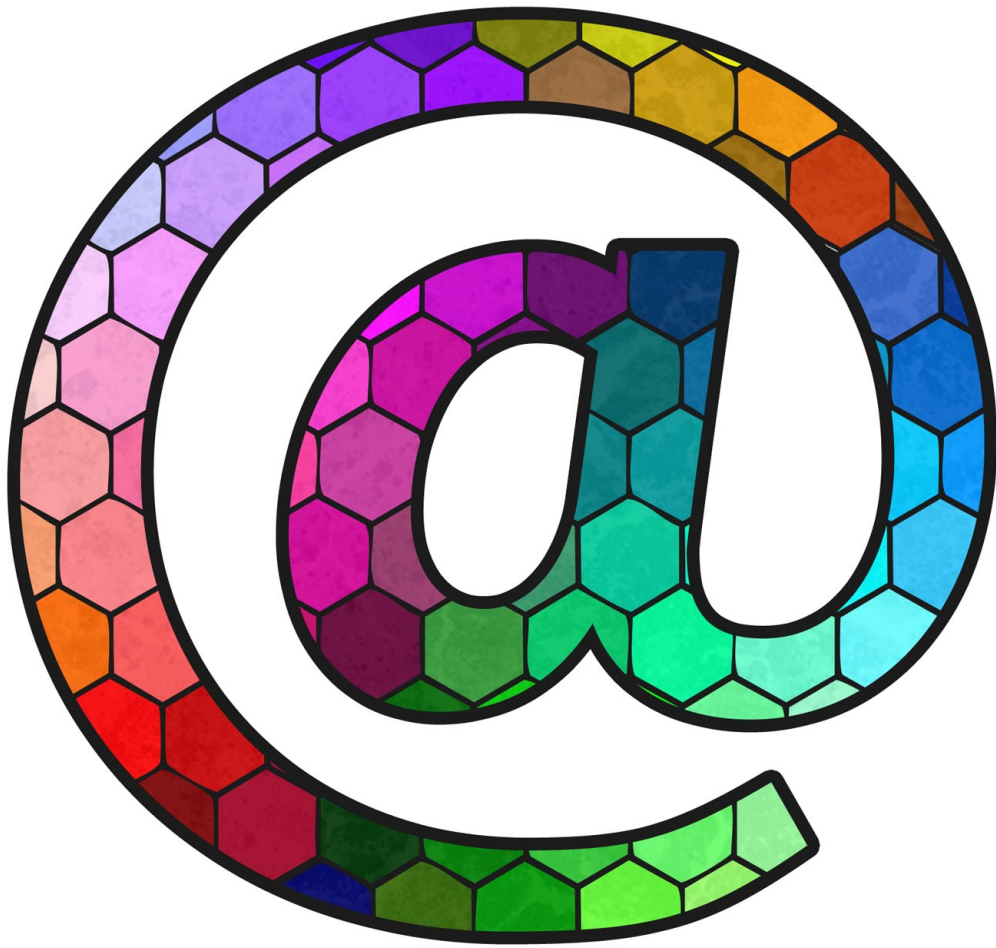


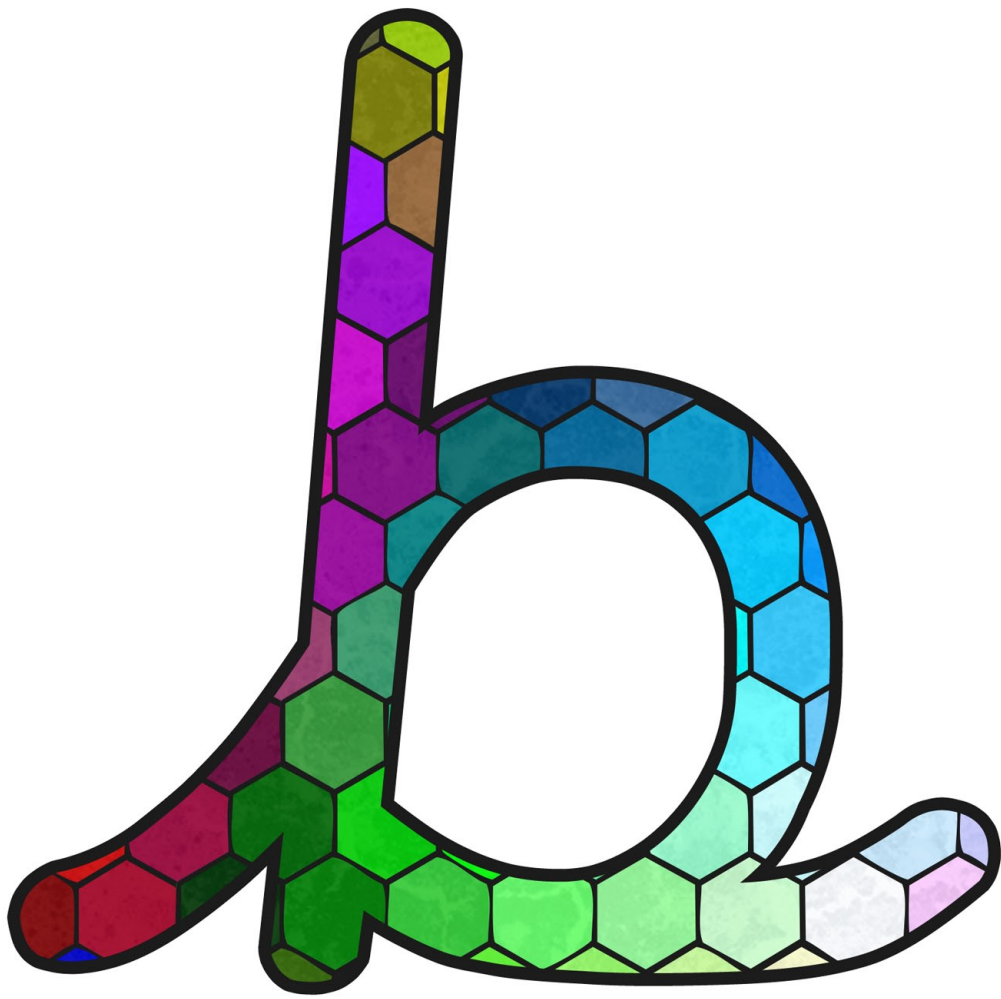
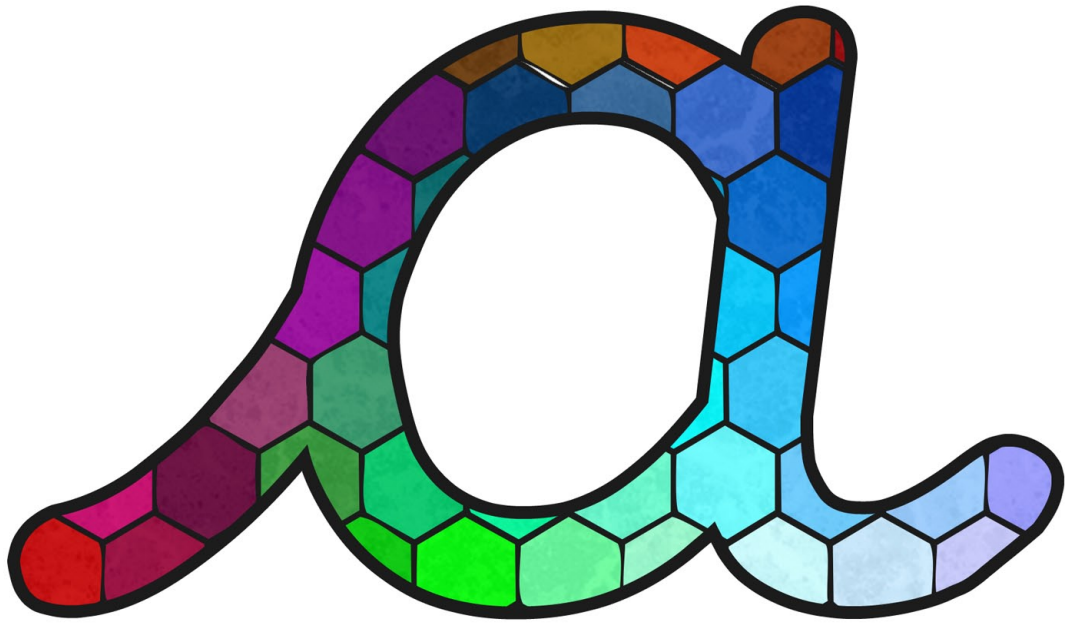


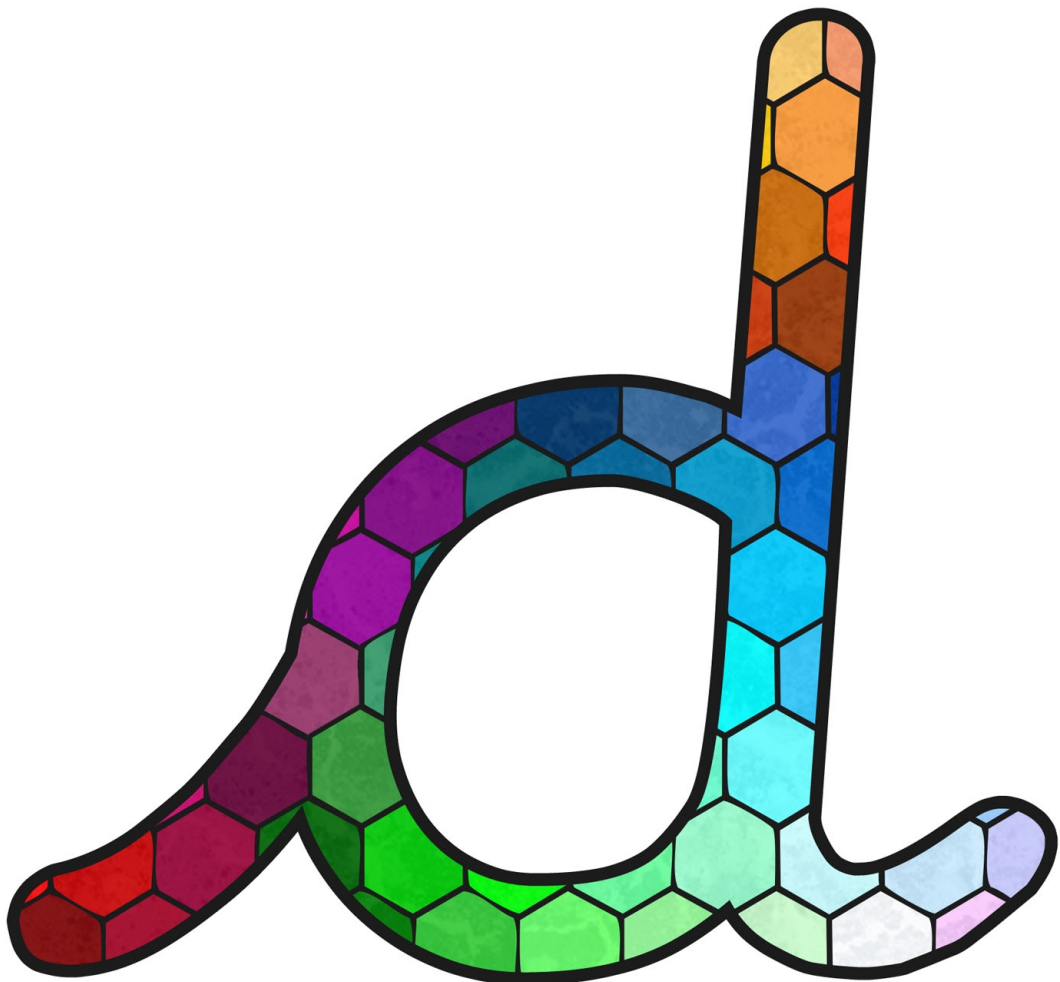
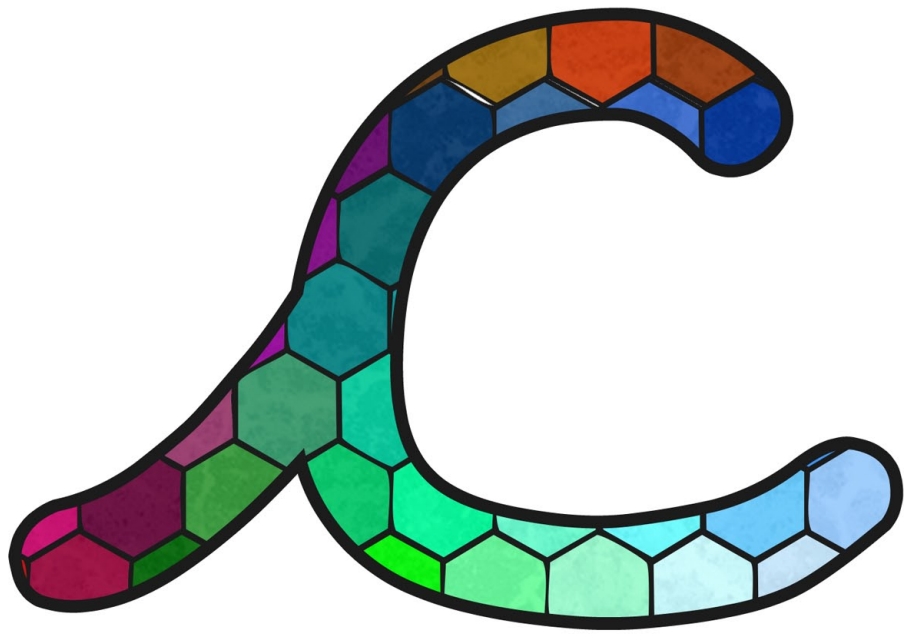


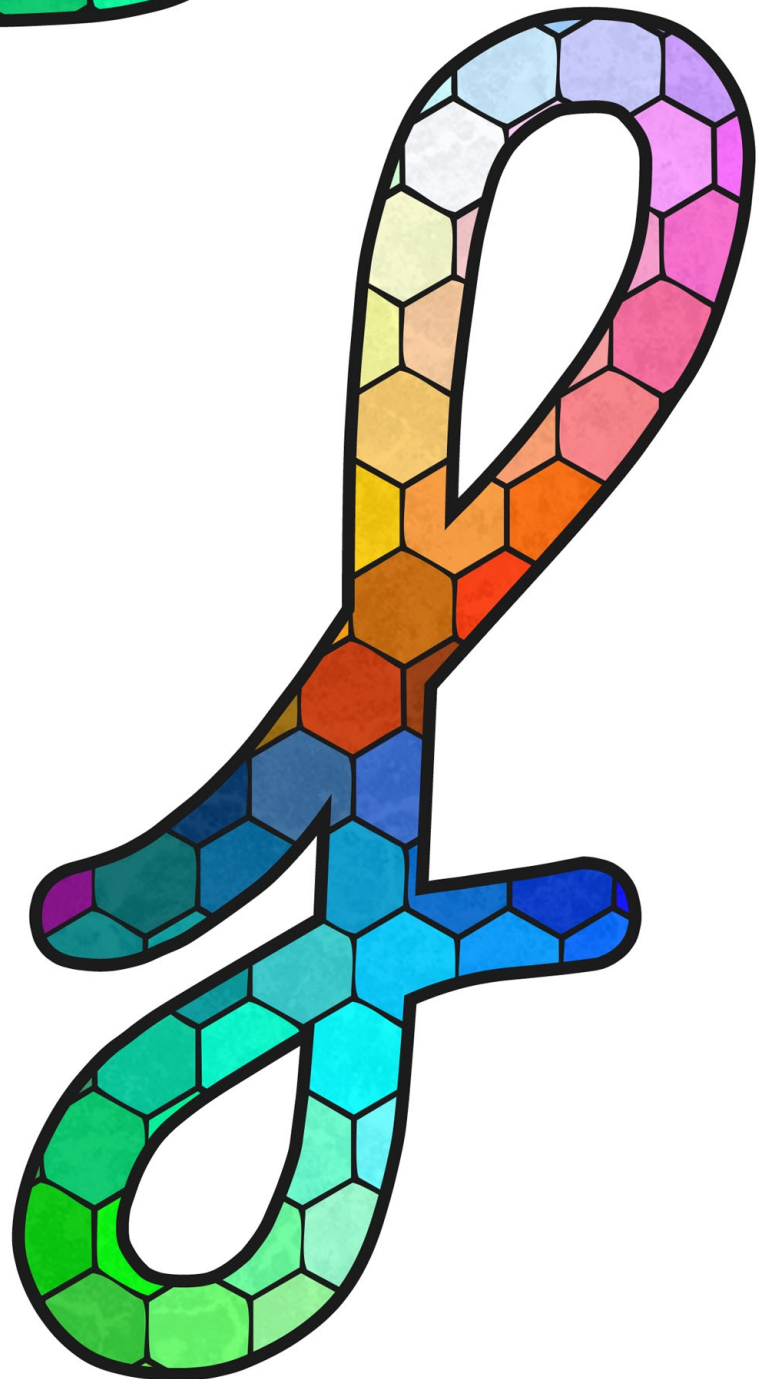
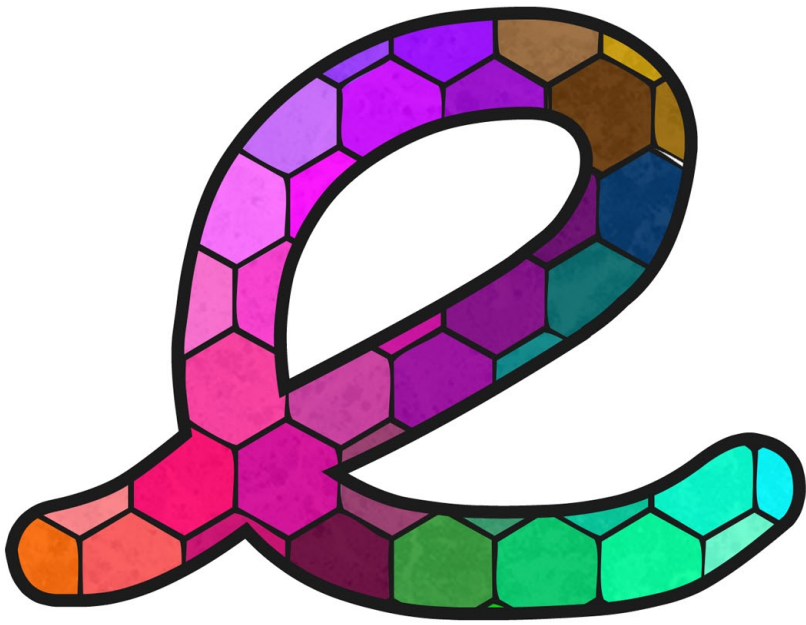


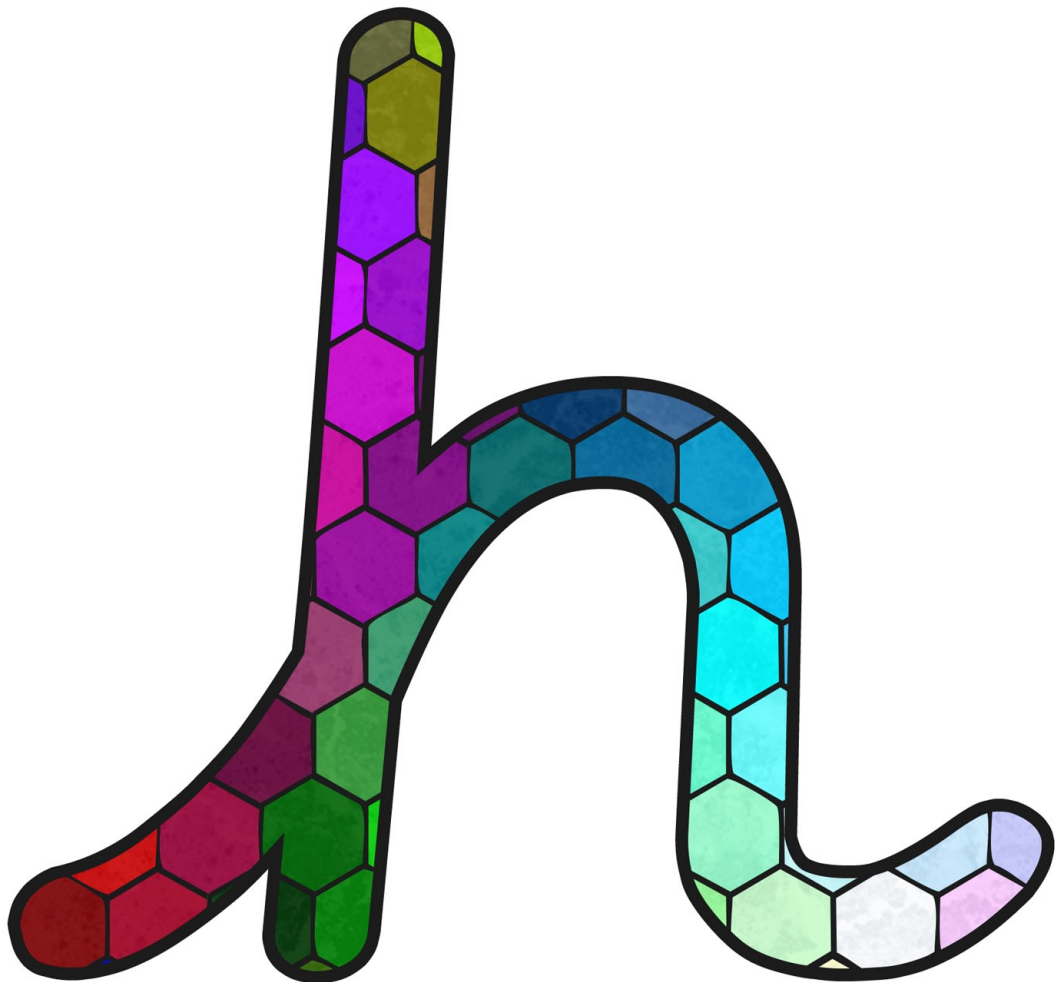
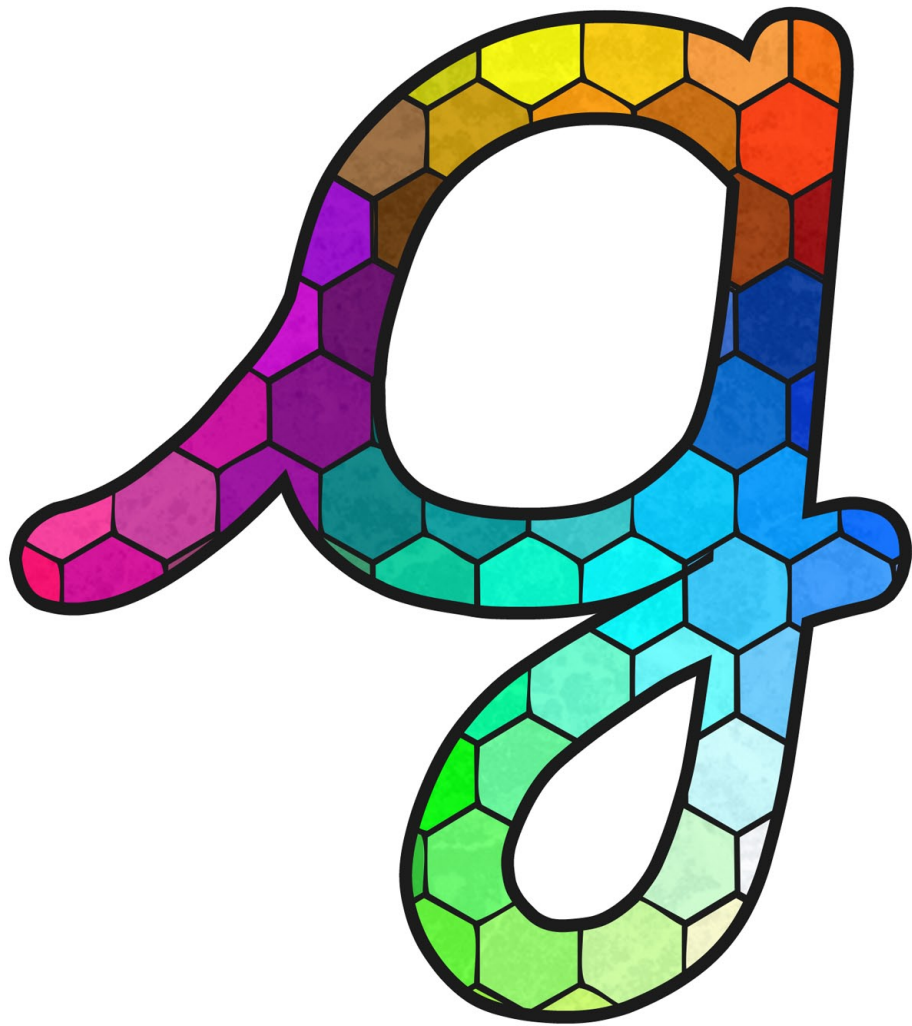


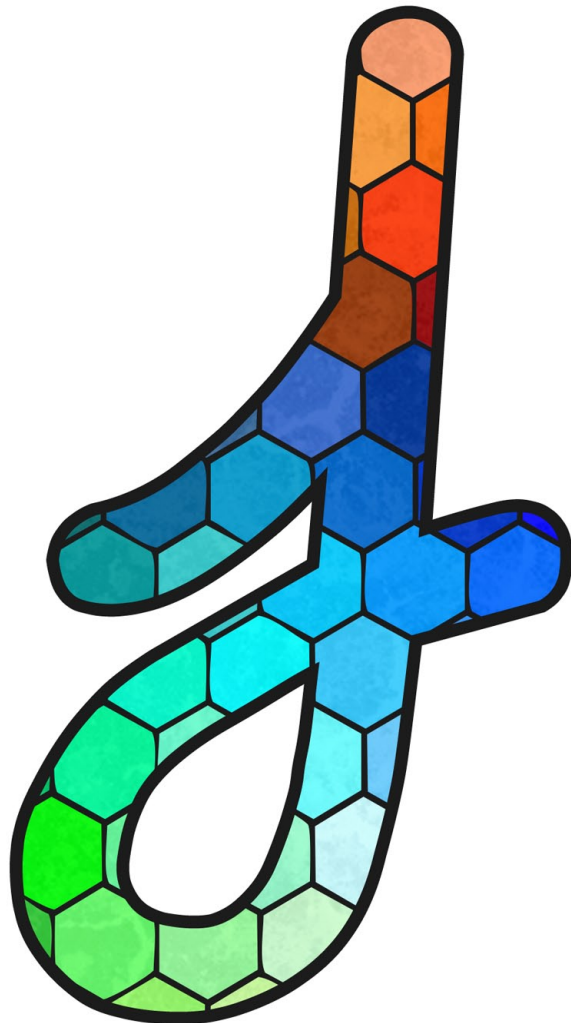
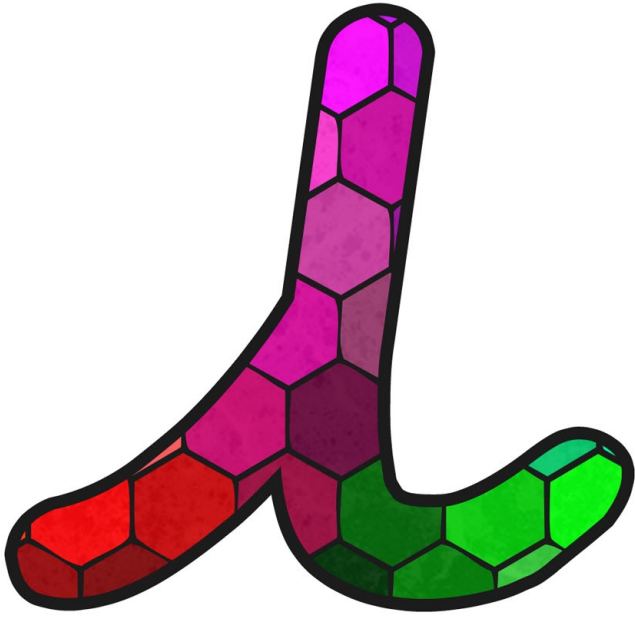


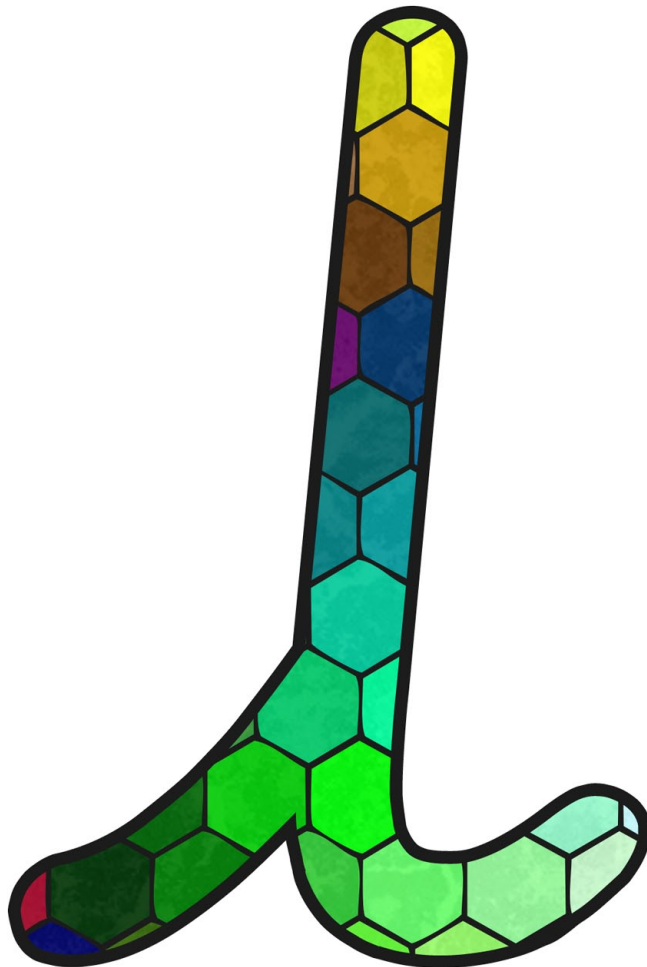
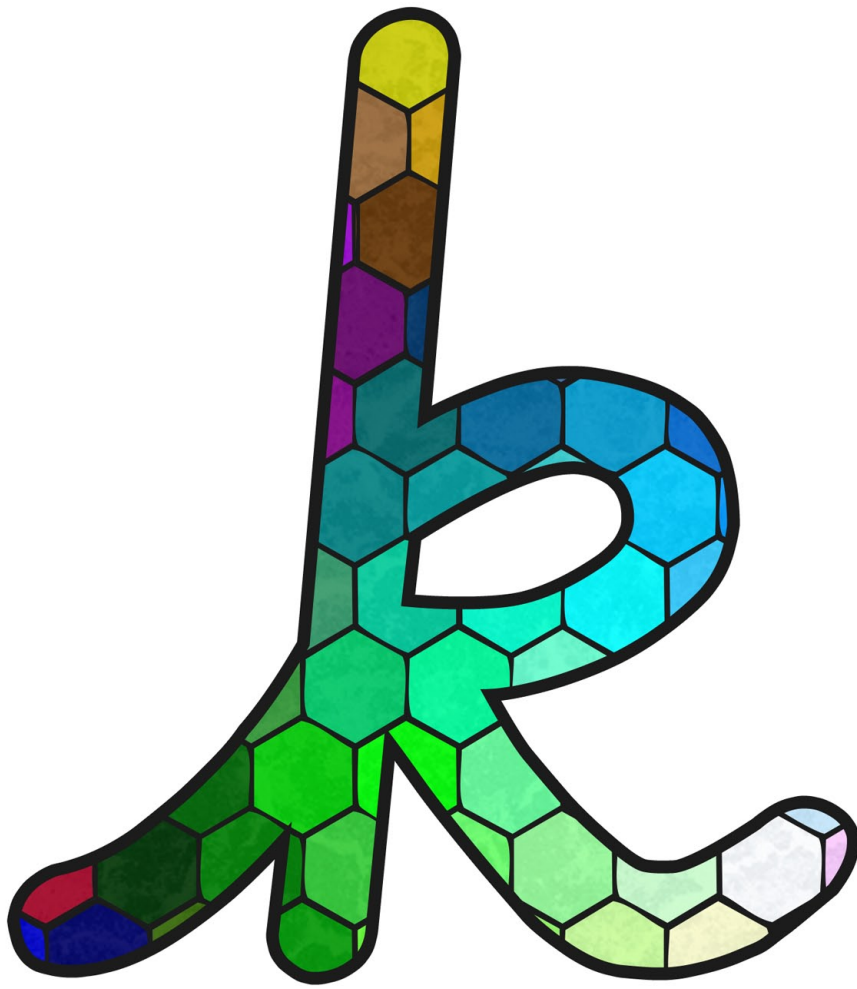


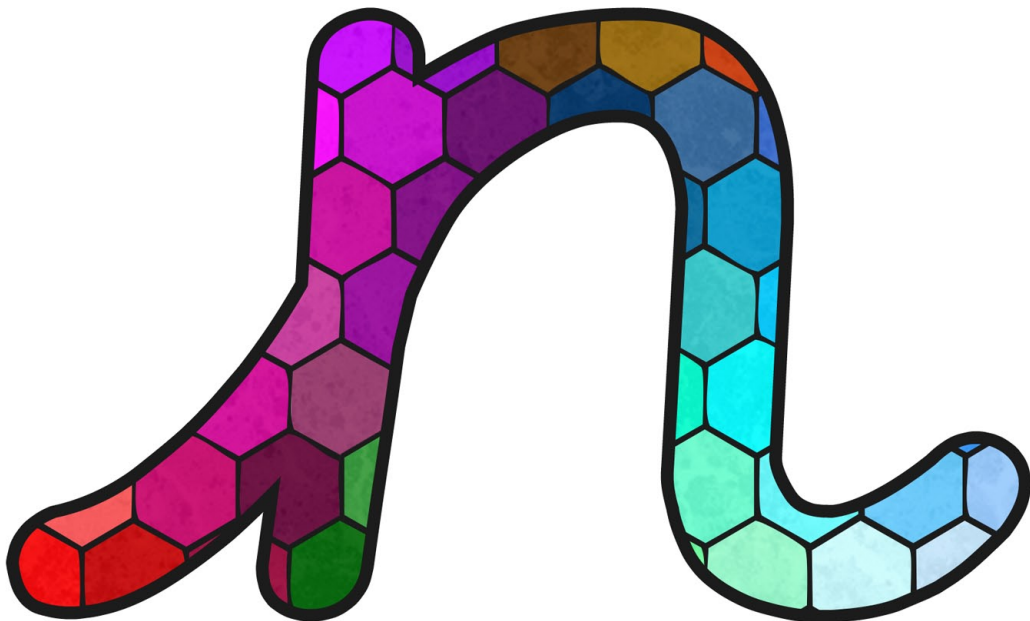
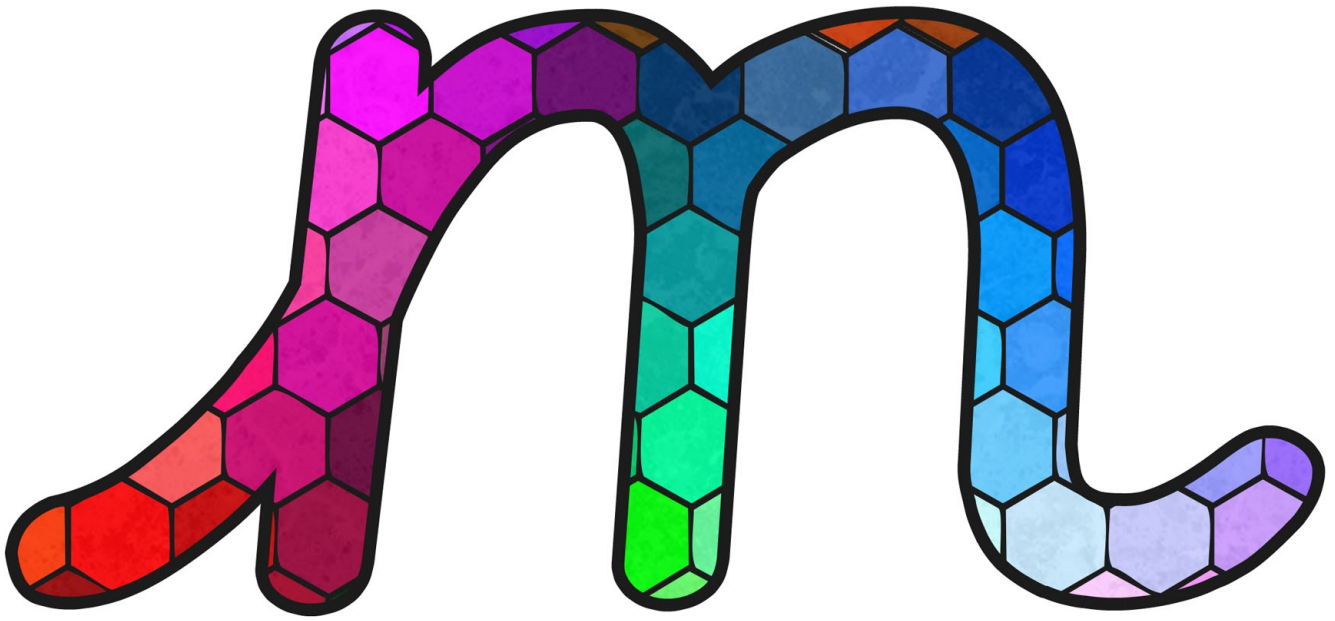


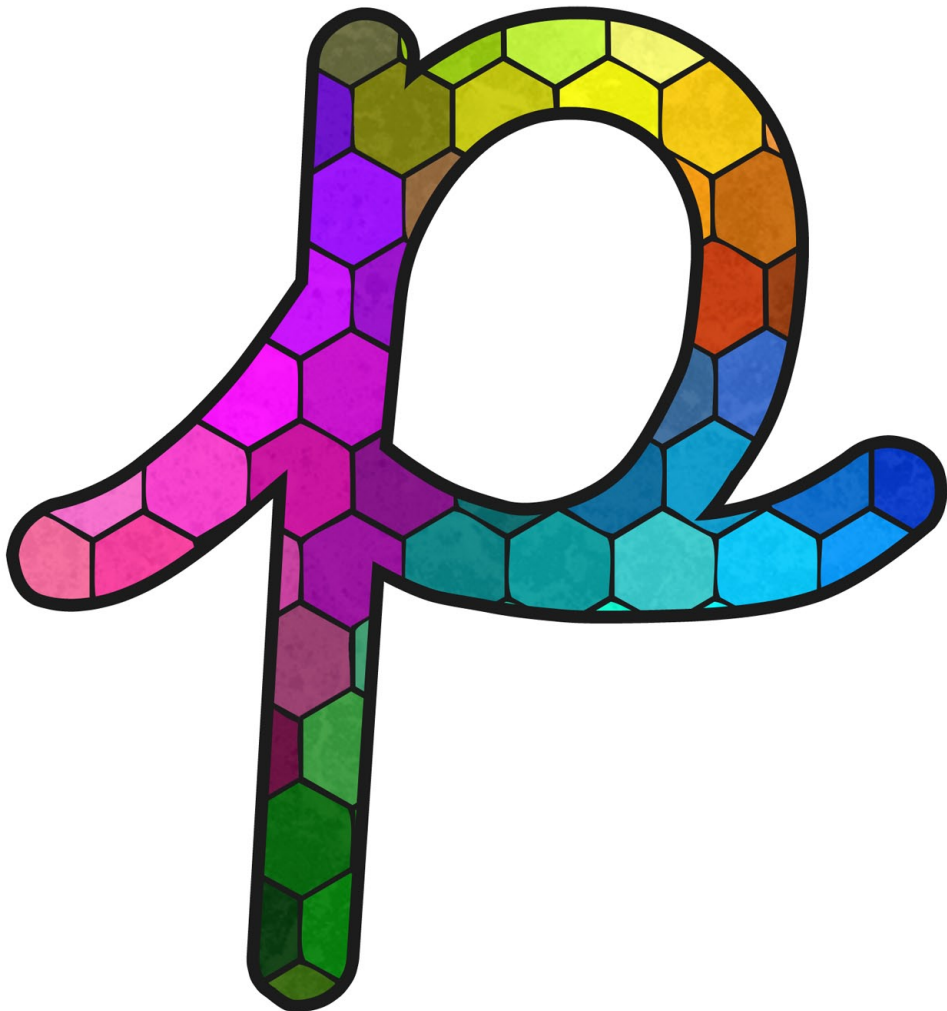
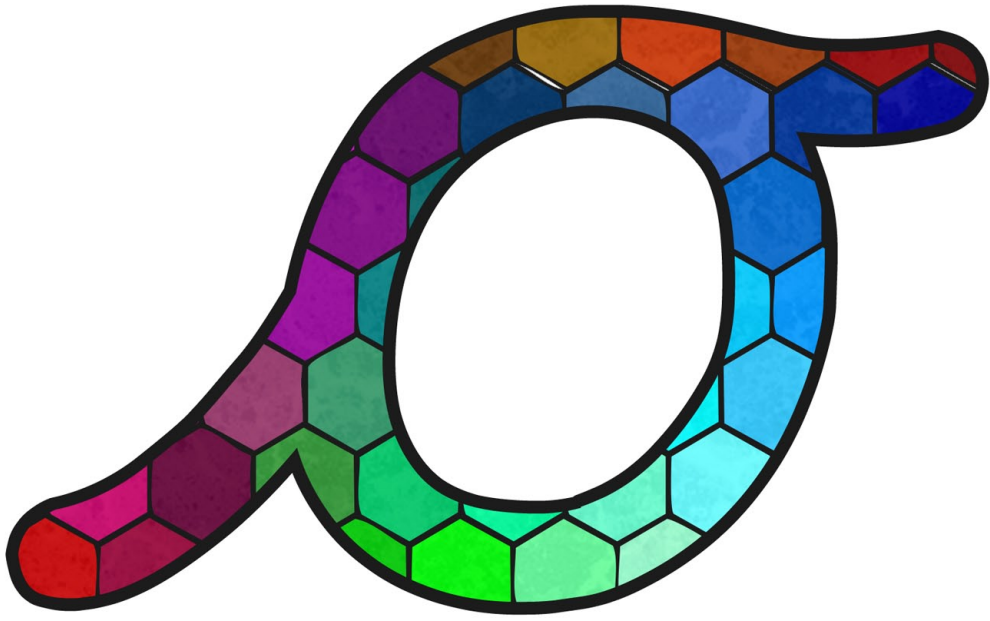


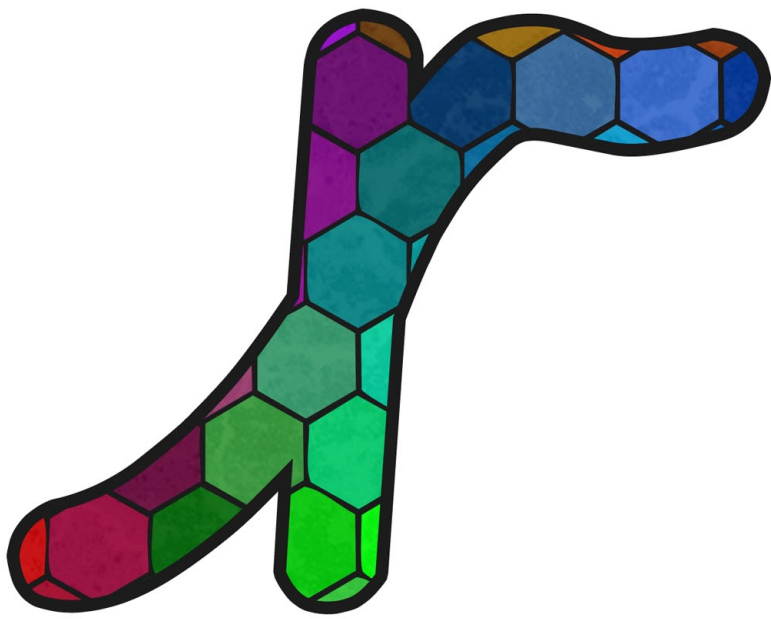
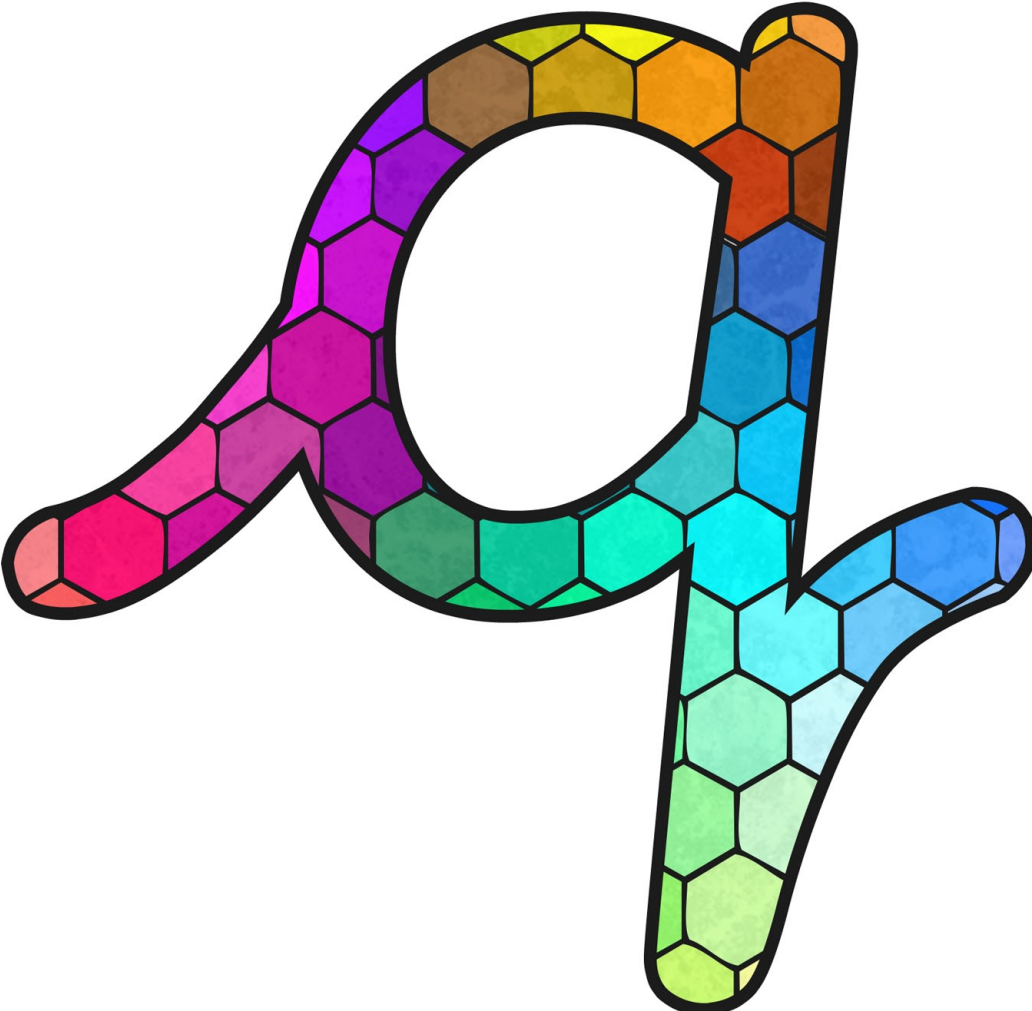


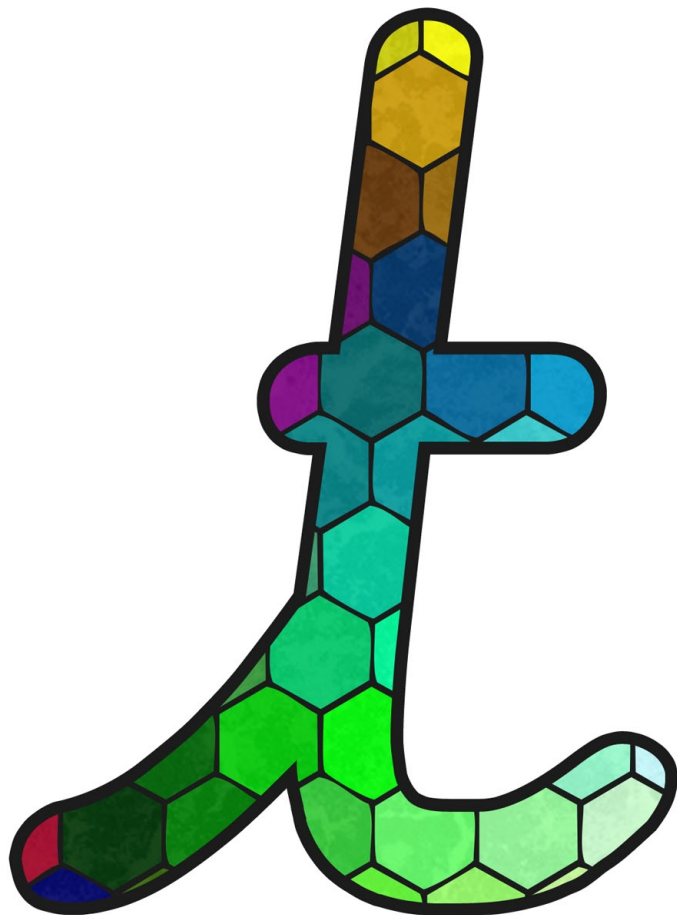
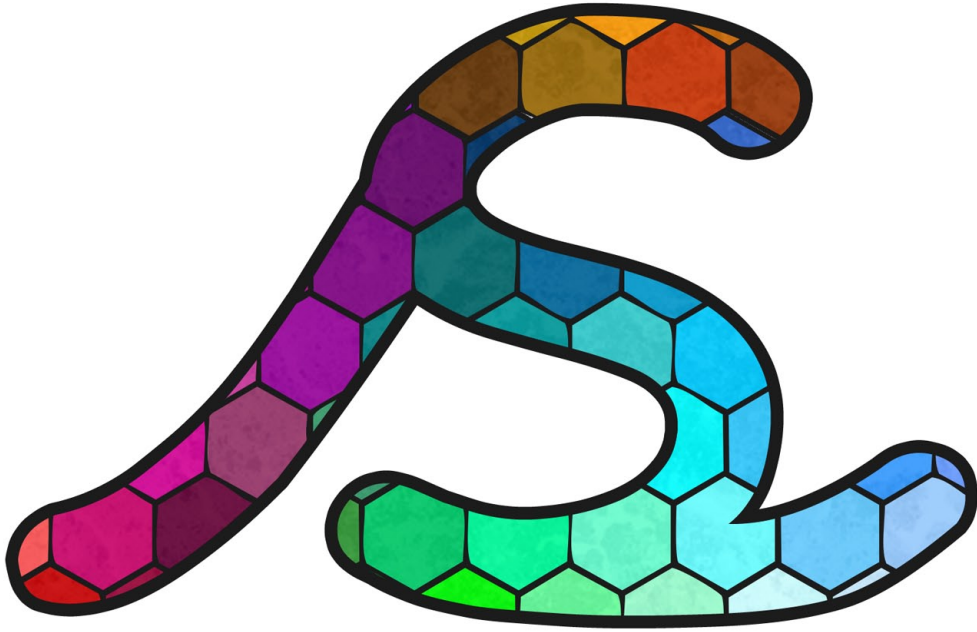


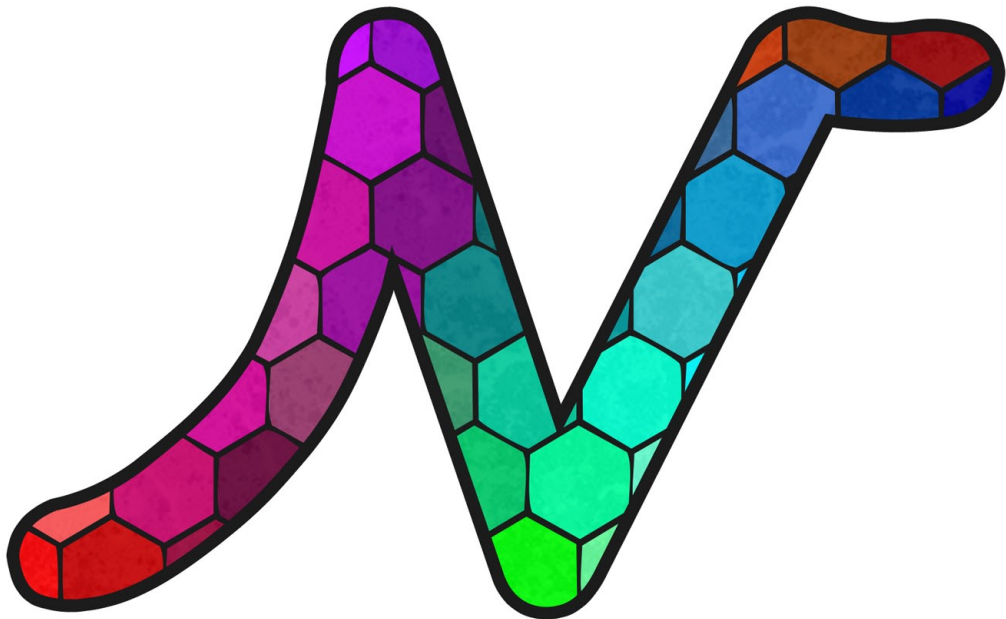
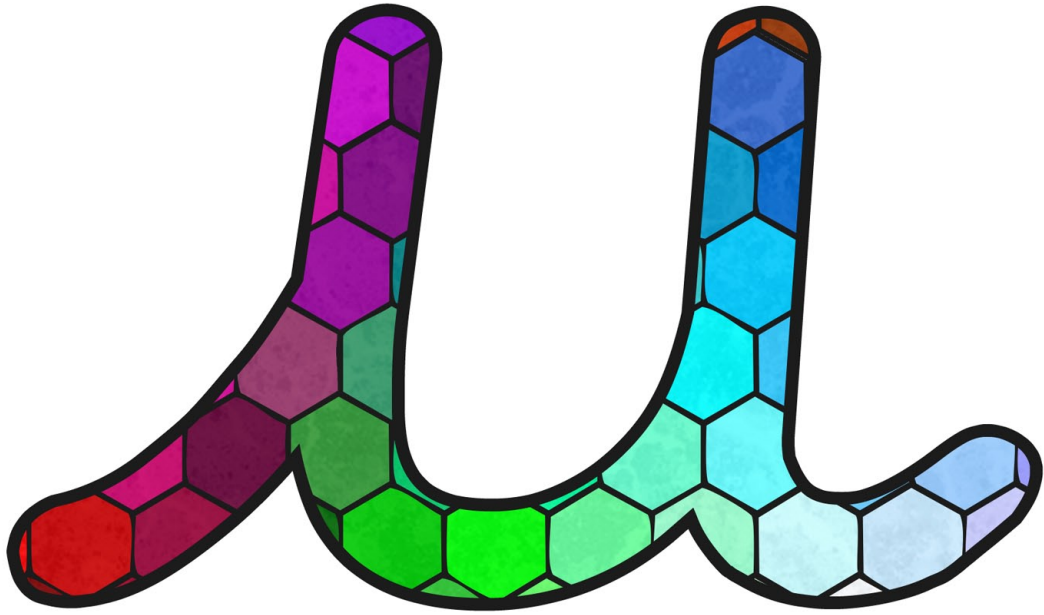


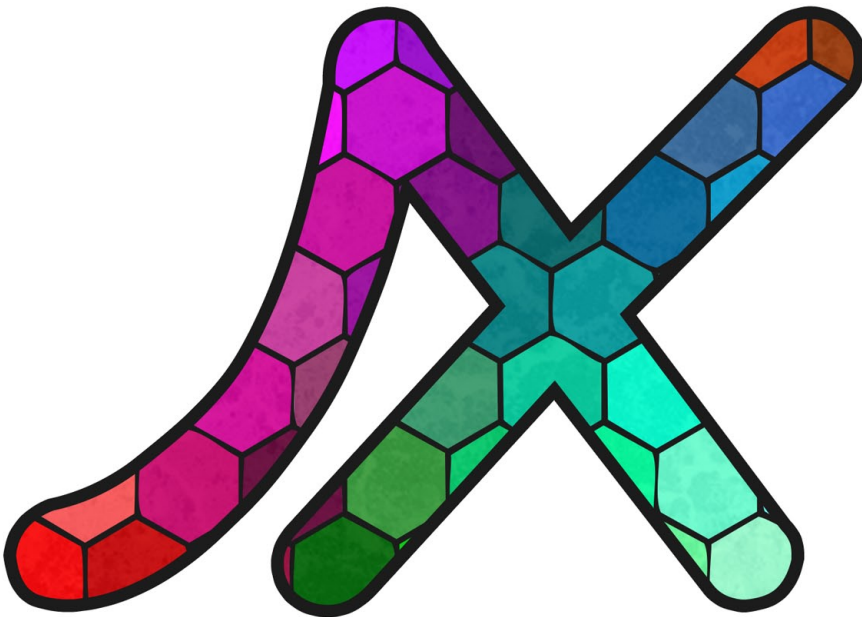
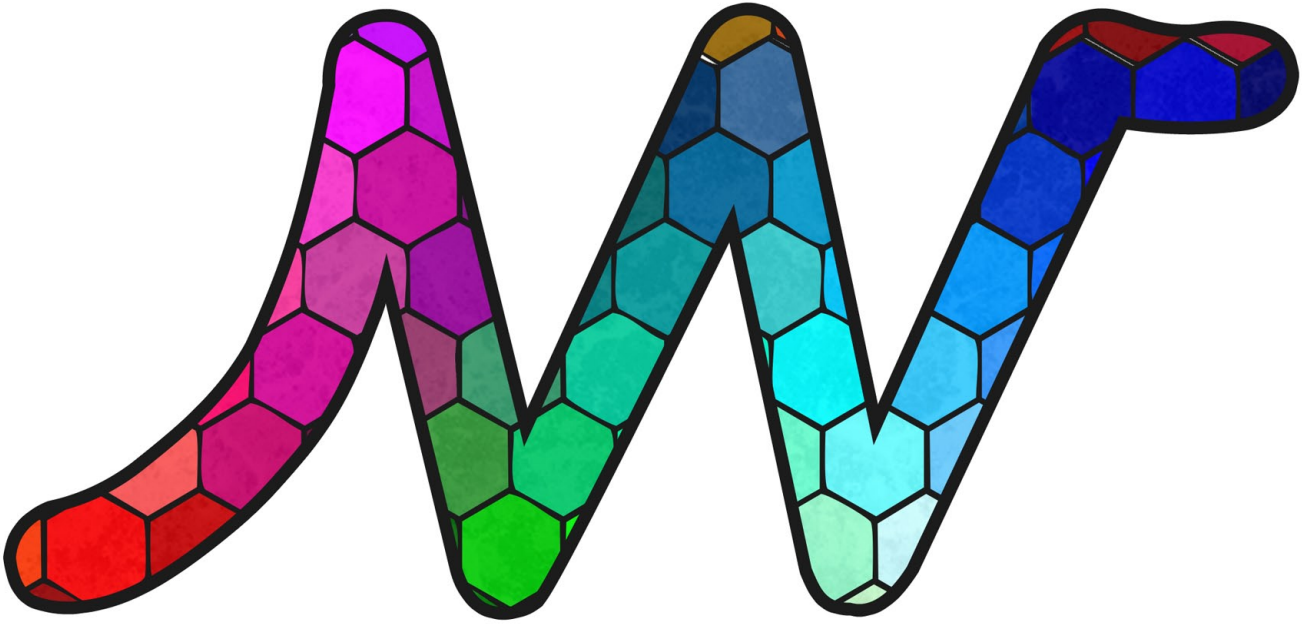


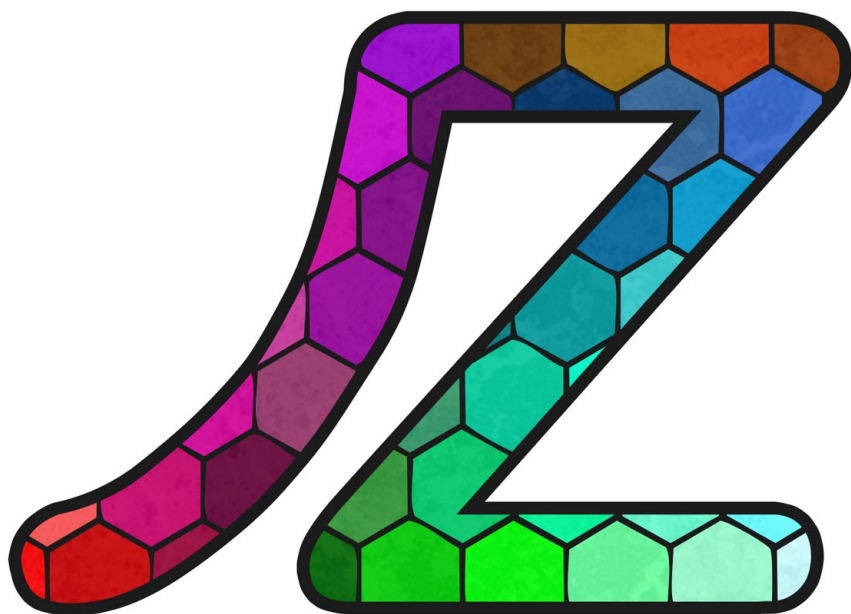
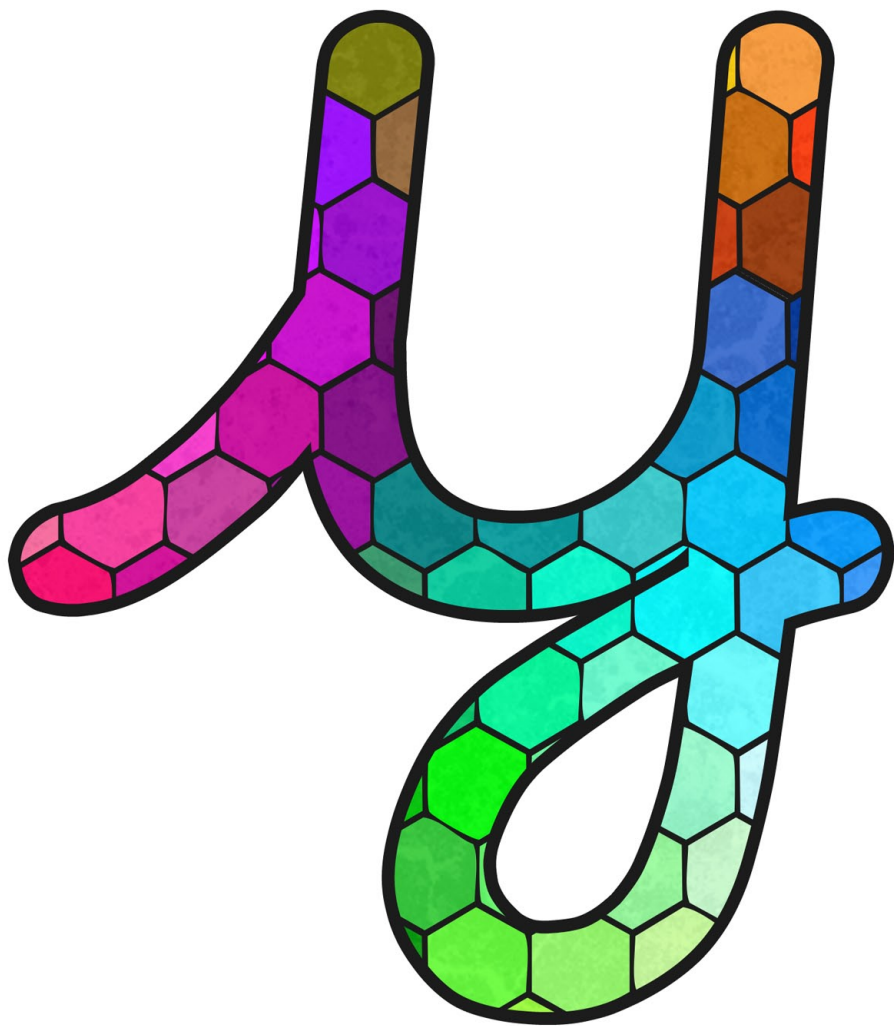


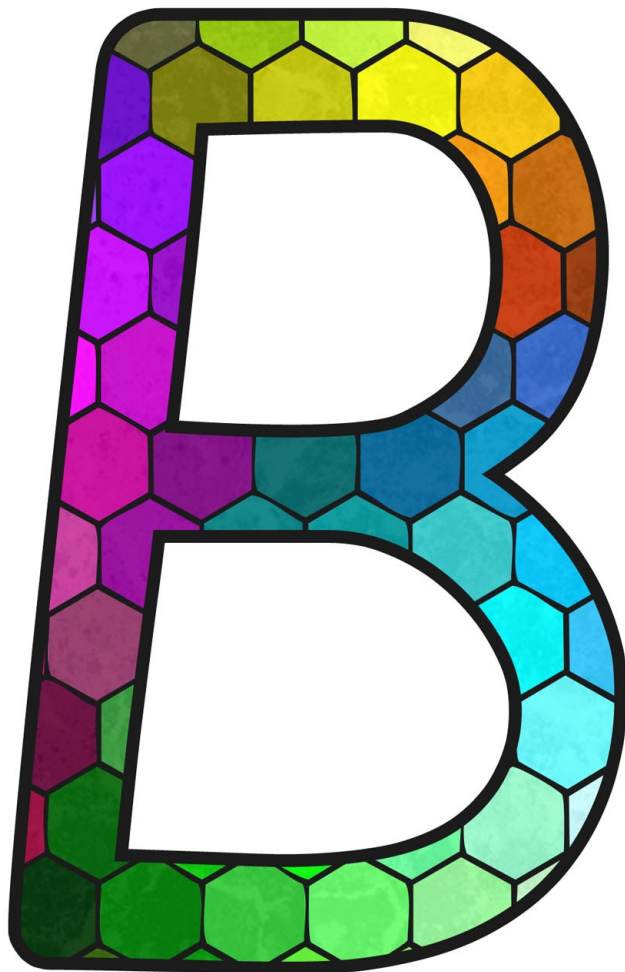
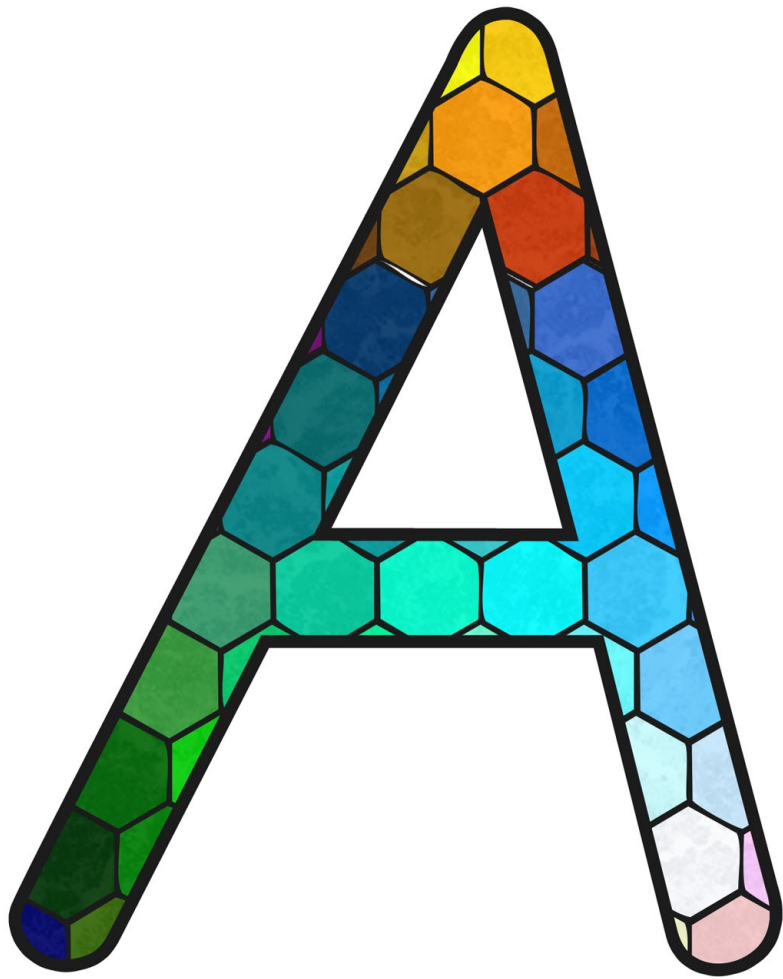


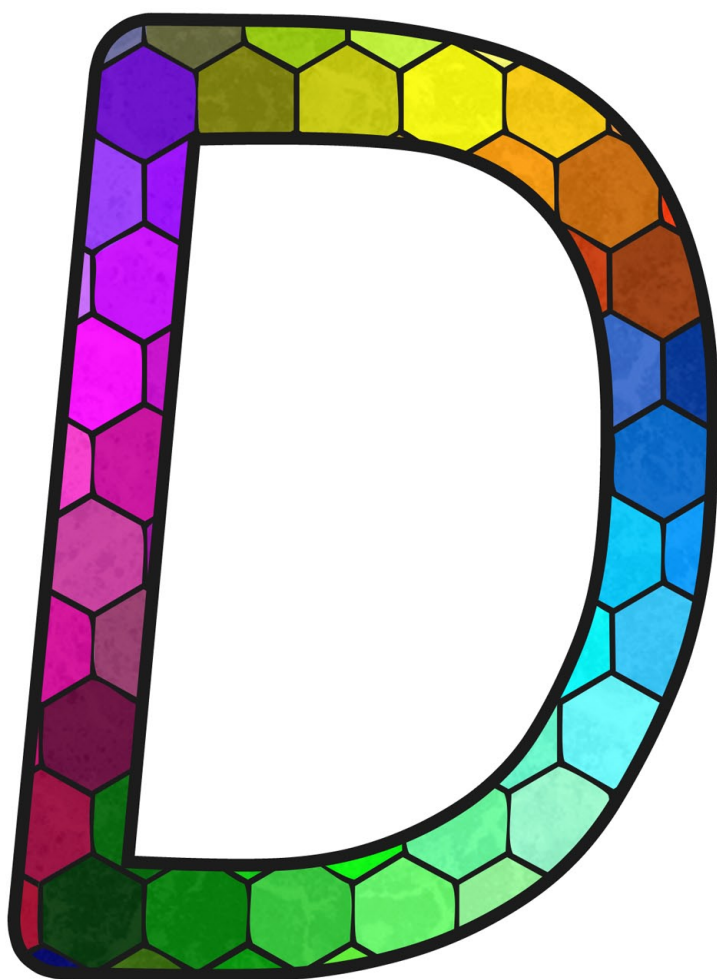
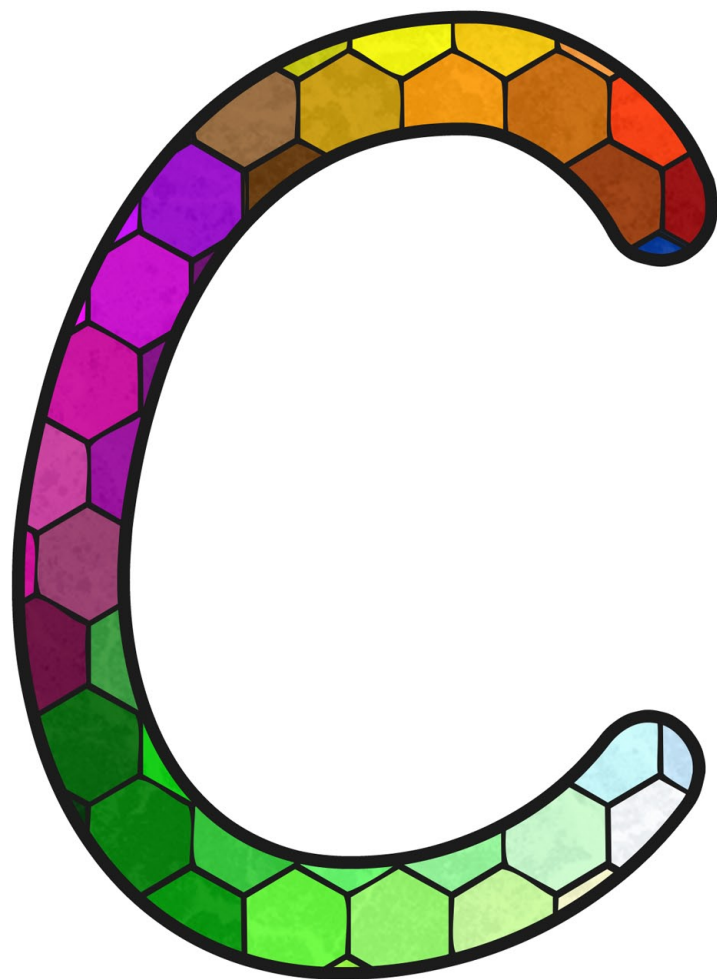


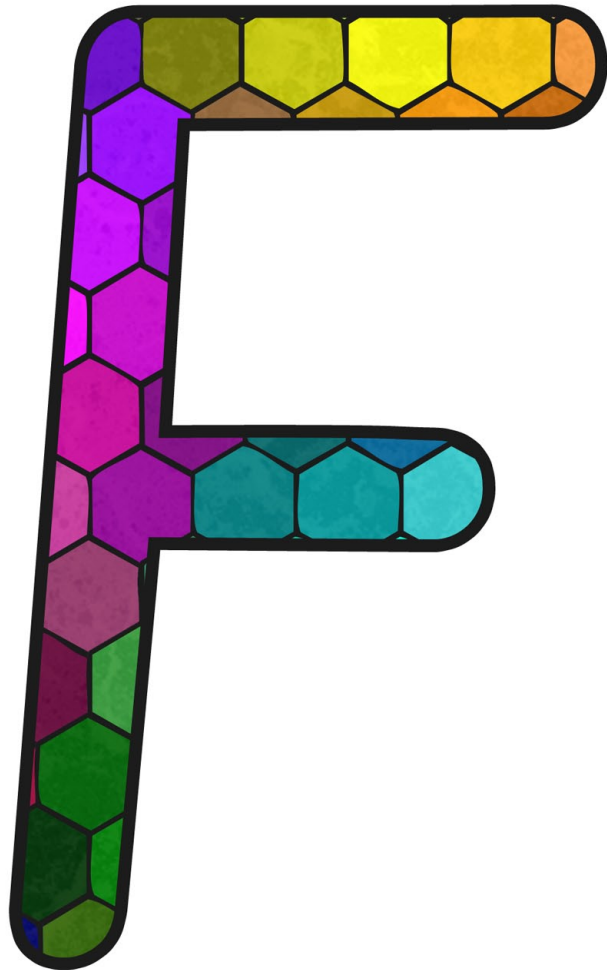
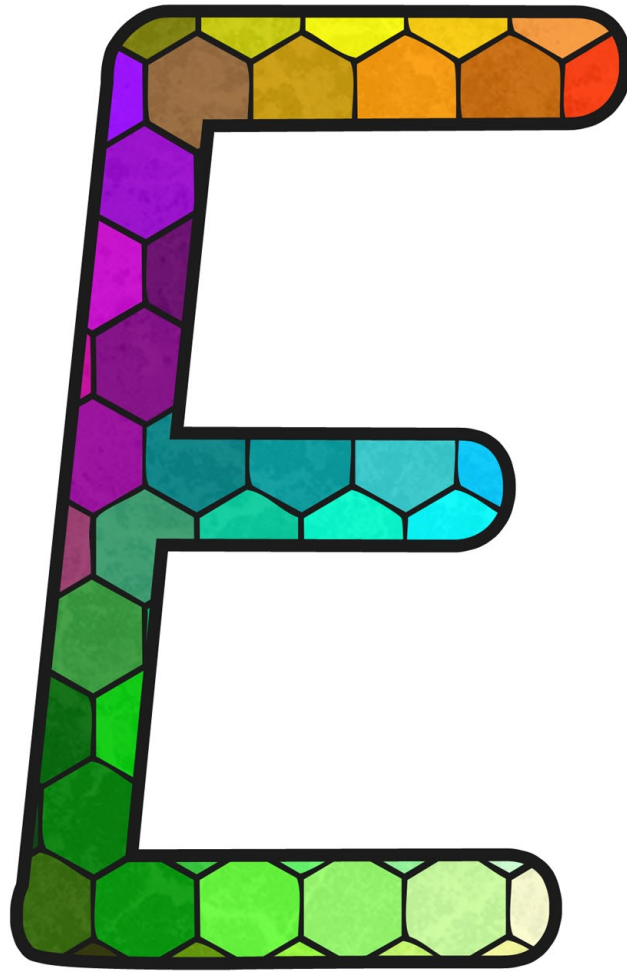


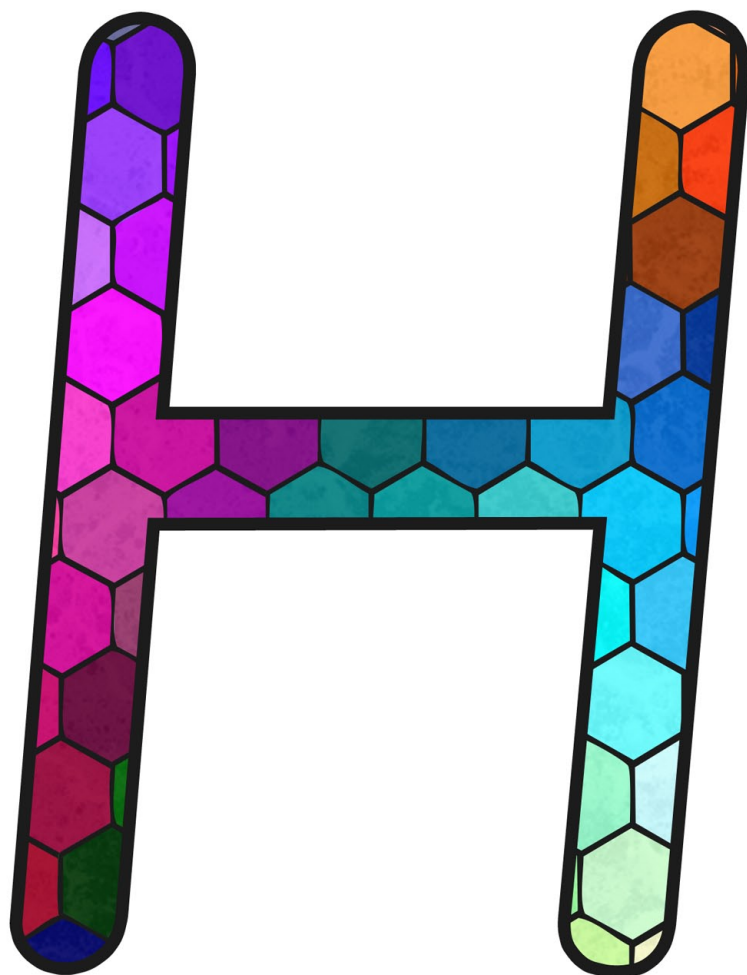
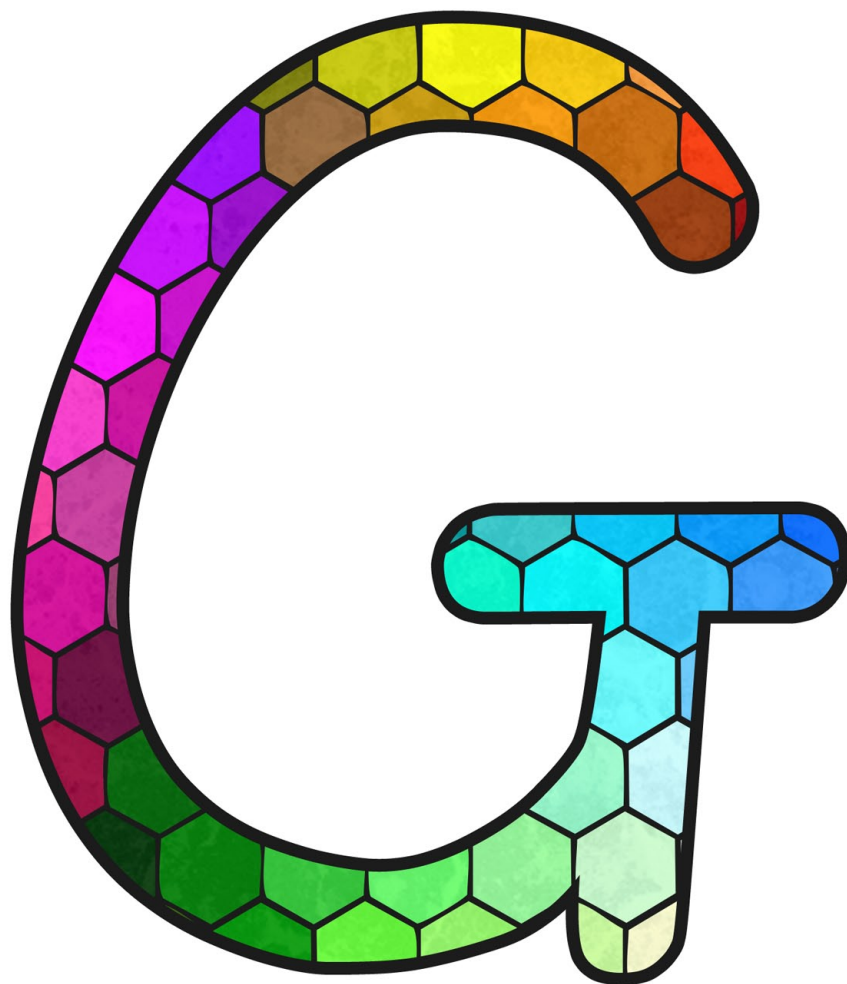


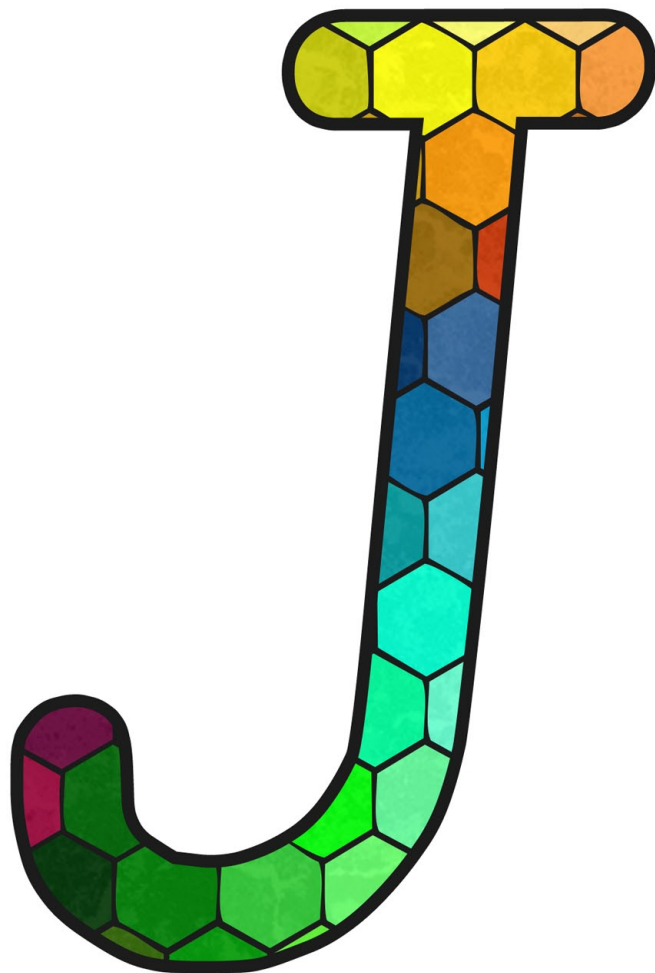
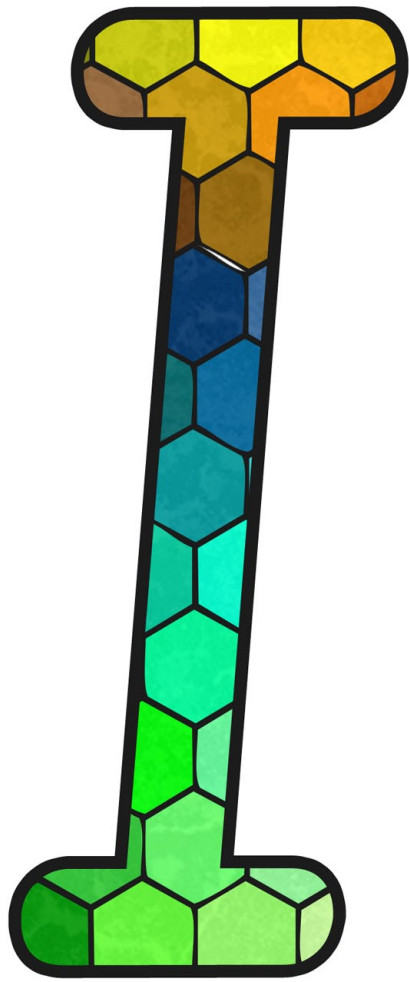


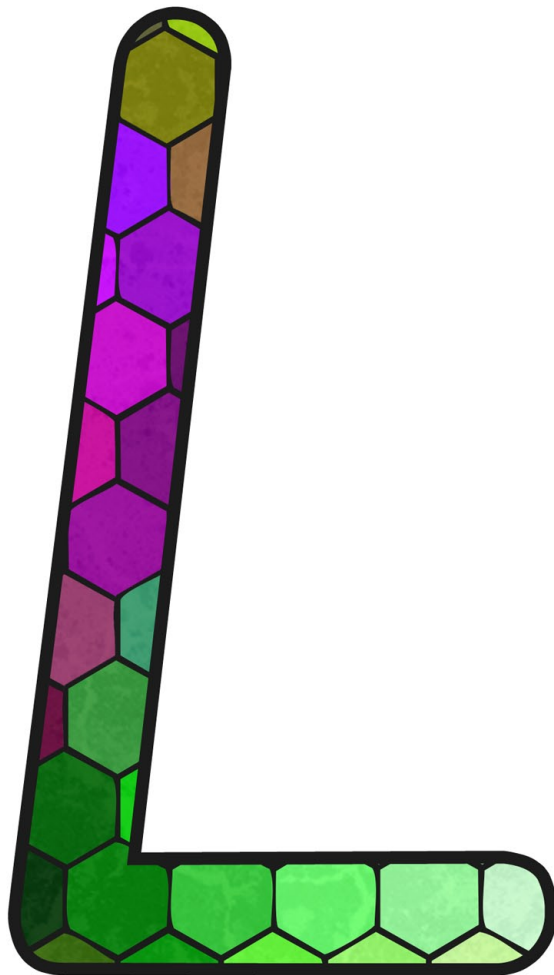
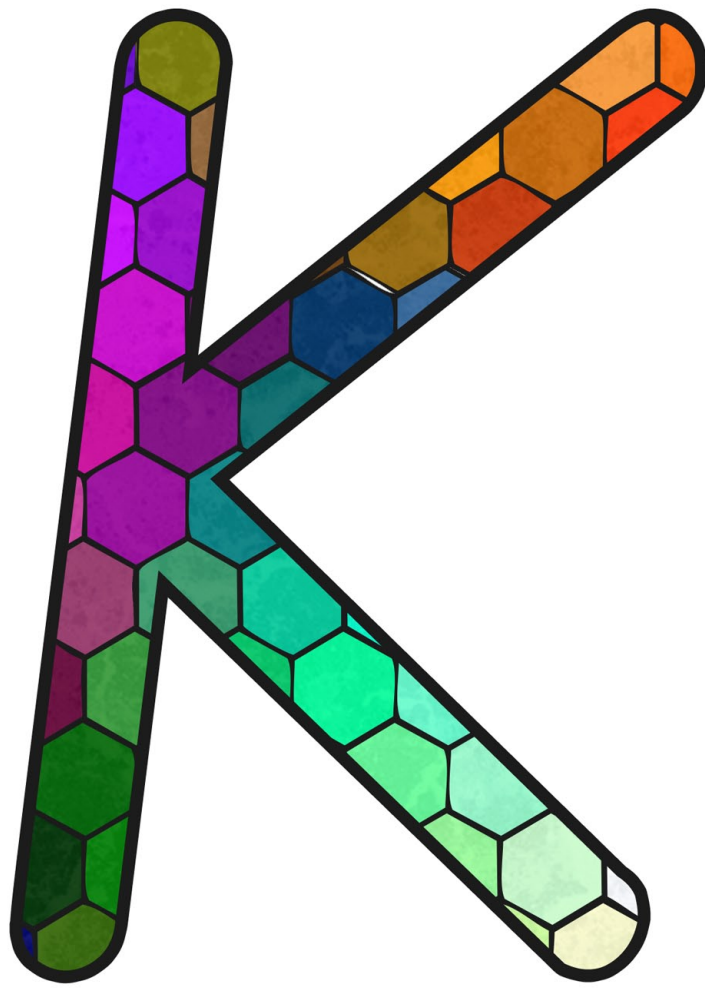


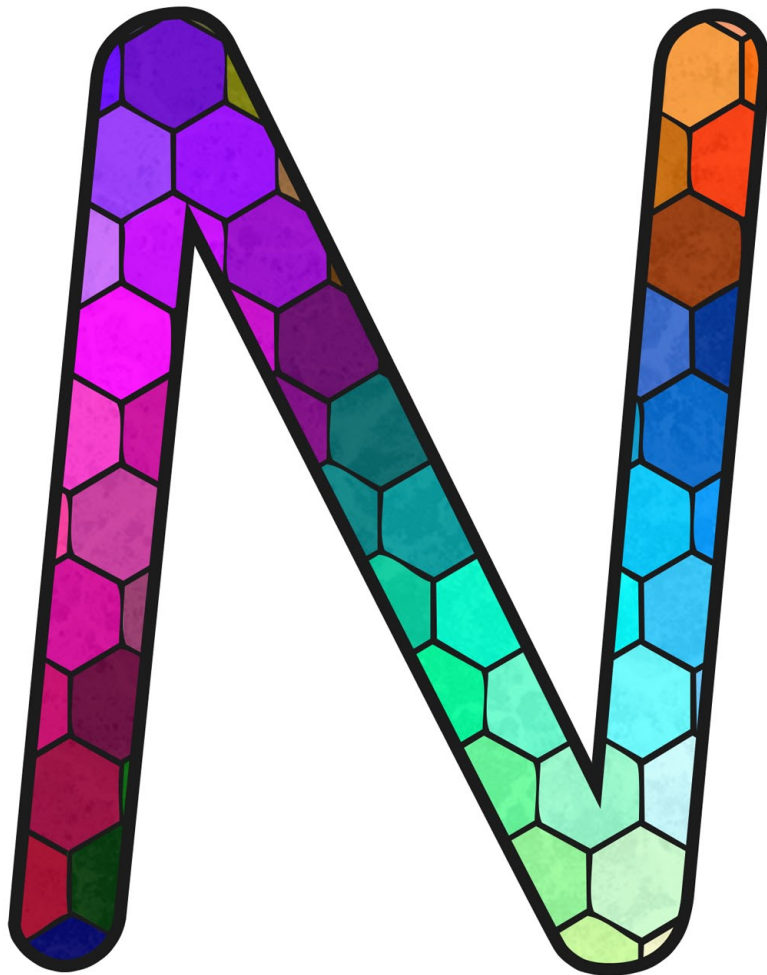
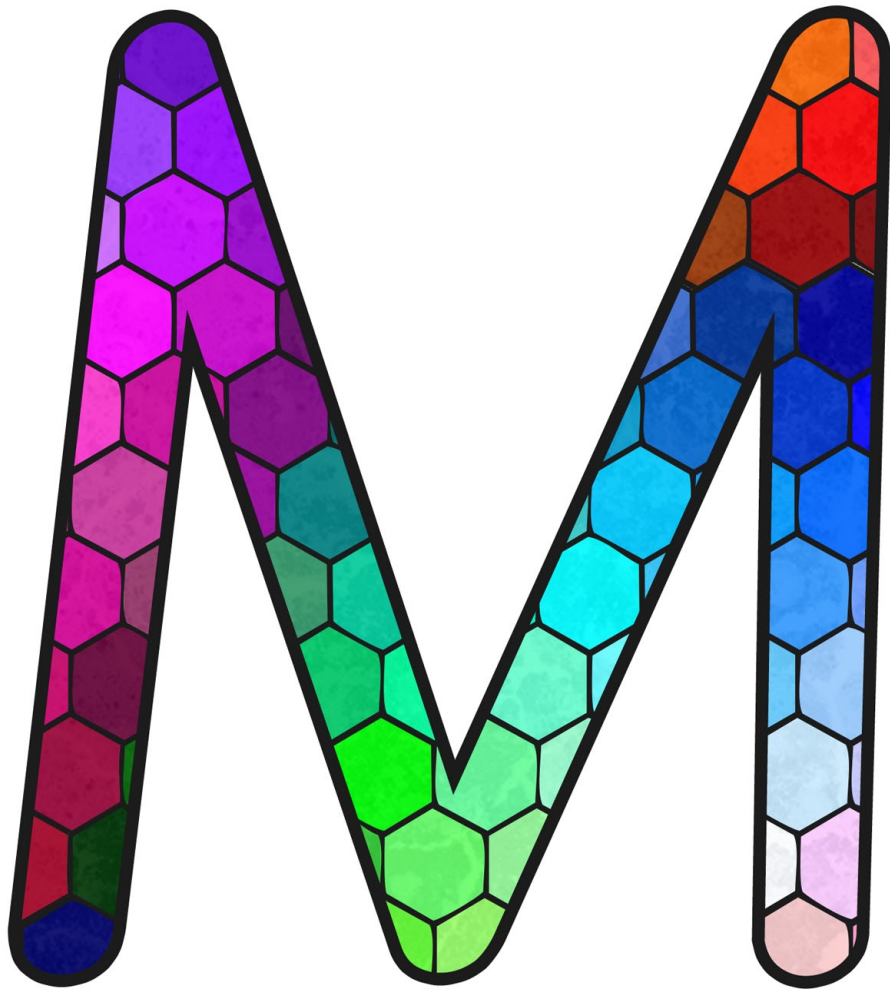


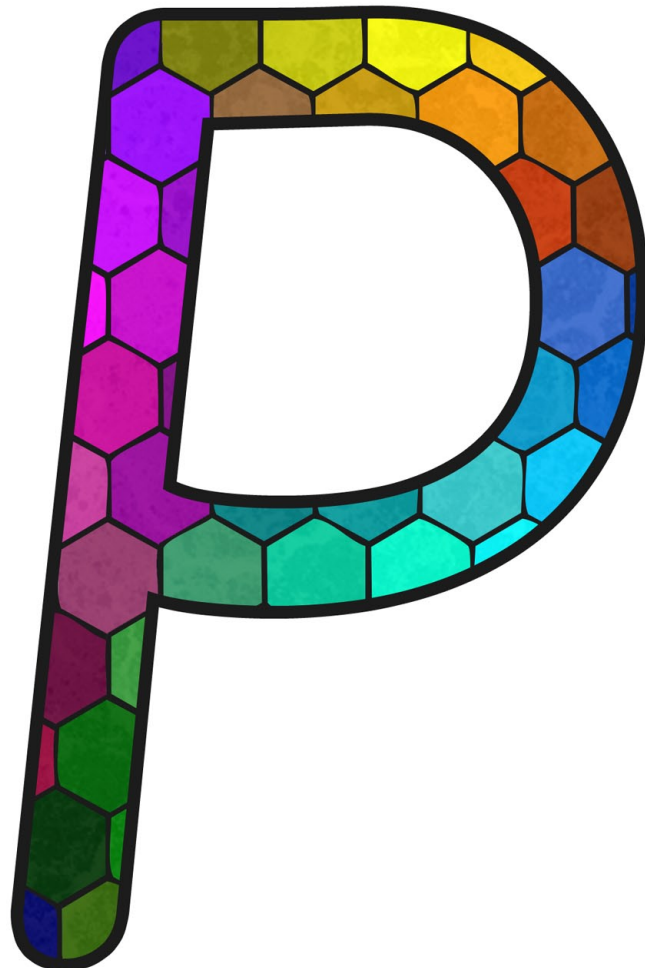
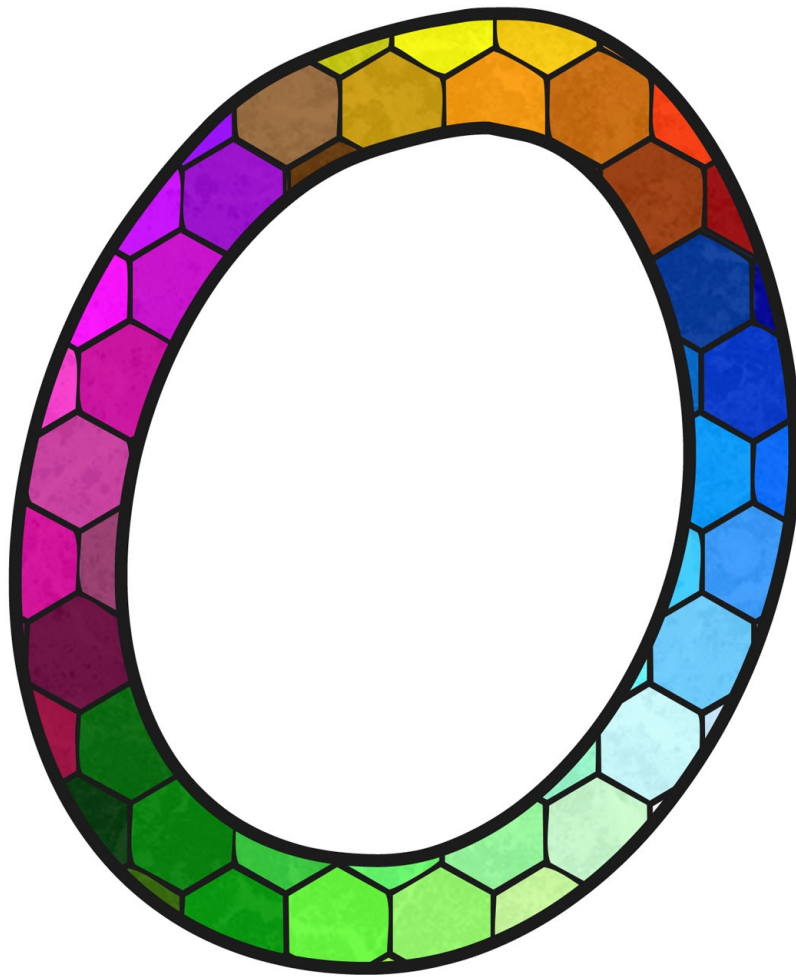


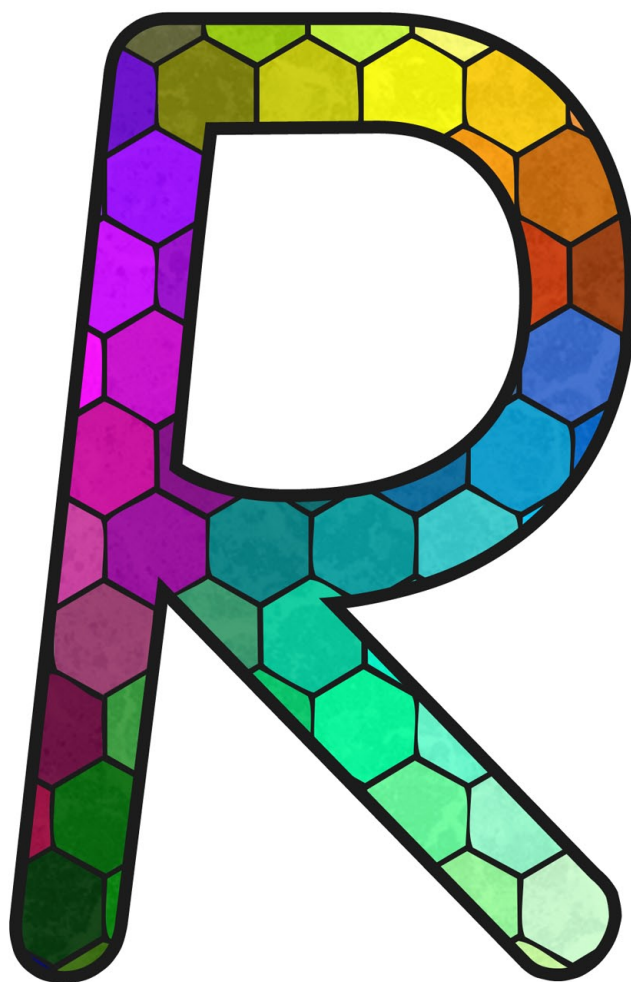
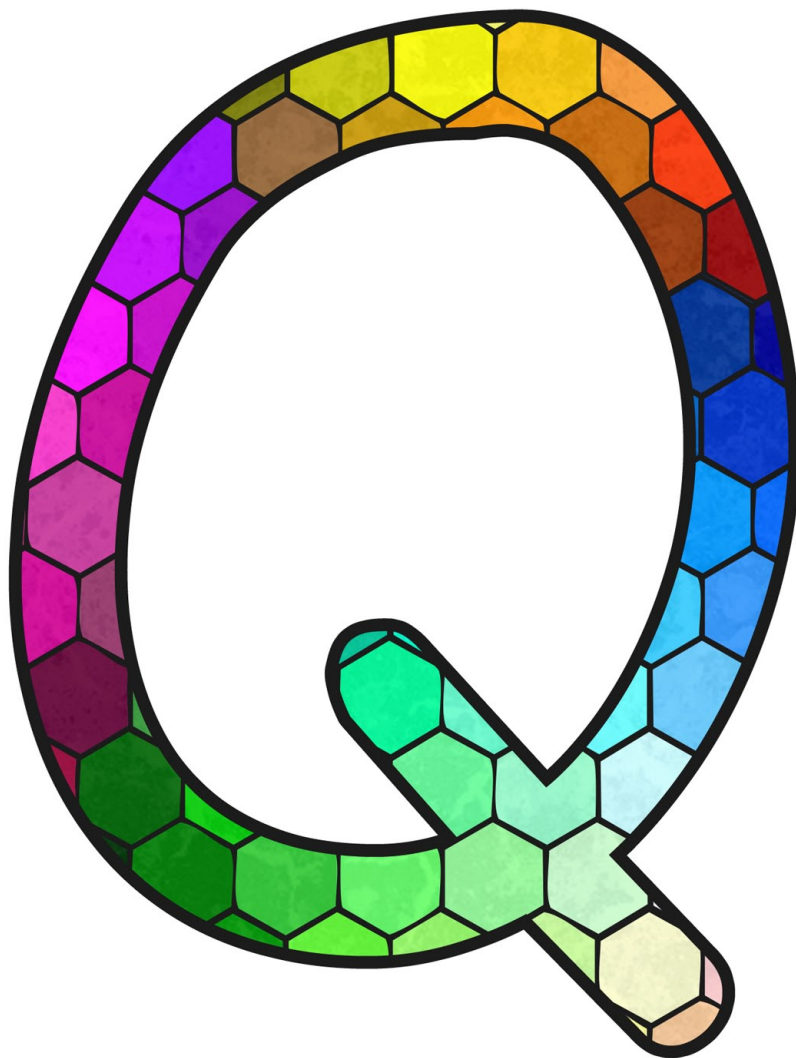


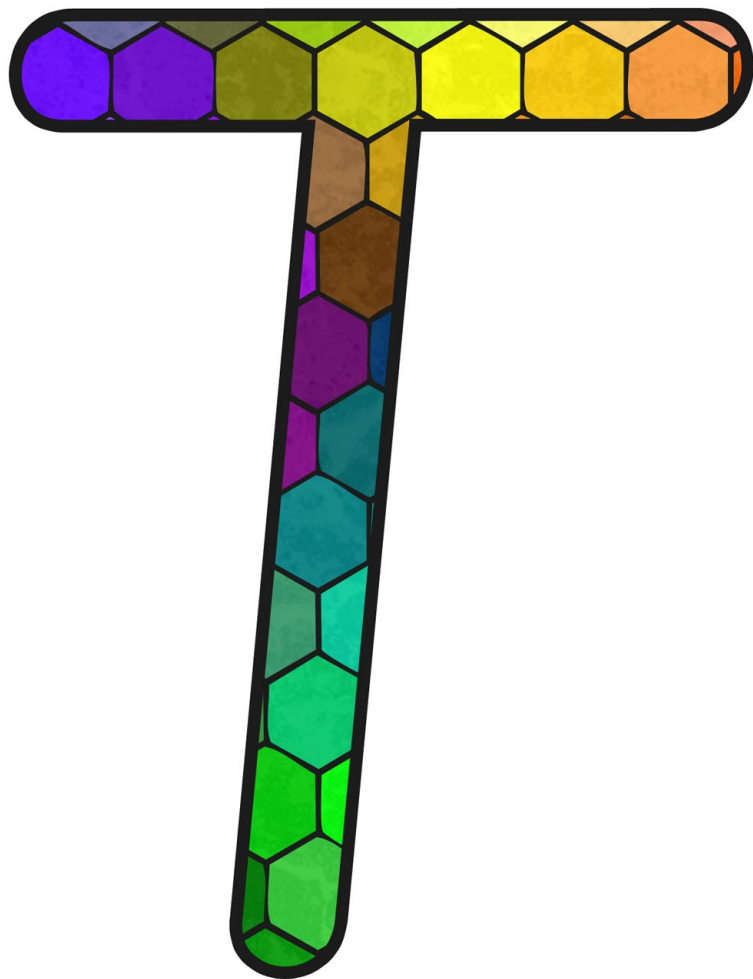
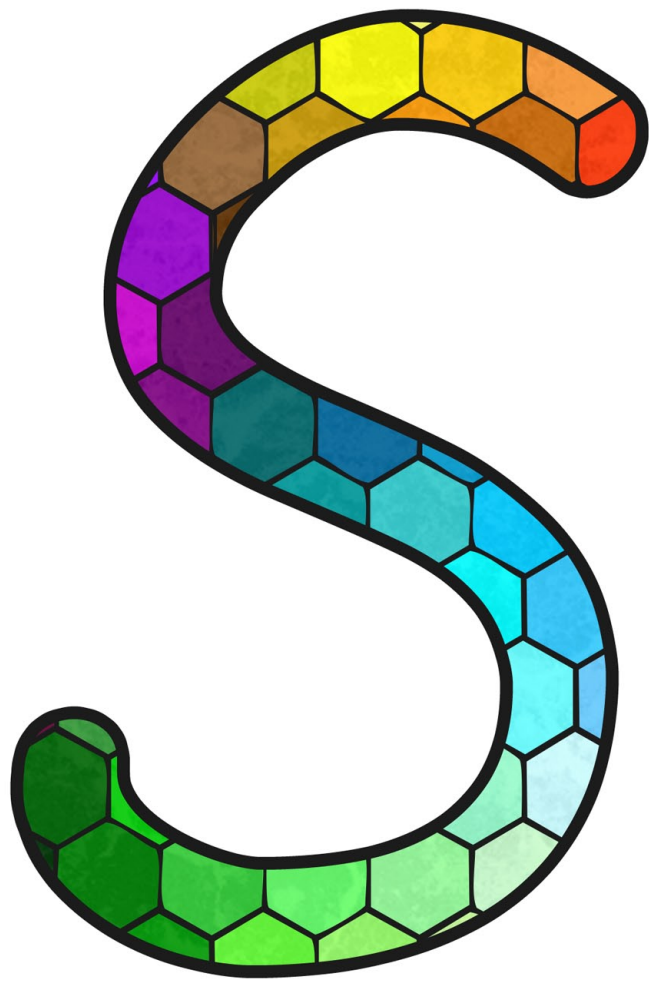


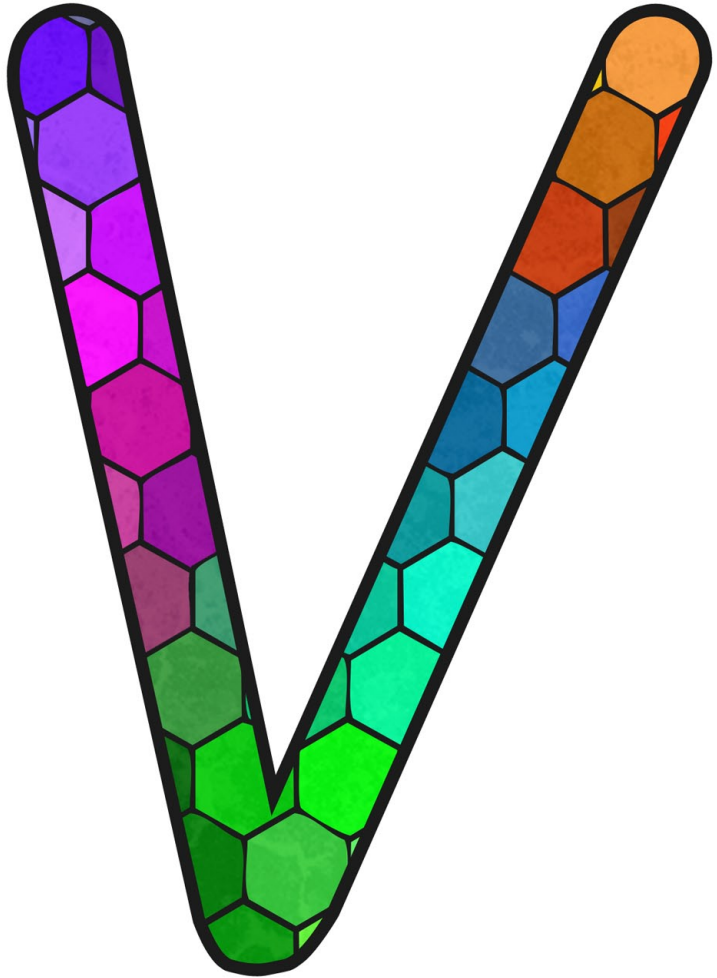
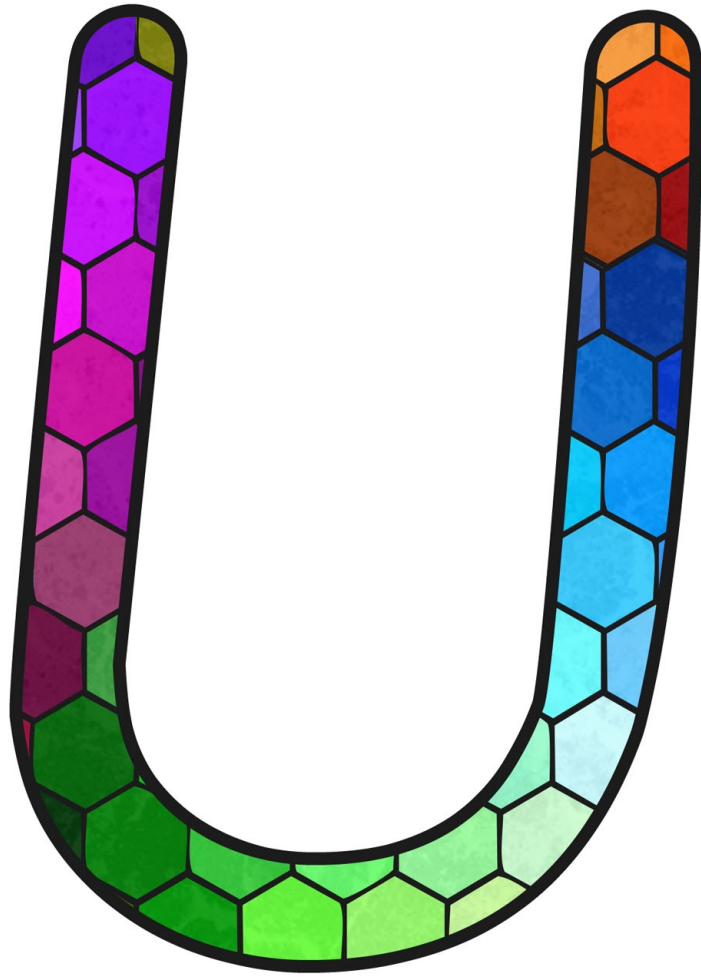


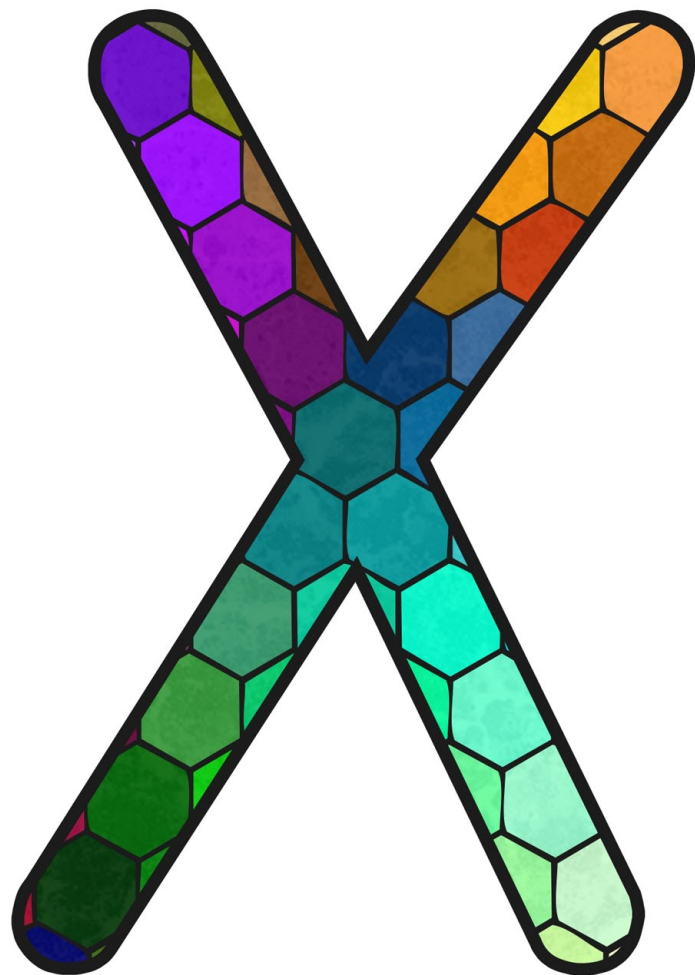
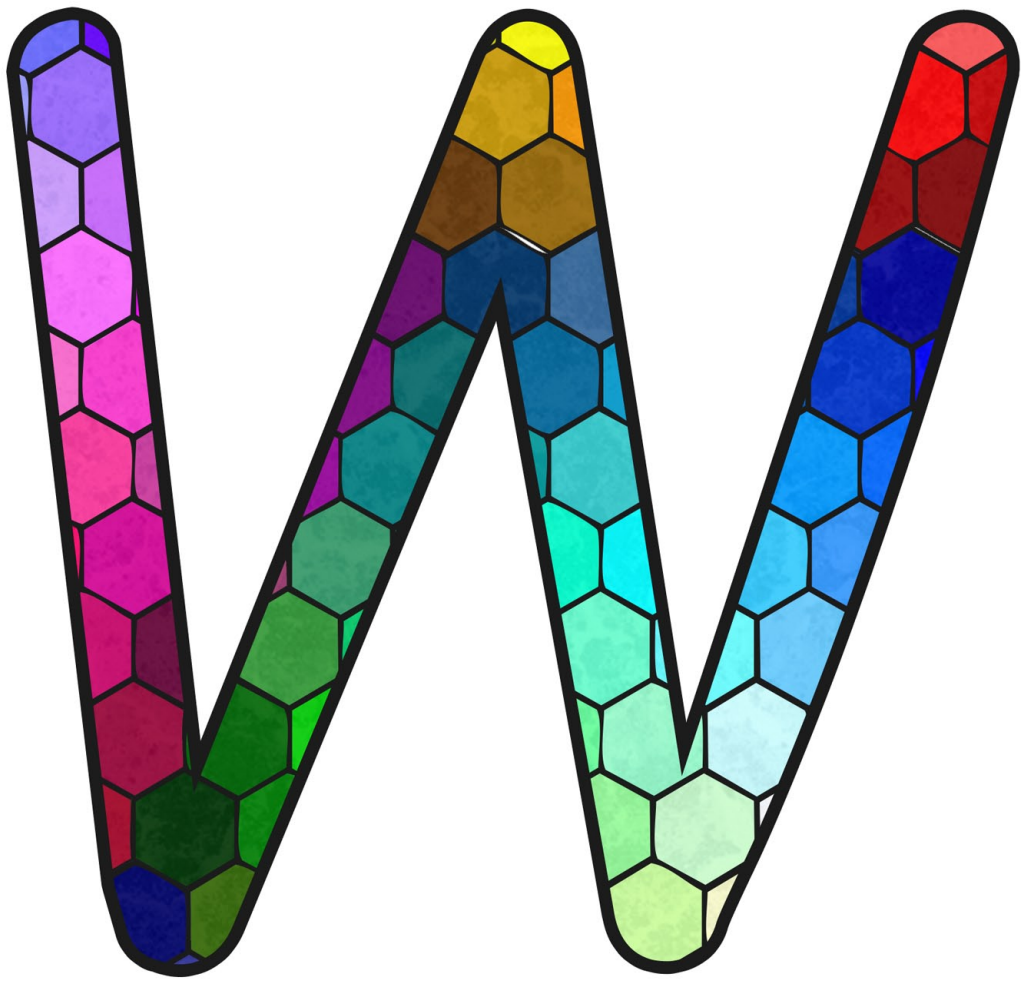


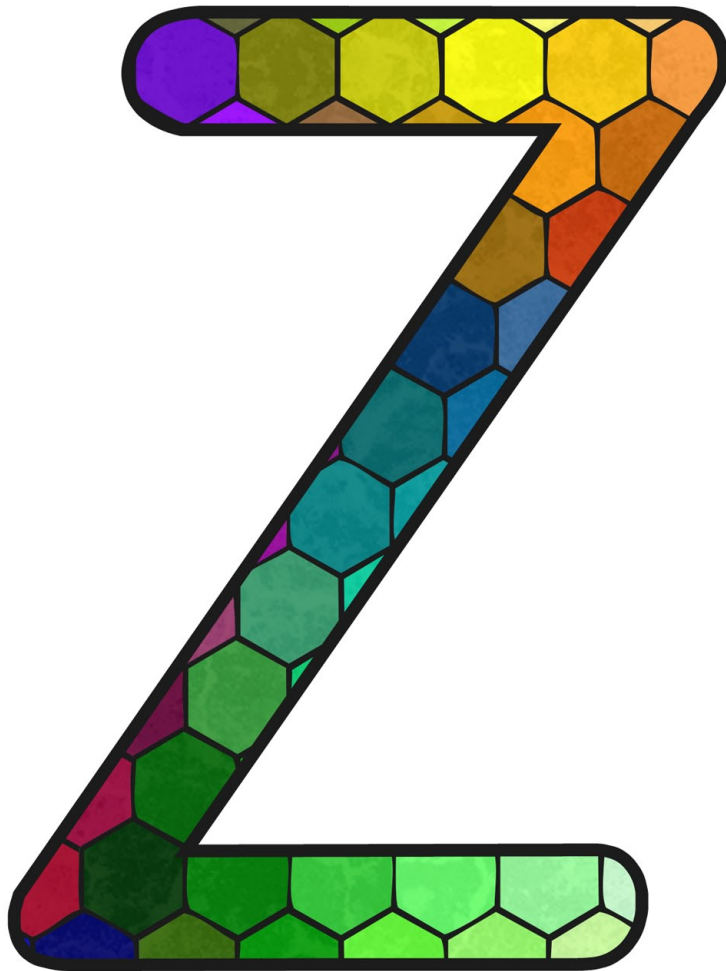
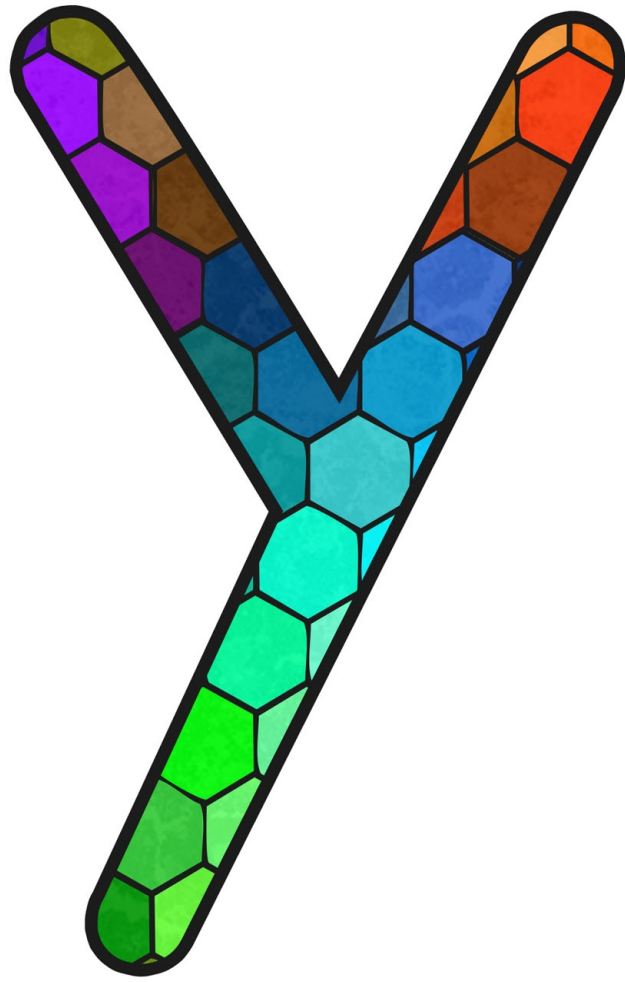














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Originally, making lots of copies of a text was achieved with woodcuts. This was literally carving images into a block of wood and covering with ink.



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The first examples of using moveable type come from China around the year 1040.



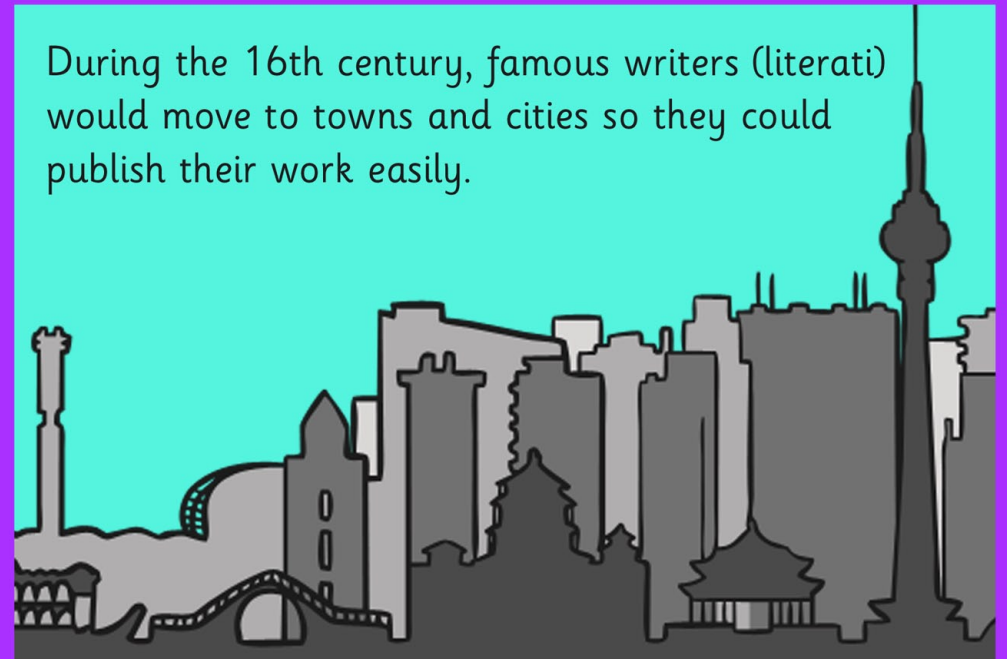
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Johannes Gutenberg, from Germany, is credited with inventing the first printing press around 1439.

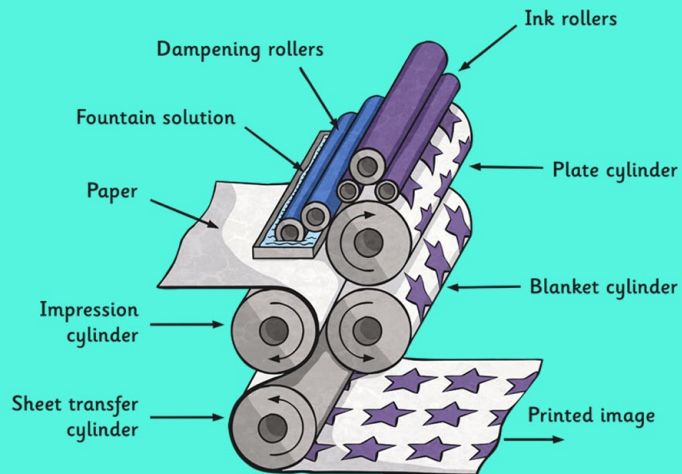
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During the 16th century, famous writers (literati) would move to towns and cities so they could publish their work easily.



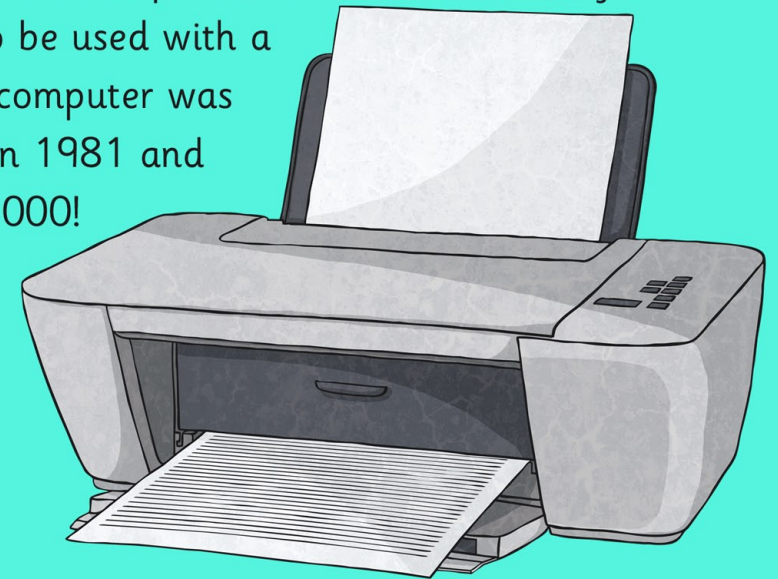
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By the 18th century, a process called lithography had been produced. This uses chemicals to help mass-produce images – a technique still used to day for things like maps and posters, as well as books!



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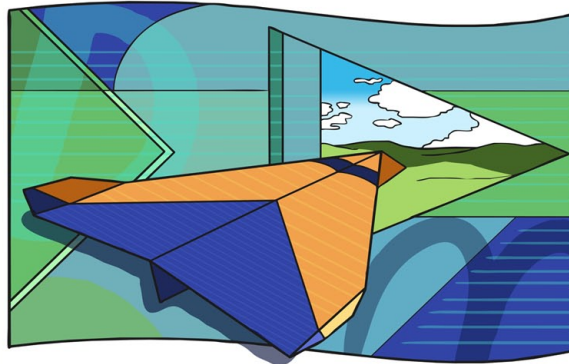
In 1969 the laser printer was invented. The first version to be used with a personal computer was released in 1981 and cost \$17 000!



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1985 saw the first desktop publishing software released. It was called PageMaker and made by Apple.

Adobe PageMaker 7.0



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Desktop publishing software is used in lots of different types of work, including making newspapers and creating adverts.



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Handwriting practice area consisting of 20 horizontal lines.



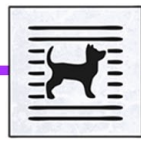
Three horizontal lines for additional writing or notes.

Lined writing area with 25 horizontal lines.





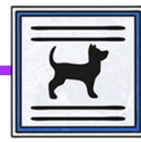
Square



Tight



Through



Top and bottom

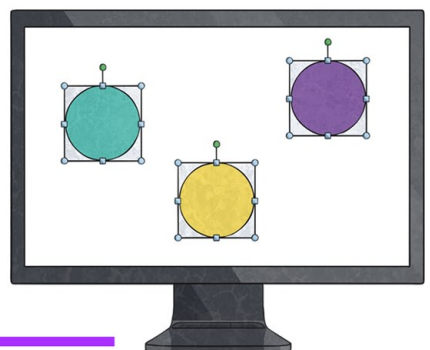


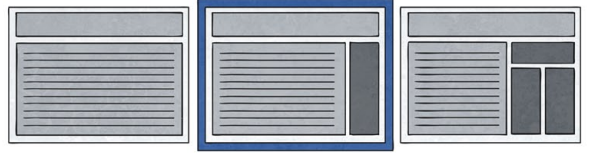
None

Handwriting practice lines consisting of 28 horizontal black lines.

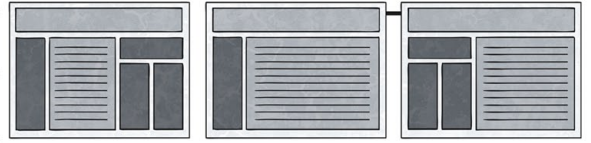
Lined writing area with 25 horizontal lines.

Shorter lined writing area with 5 horizontal lines.



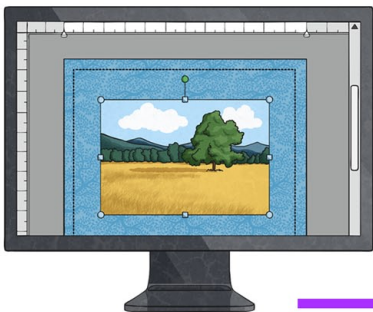


Three horizontal lines for writing, positioned to the left of the second row of wireframe diagrams.



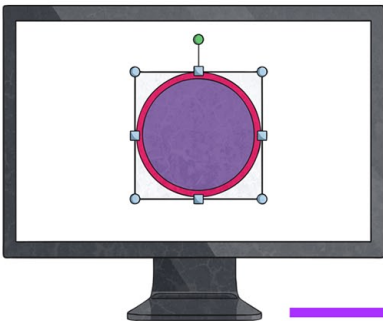
Twenty horizontal lines for writing, filling the main body of the page.

Handwriting practice area with 20 horizontal lines.



Handwriting practice area with 3 horizontal lines.

Lined writing area consisting of 20 horizontal lines.



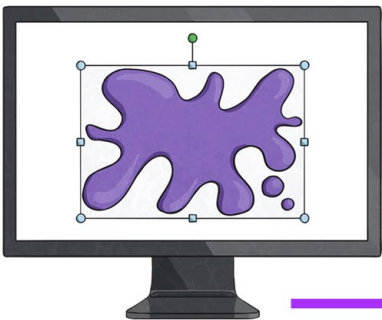
Lined writing area consisting of three horizontal lines.

Lined writing area with 20 horizontal lines.



Three horizontal lines for additional writing.











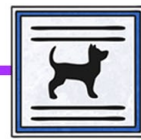
Square



Tight



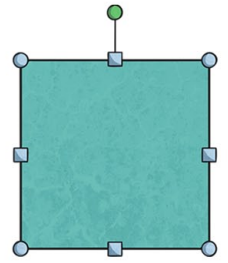
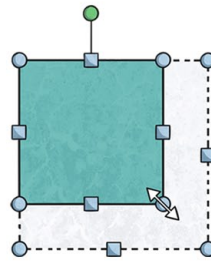
Through

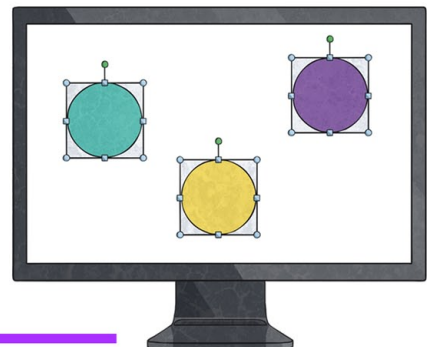


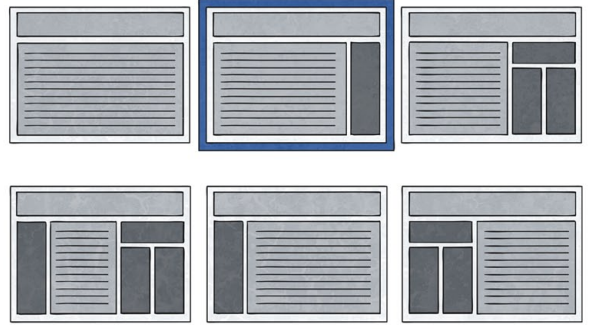
Top and bottom



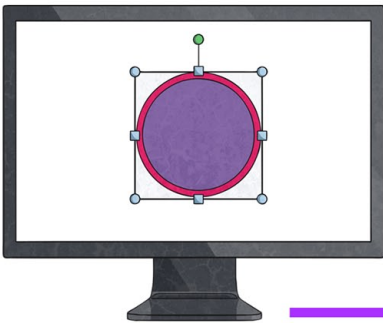
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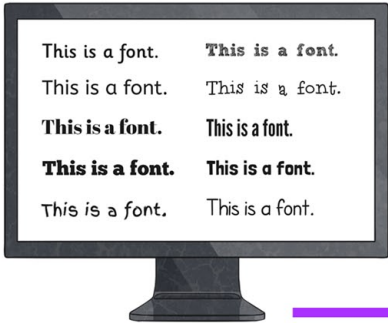




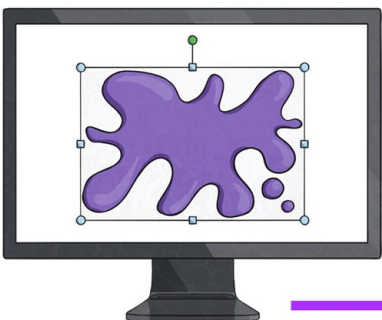














Twelve horizontal black lines spaced evenly down the page, intended for writing.





Square



Tight



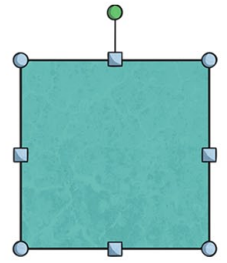
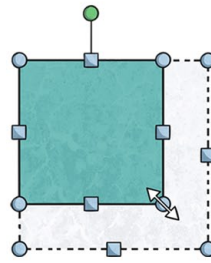
Through

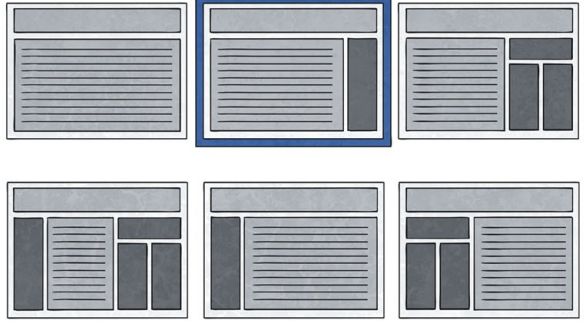


Top and bottom



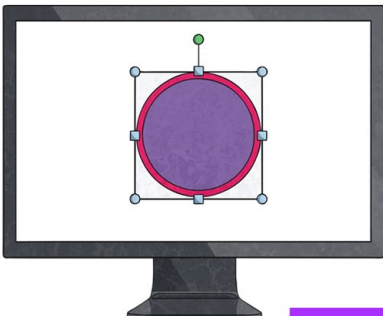
None



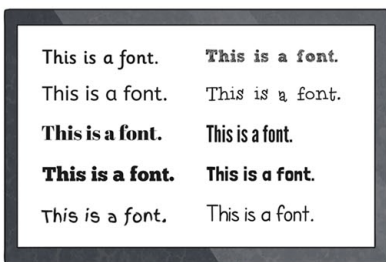


Handwriting practice area with 14 horizontal lines.





Twelve horizontal lines for handwriting practice, evenly spaced across the page.

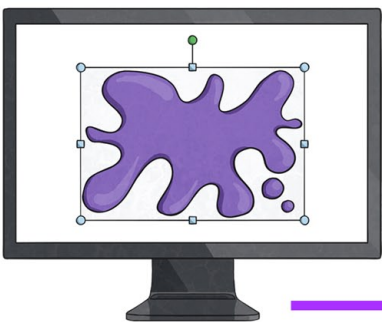


Blank writing area with horizontal lines.



Two additional horizontal lines for writing.

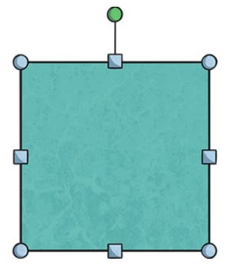
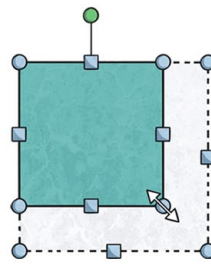
Lined writing area consisting of 24 horizontal lines.



Two horizontal lines for additional notes or a caption.

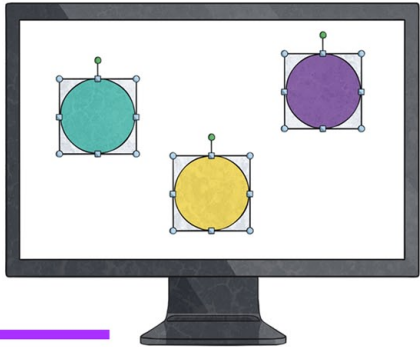
A series of 25 horizontal lines for writing, arranged in a single column.





A series of 20 horizontal lines for writing, arranged in a vertical column within a purple border.

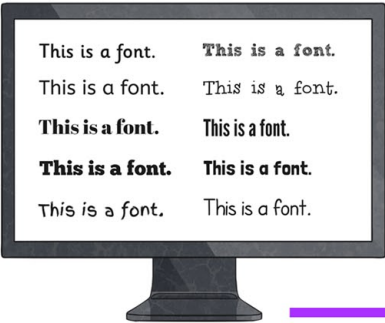
Handwriting practice area consisting of 25 horizontal lines within a purple border.



Lined writing area with 20 horizontal lines for text entry.

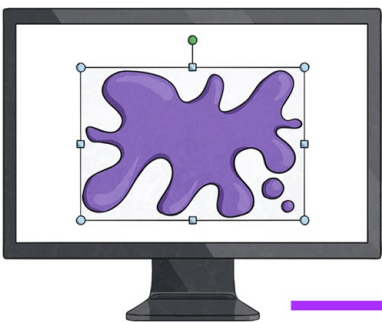


Handwriting practice area with 20 horizontal lines.



Two additional horizontal lines for handwriting practice.











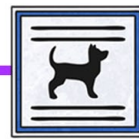
Square



Tight



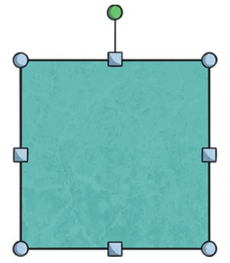
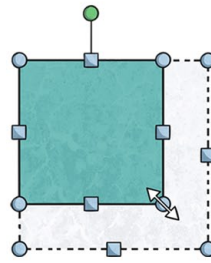
Through

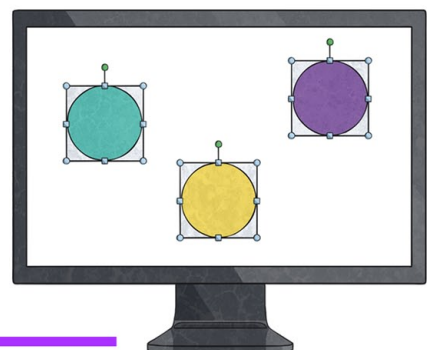


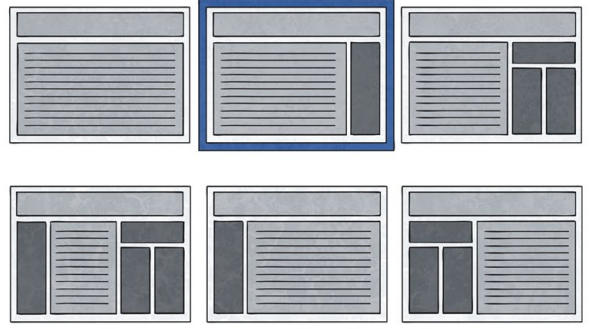
Top and bottom



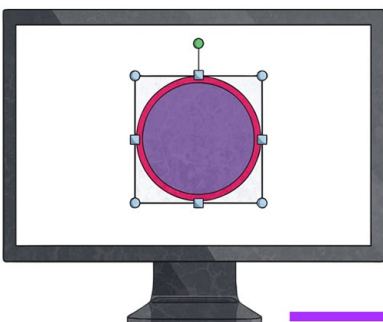
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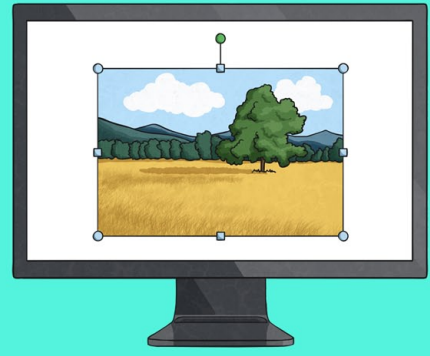




This is a font. **This is a font.**
This is a font. *This is a font.*
This is a font. This is a font.
This is a font. **This is a font.**
This is a font. This is a font.



photo



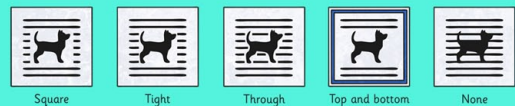
twinkl.co.uk

photograph



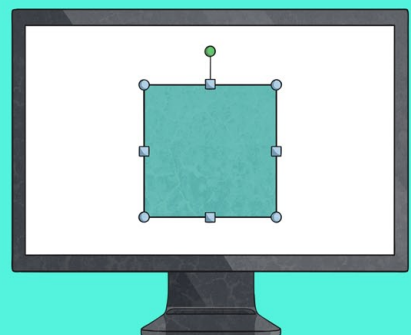
twinkl.co.uk

wrap text



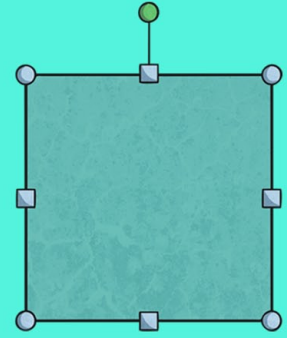
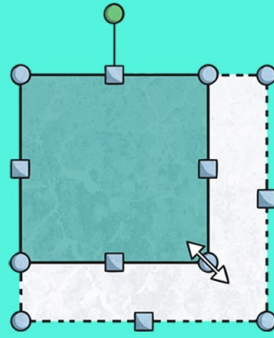
twinkl.co.uk

square



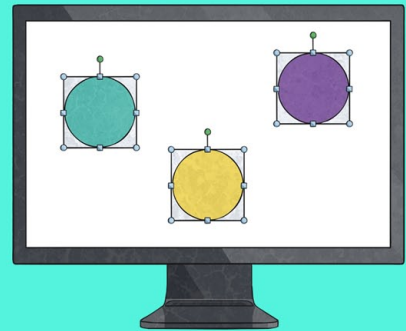
twinkl.co.uk

aspect
ratio



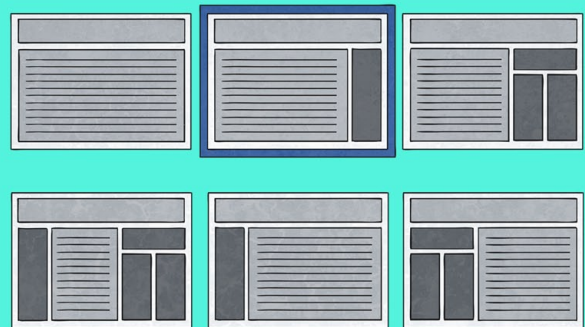
twinkl.co.uk

objects



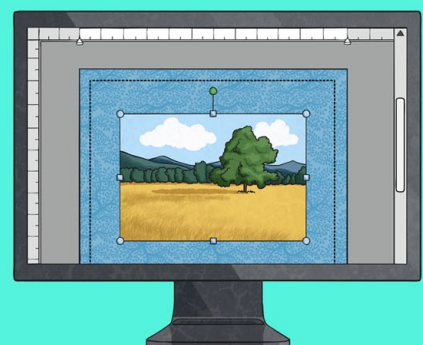
twinkl.co.uk

layout



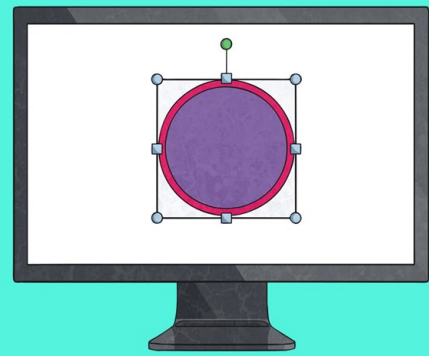
twinkl.co.uk

background



twinkl.co.uk

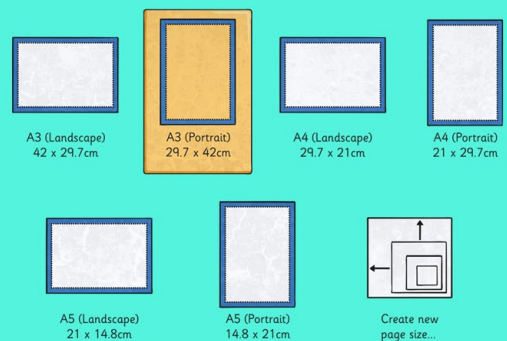
outline



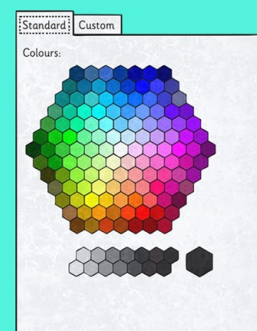
font



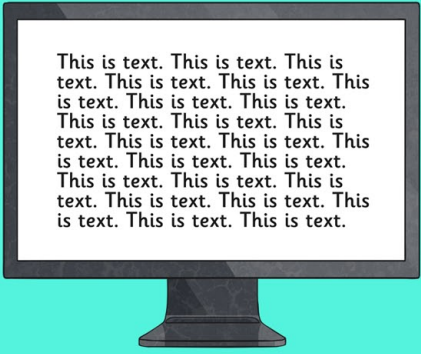
size



colour

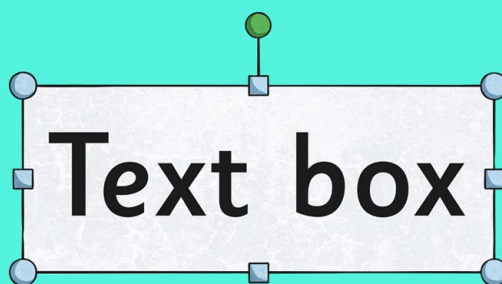


text

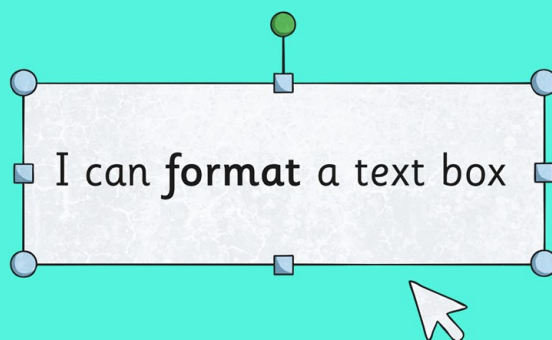


This is text. This is text.

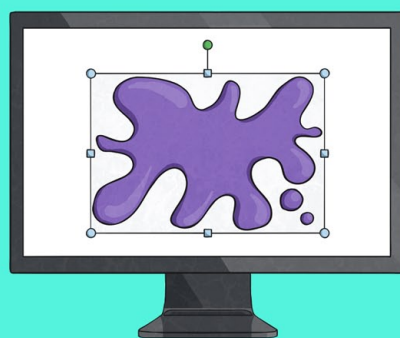
text box



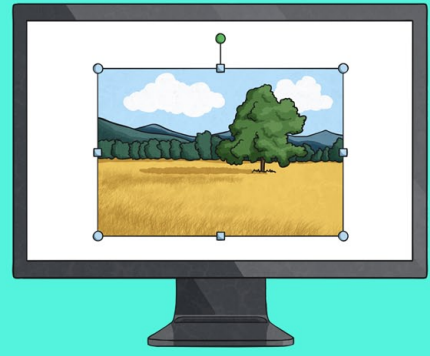
format



image



photo



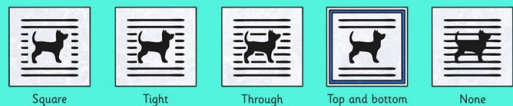
twinkl.co.uk

photograph



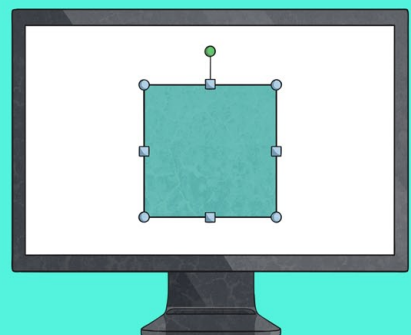
twinkl.co.uk

wrap text



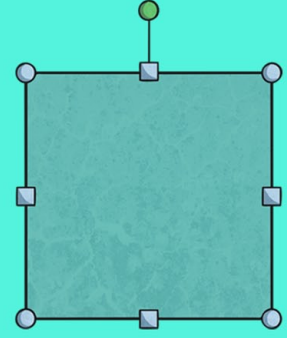
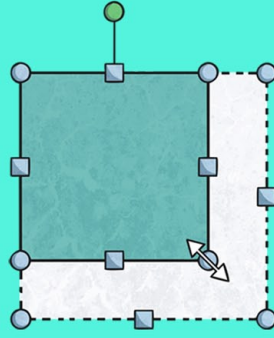
twinkl.co.uk

square



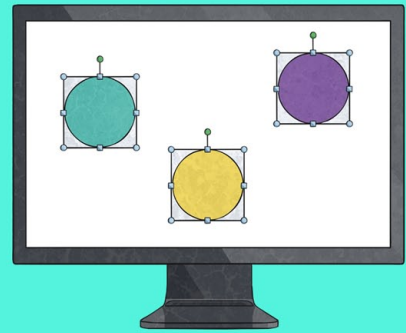
twinkl.co.uk

aspect ratio



twinkl.co.uk

objects



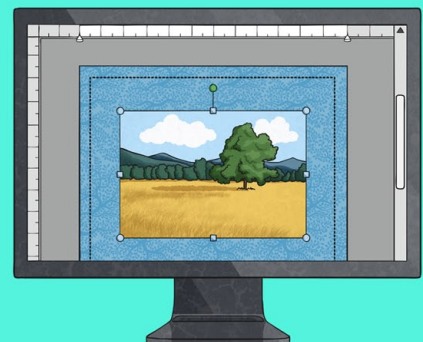
twinkl.co.uk

layout



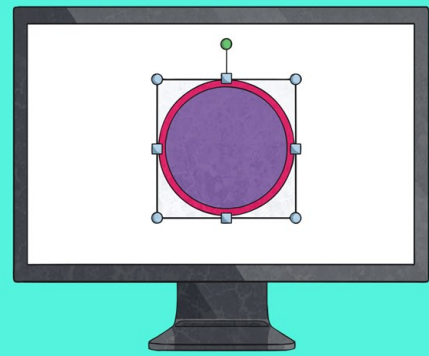
twinkl.co.uk

background



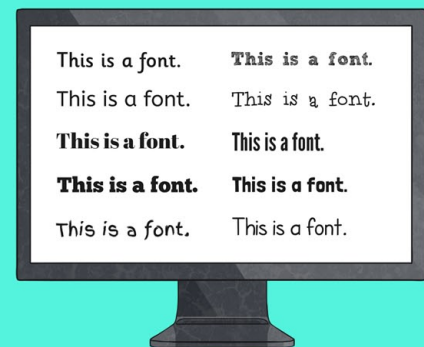
twinkl.co.uk

outline



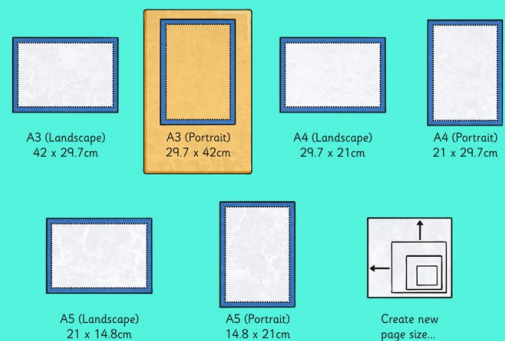
twinkl.co.uk

font



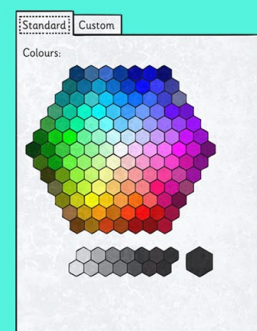
twinkl.co.uk

size



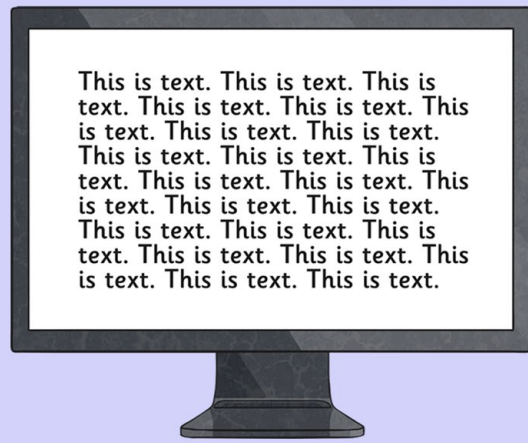
twinkl.co.uk

colour

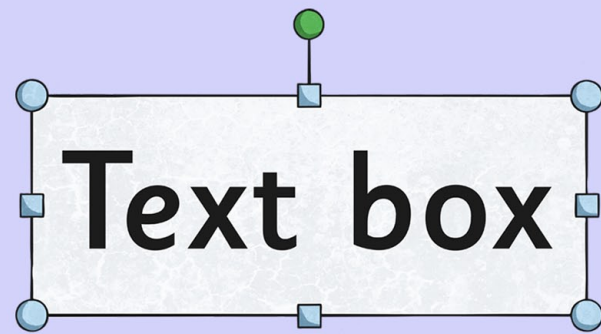


twinkl.co.uk

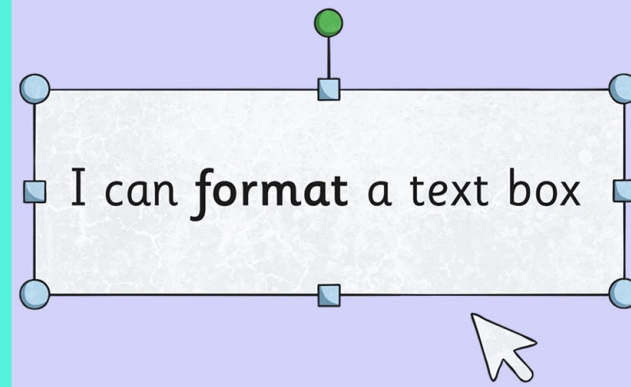
Drawing and Desktop Publishing



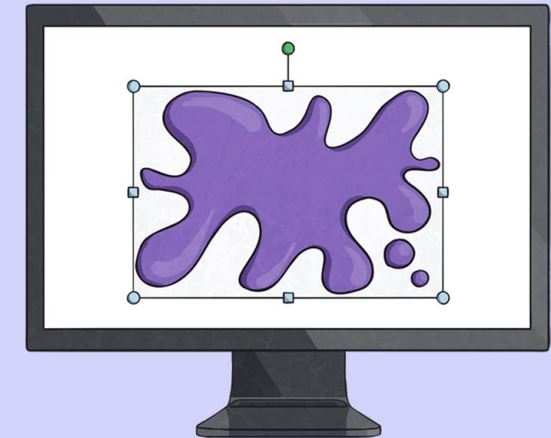
text



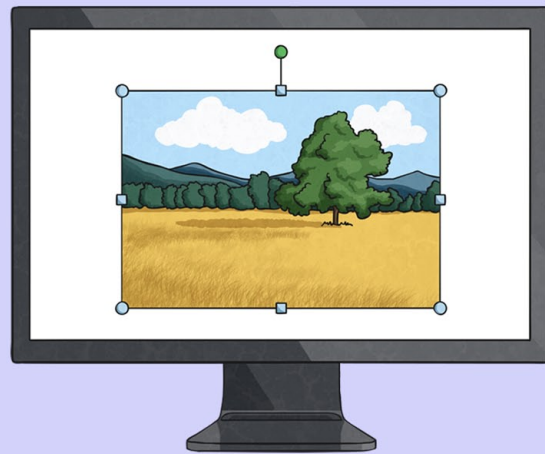
text box



format



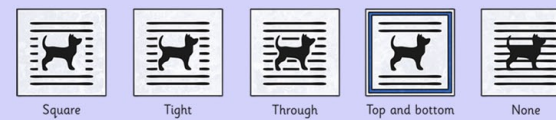
image



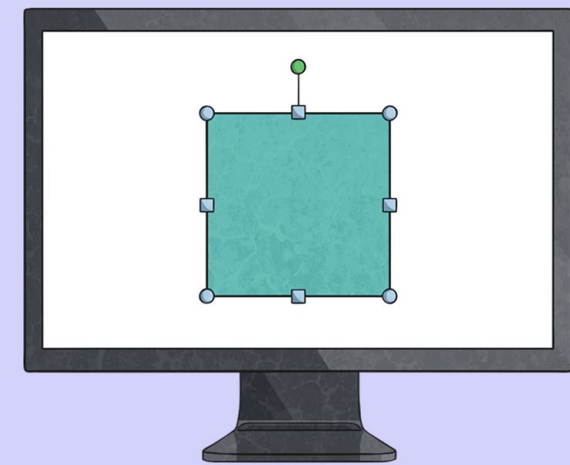
photo



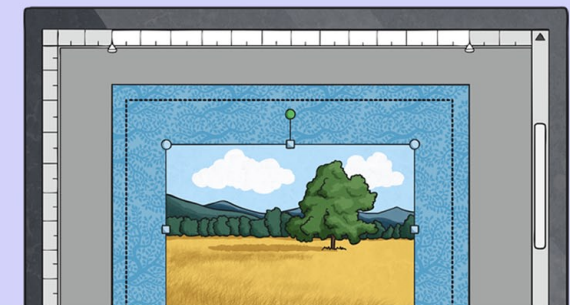
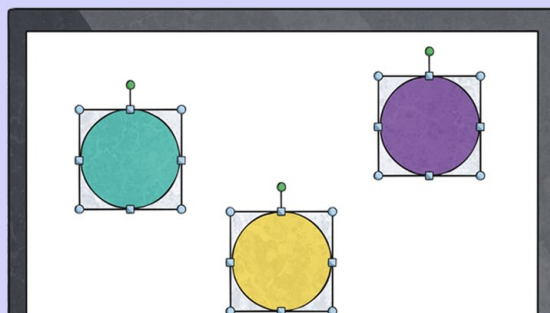
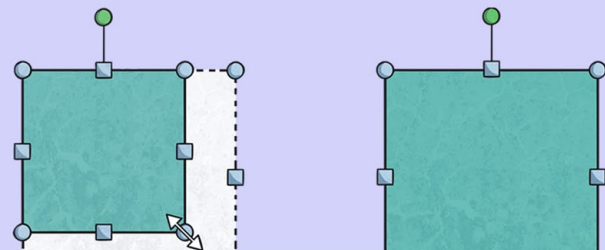
photograph

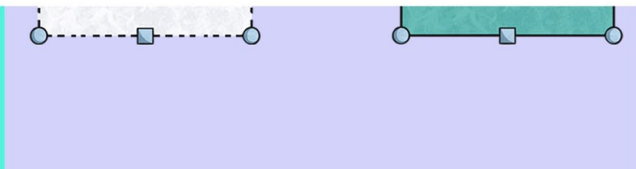


wrap text



square





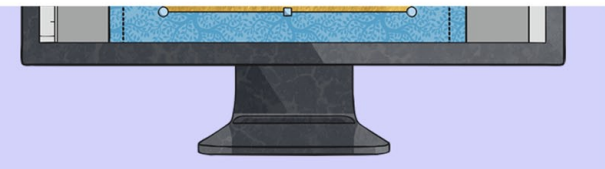
aspect ratio



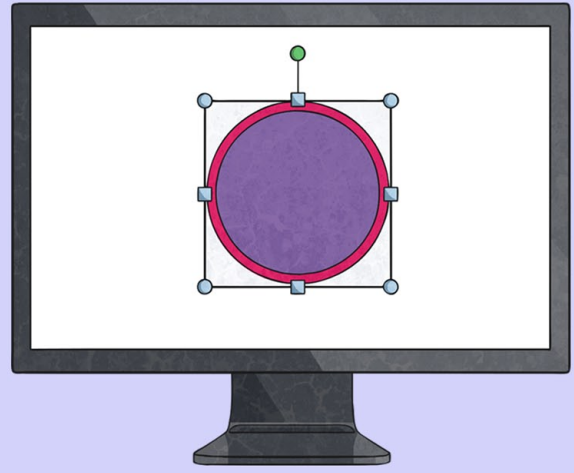
objects



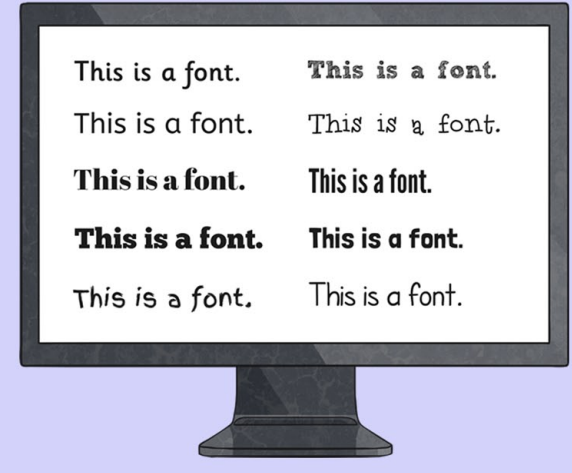
layout



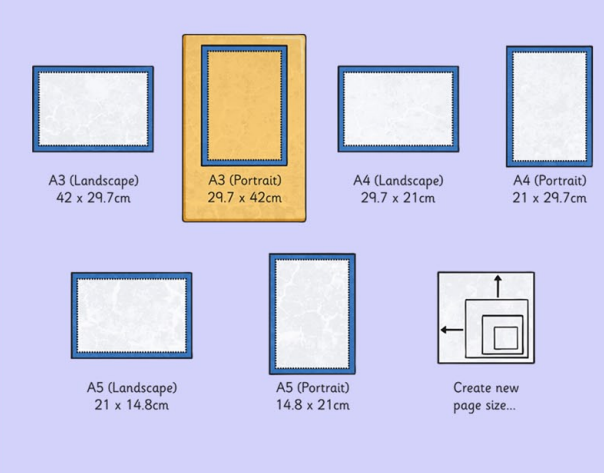
background



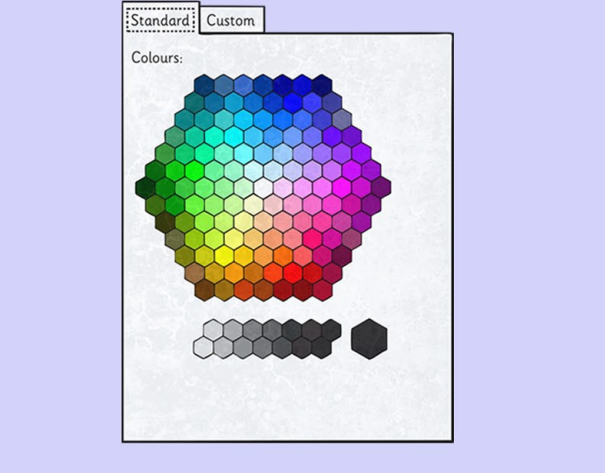
outline



font



size

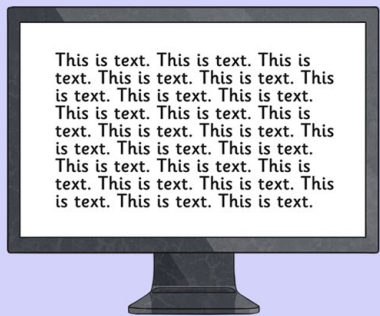


colour

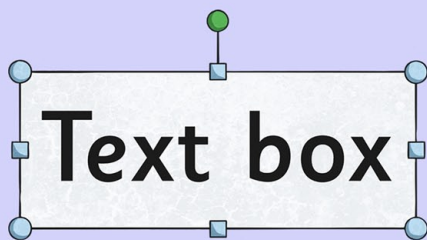


twinkl

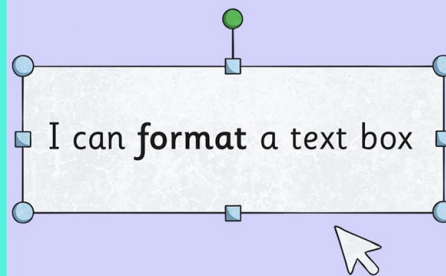
Drawing and Desktop Publishing



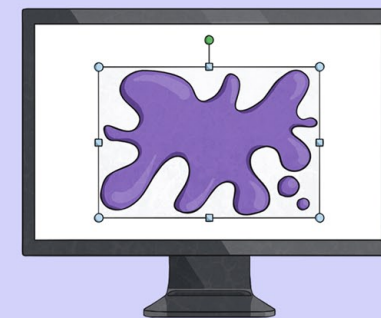
text



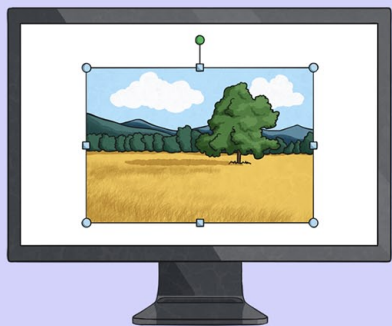
text box



format



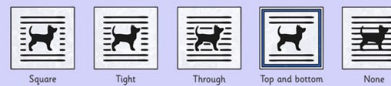
image



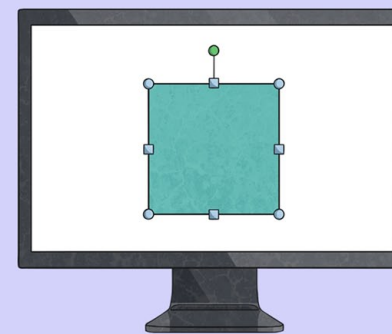
photo



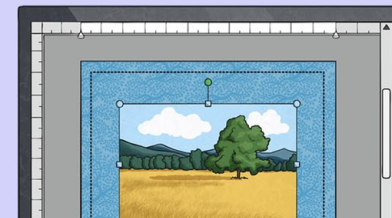
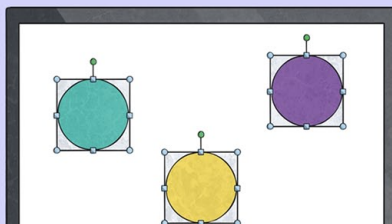
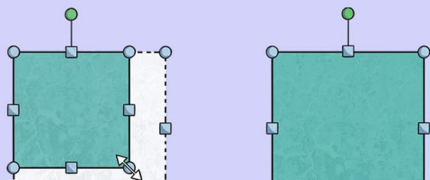
photograph

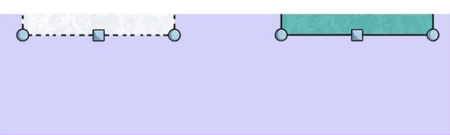


wrap text



square





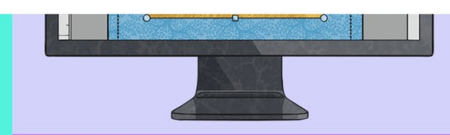
aspect ratio



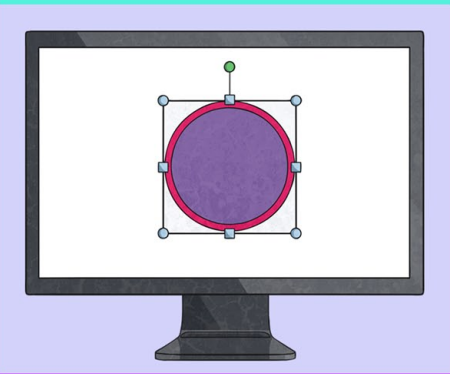
objects



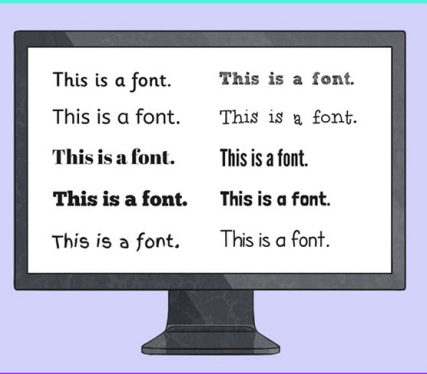
layout



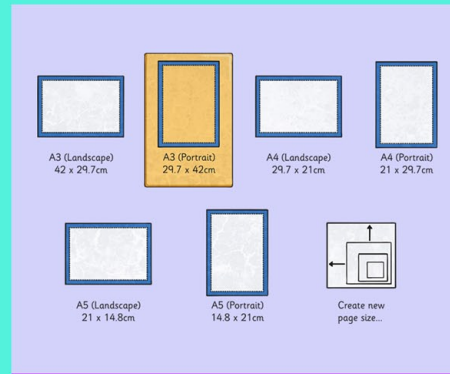
background



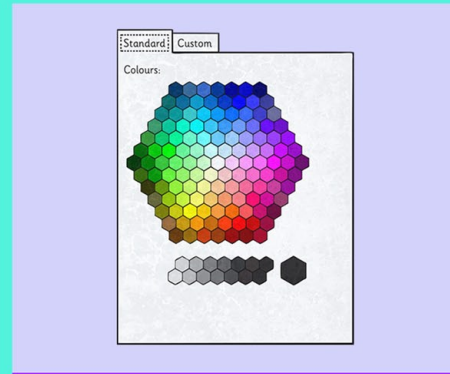
outline



font



size

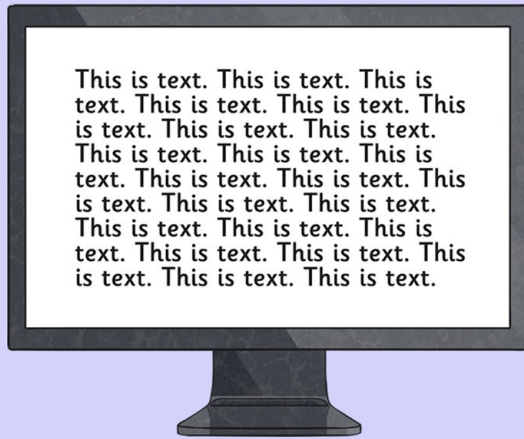


colour

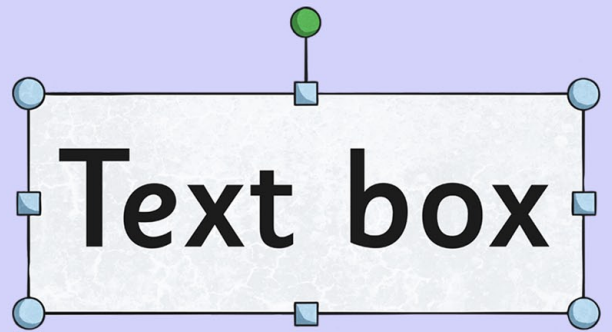


twinkl

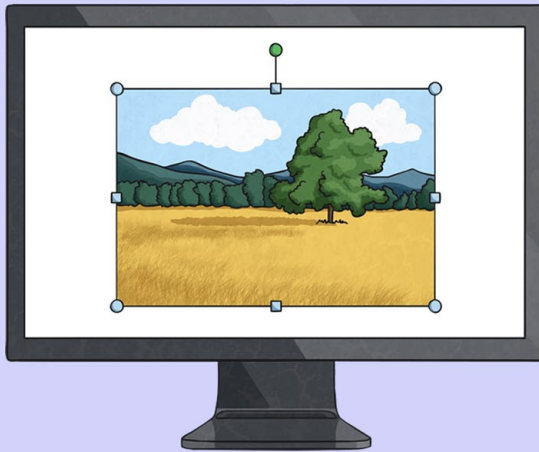
Drawing and Design



text



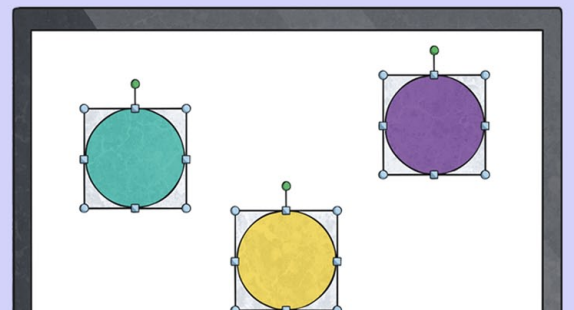
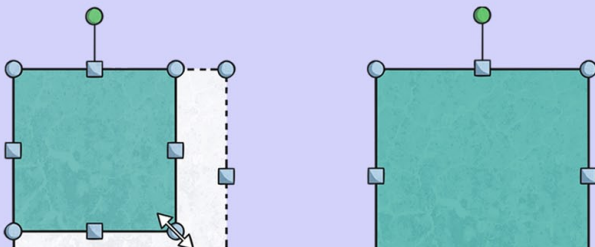
text box



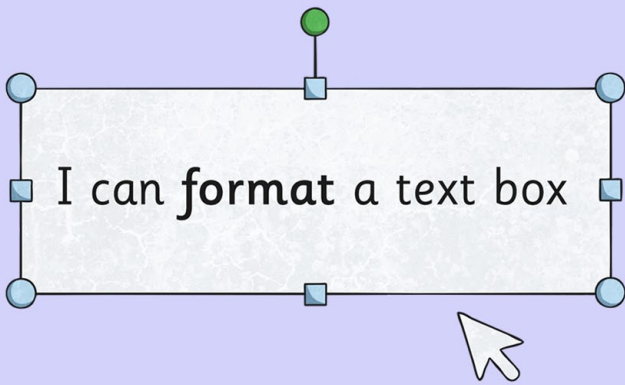
photo



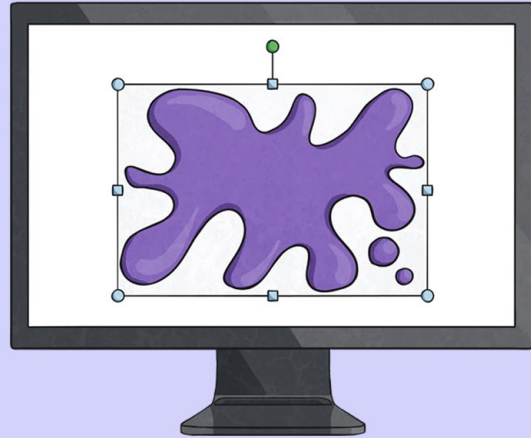
photograph



Desktop Publishing



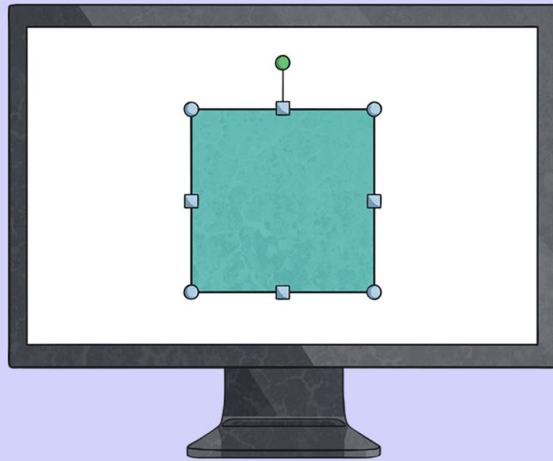
format



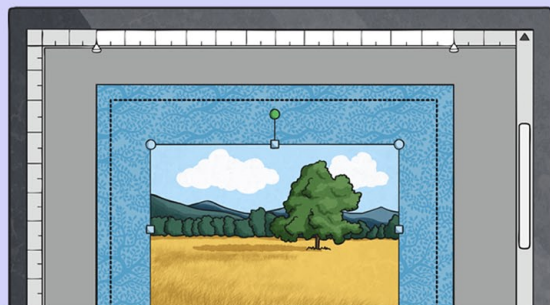
image



wrap text

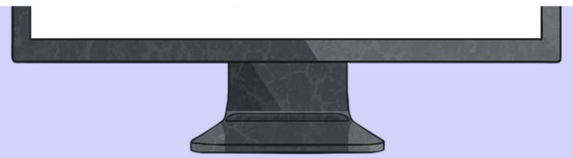


square

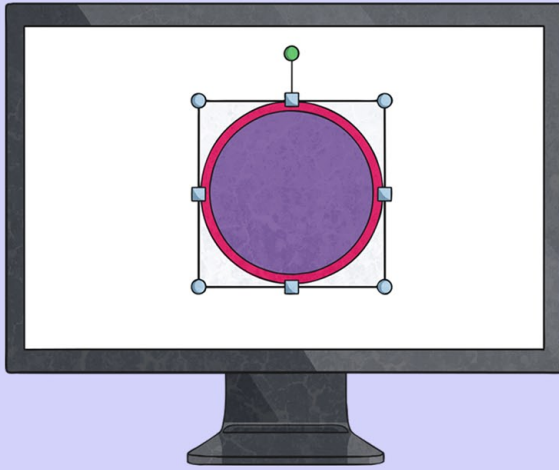




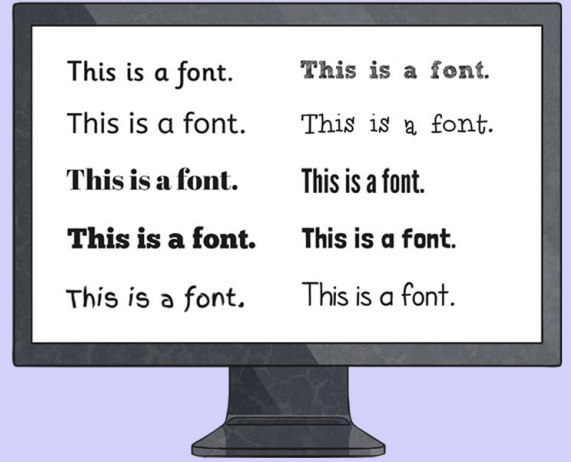
aspect ratio



objects



outline

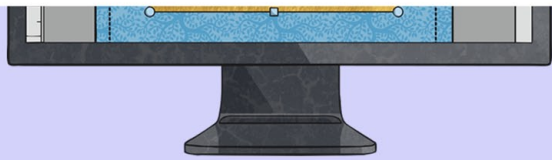


font

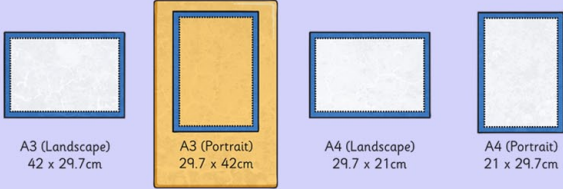




layout



background



A3 (Landscape)
42 x 29.7cm

A3 (Portrait)
29.7 x 42cm

A4 (Landscape)
29.7 x 21cm

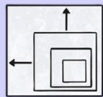
A4 (Portrait)
21 x 29.7cm



A5 (Landscape)
21 x 14.8cm

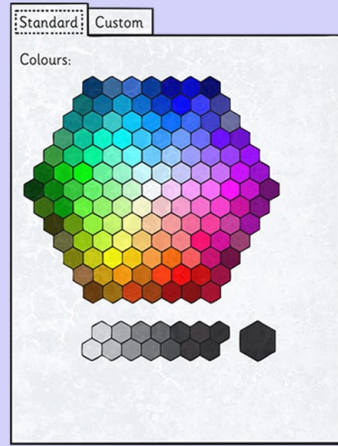


A5 (Portrait)
14.8 x 21cm

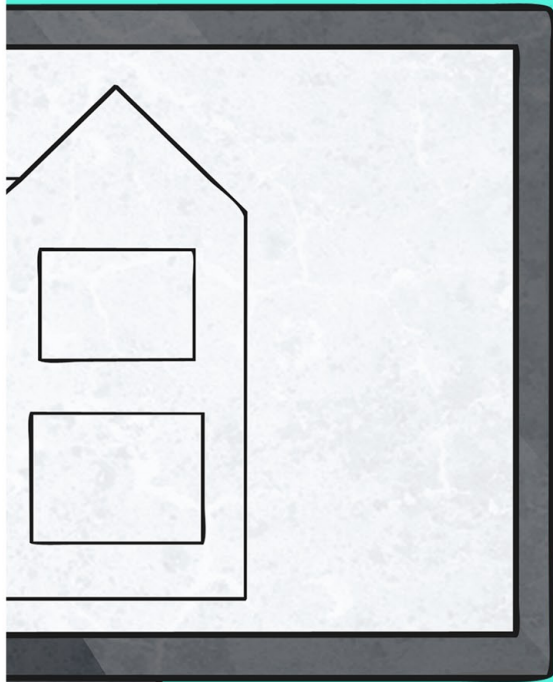


Create new
page size...

size

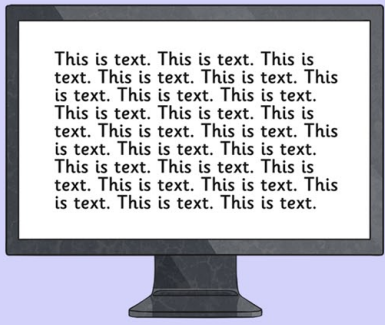


colour

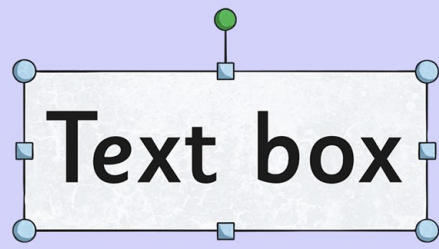


Inkl

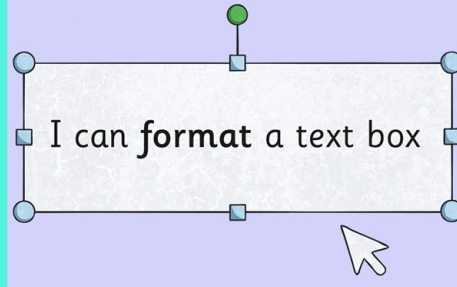
Drawing and Desktop Publishing



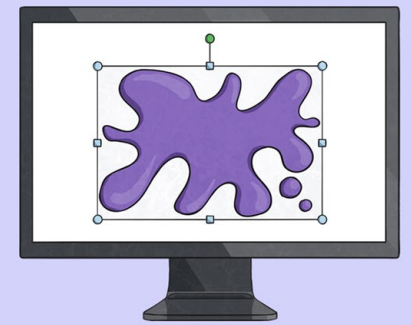
text



text box



format



image



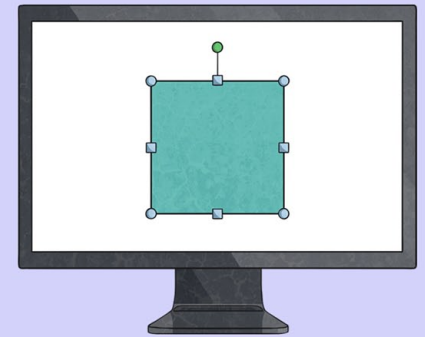
photo



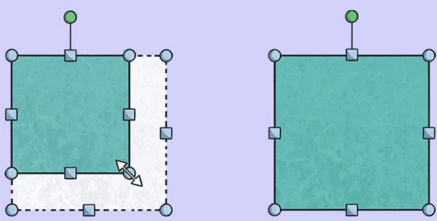
photograph



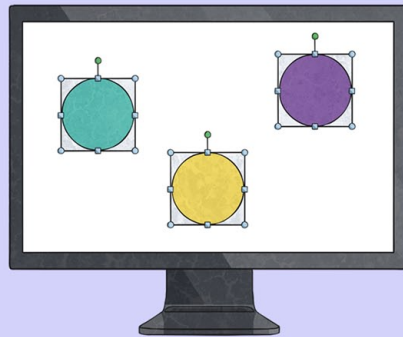
wrap text



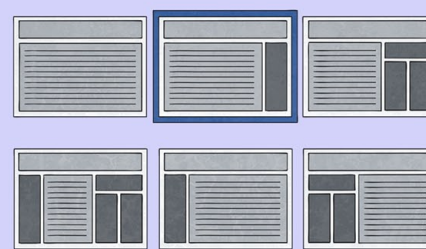
square



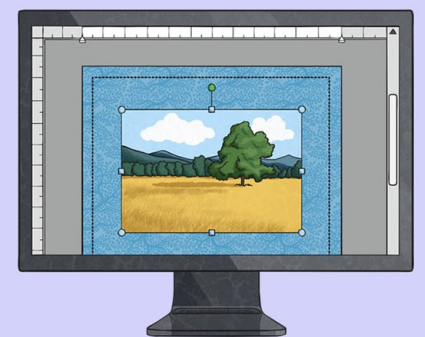
aspect ratio



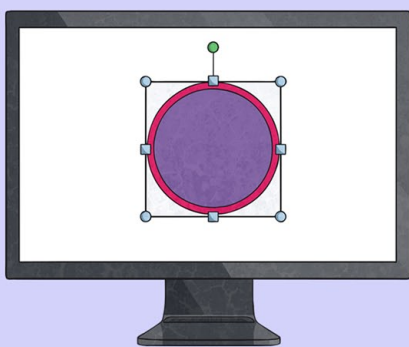
objects



layout



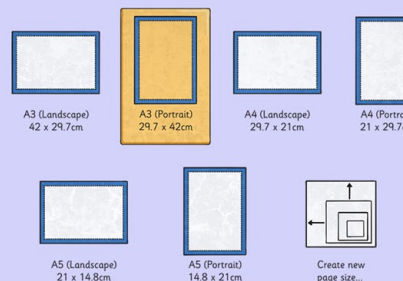
background



outline



font



size



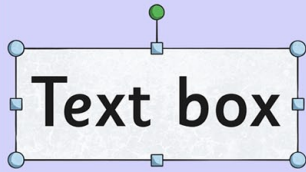
colour



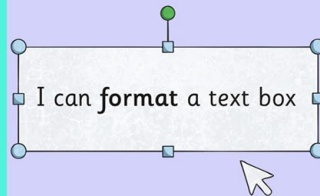
Drawing and Desktop Publishing



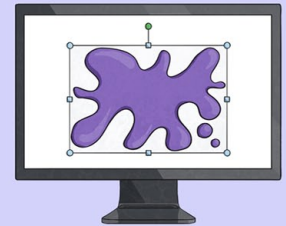
text



text box



format



image



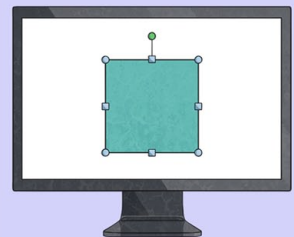
photo



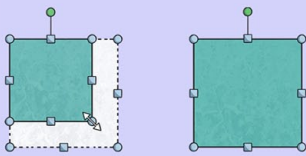
photograph



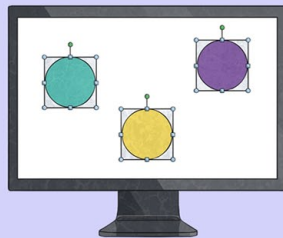
wrap text



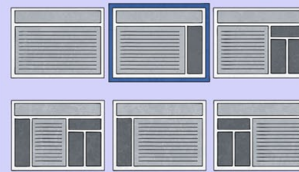
square



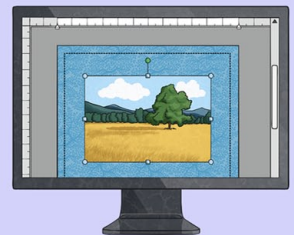
aspect ratio



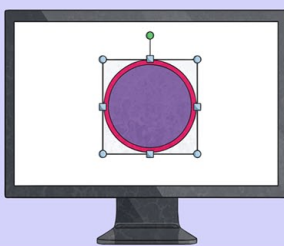
objects



layout



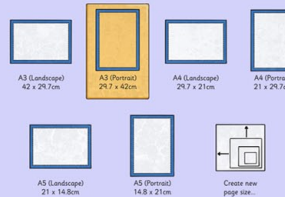
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Drawing and Desktop Publishing

t q u b o f c o l o u r
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s n u e m r c j p x i t
q d o h i m a g e v e e
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a l l a y t z o t e q t
r d a u i c o p w f h g
e k y n u m e h j o f x
b r o e t r d o p o o v
l a u h e o u t l i n e
z d t e x t b o x y t o
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colour



Drawing and Desktop Publishing

t q u b o f c o l o u r
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a l l a y t z o t e q t
r d a u i c o p w f h g
e k y n u m e h j o f x
b r o e t r d o p o o v
l a u h e o u t l i n e
z d t e x t b o x y t o
g m p f m h a p m w u n

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text box	objects
format	layout
image	outline
photo	font
size	colour

Drawing and Desktop Publishing

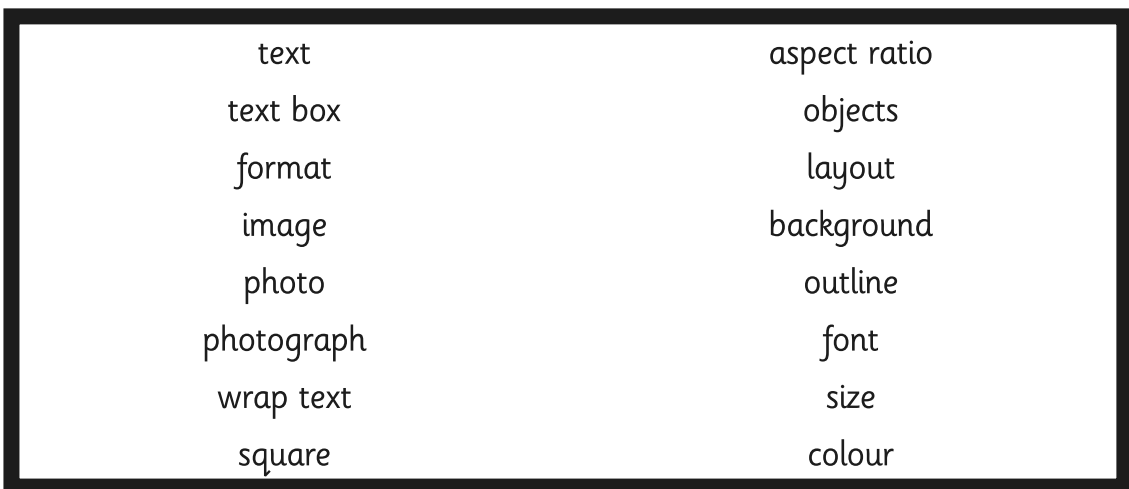
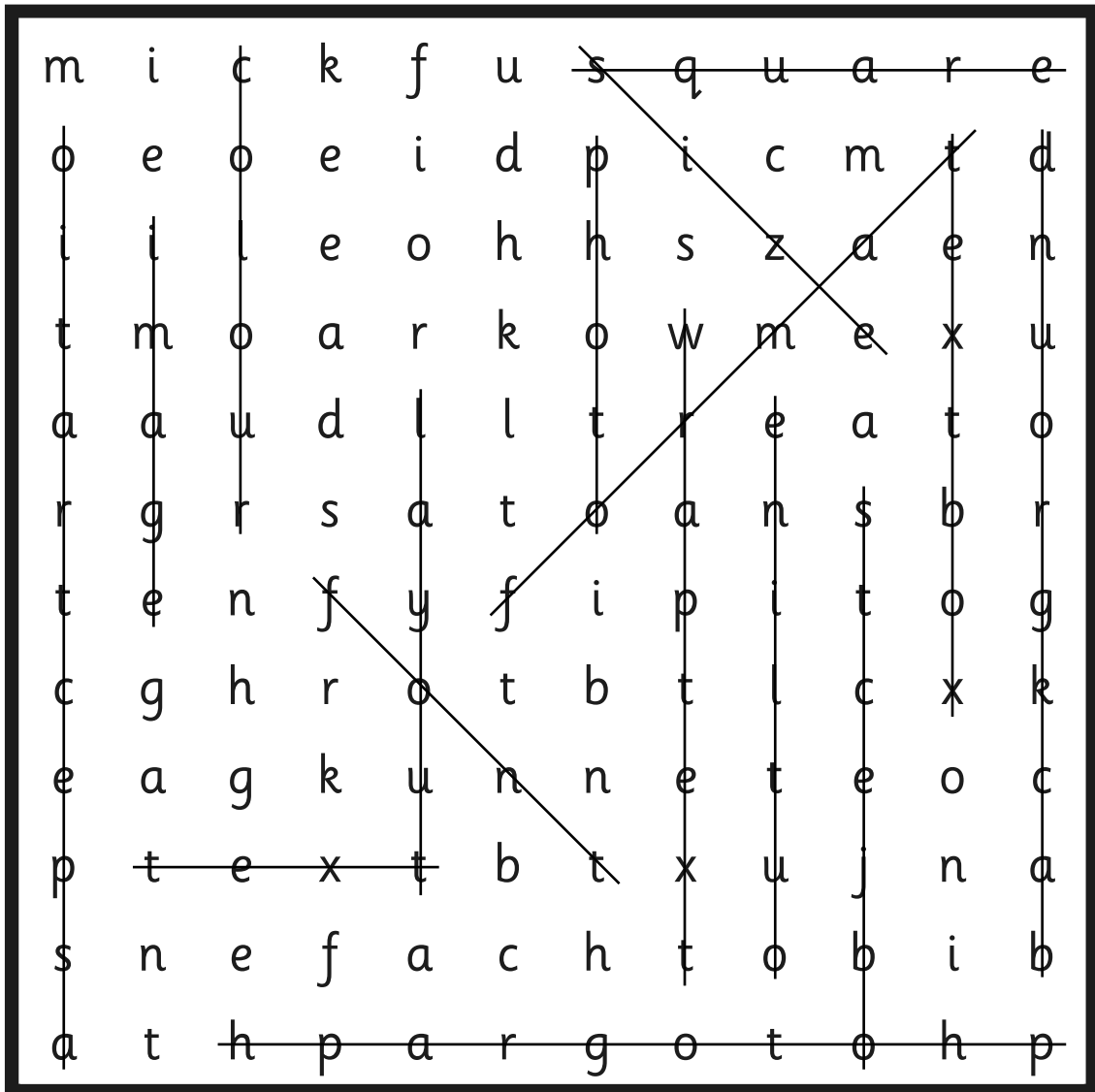
m i c k f u s q u a r e
o e o e i d p i c m t d
i i l e o h h s z a e n
t m o a r k o w m e x u
a a u d l l t r e a t o
r g r s a t o a n s b r
t e n f y f i p i t o g
c g h r o t b t l c x k
e a g k u n n e t e o c
p t e x t b t x u j n a
s n e f a c h t o b i b
a t h p a r g o t o h p

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square

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Drawing and Desktop Publishing



Drawing and Desktop Publishing

t q u b o f c o l o u r
e k r w f o b j e c t s
s n u e m r c j p x i t
q d o h i m a g e v e e
u r t r e a s i z e h x
a l l a y t z o t e q t
r d a u i c o p w f h g
e k y n u m e h j o f x
b r o e t r d o p o o v
l a u h e o u t l i n e
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g m p f m h a p m w u n

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Drawing and Desktop Publishing

t q u b o f c o l o u r
e k r w f o b j e c t s
s n u e m r c j p x i t
q d o h i m a g e v e e
u r t r e a s i z e h x
a l l a y t z o t e q t
r d a u i c o p w f h g
e k y n u m e h j o f x
b r o e t r d o p o o v
l a u h e o u t l i n e
z d t e x t b o x y t o
g m p f m h a p m w u n

text	square
text box	objects
format	layout
image	outline
photo	font
size	colour

Drawing and Desktop Publishing

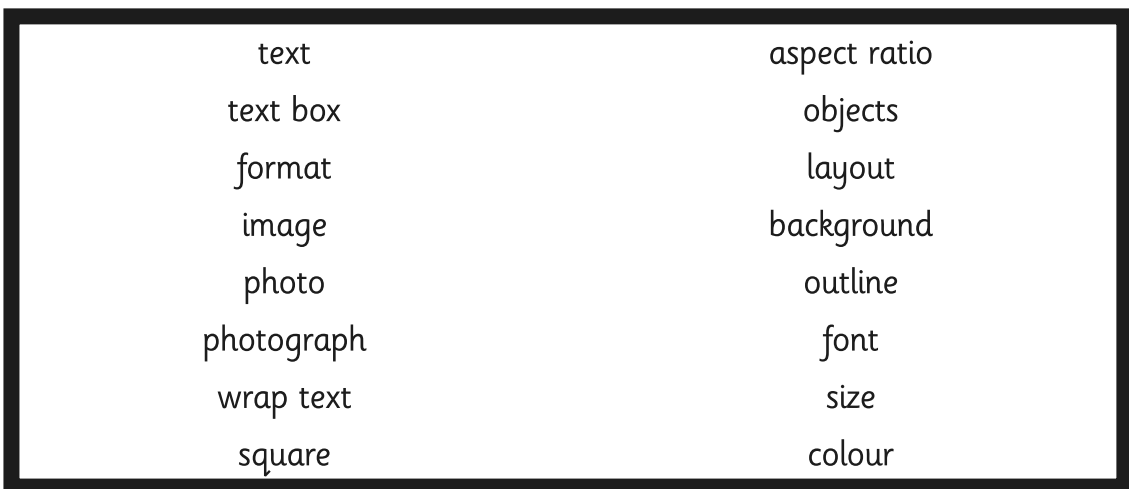
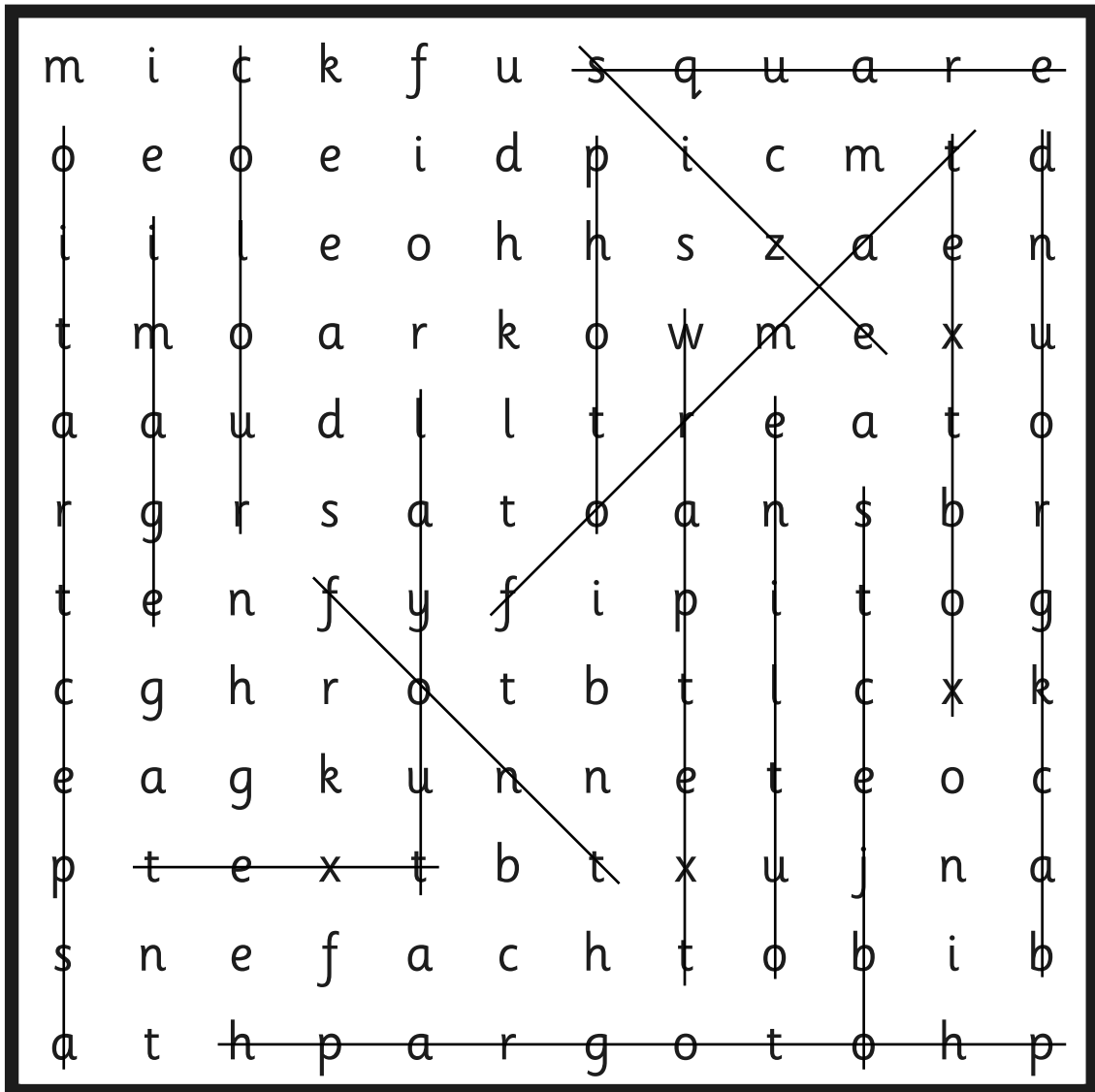
m i c k f u s q u a r e
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i i l e o h h s z a e n
t m o a r k o w m e x u
a a u d l l t r e a t o
r g r s a t o a n s b r
t e n f y f i p i t o g
c g h r o t b t l c x k
e a g k u n n e t e o c
p t e x t b t x u j n a
s n e f a c h t o b i b
a t h p a r g o t o h p

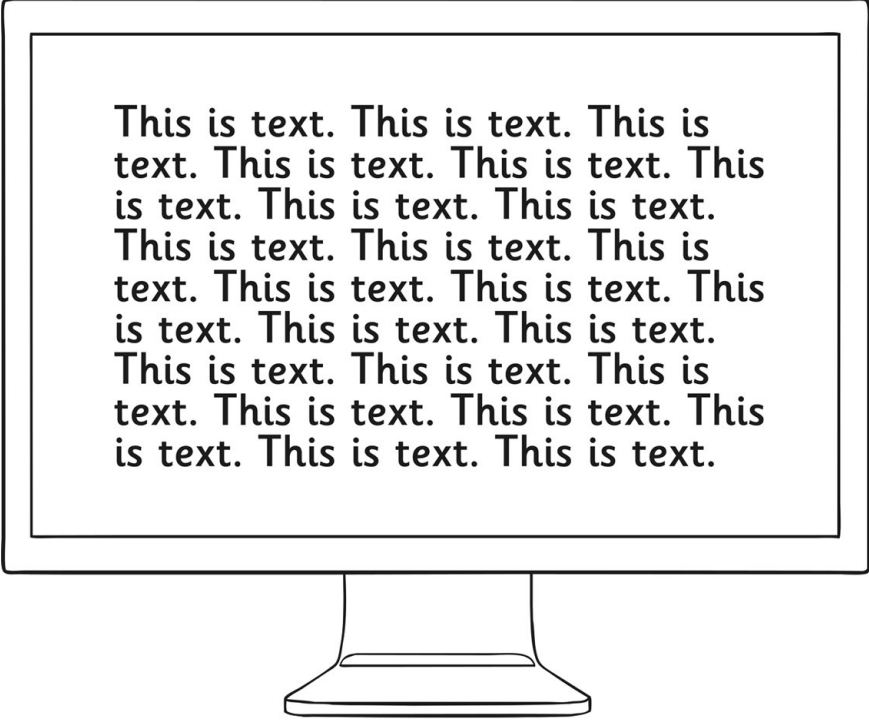
text
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photograph
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square

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outline
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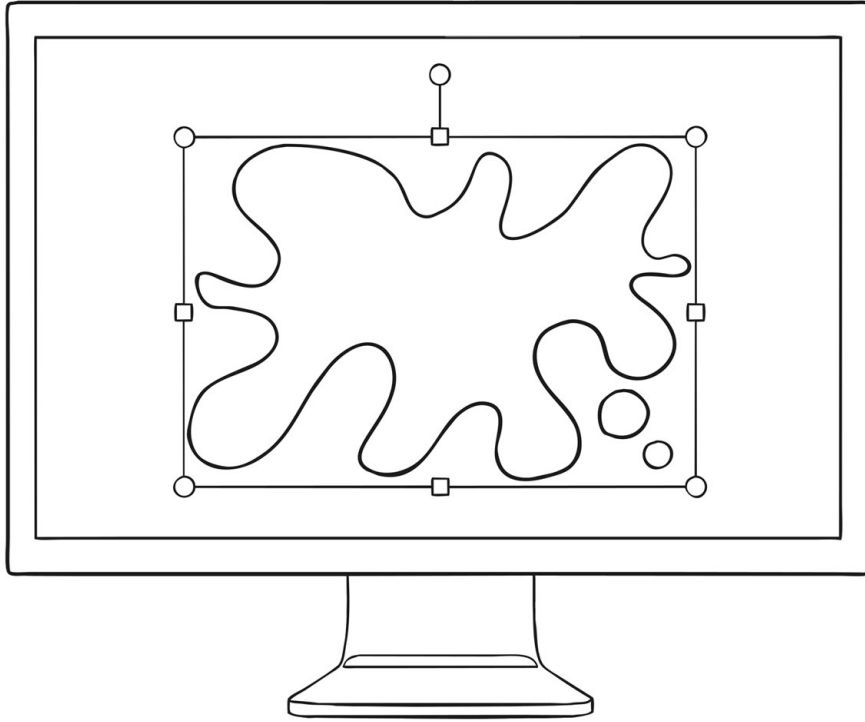
Drawing and Desktop Publishing

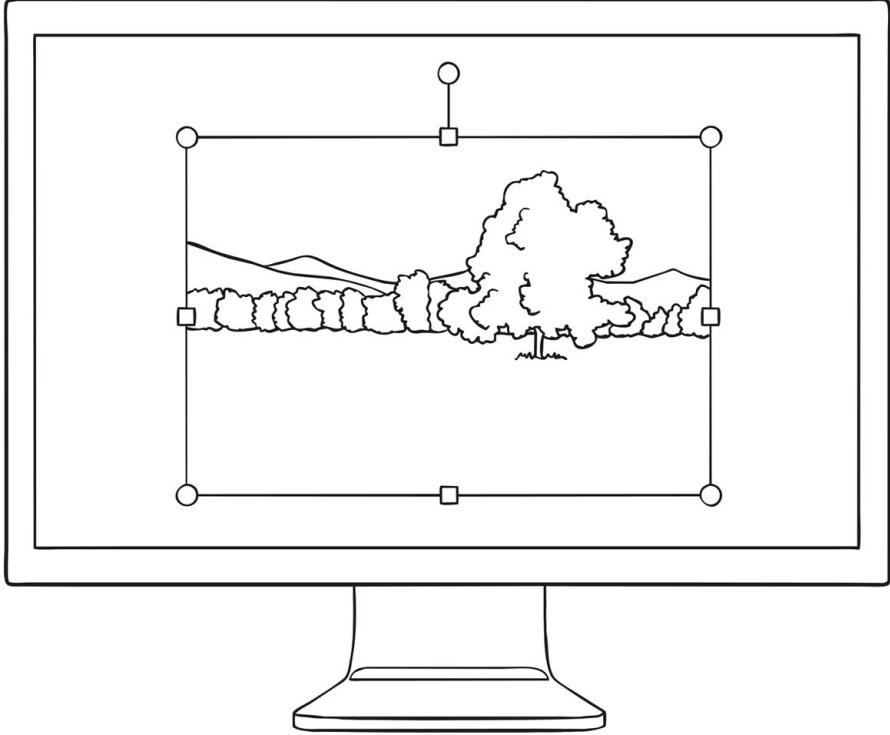


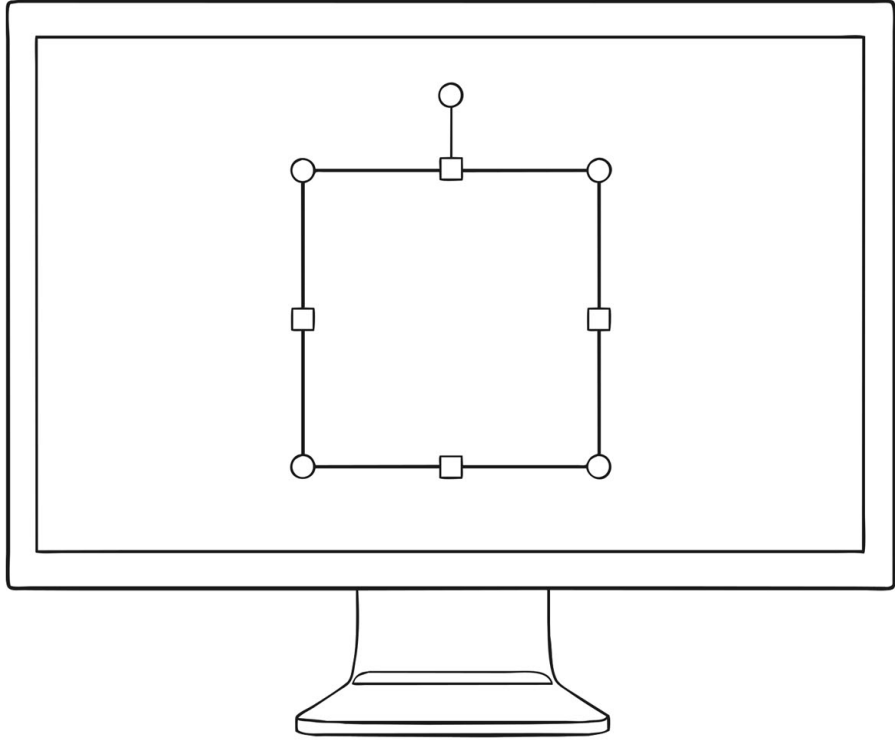
A black and white illustration of a computer monitor. The monitor has a wide, flat base and a vertical neck supporting a rectangular screen. The screen is framed by a double-line border and contains ten lines of text. The text is a simple, sans-serif font and reads: 'This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text.'

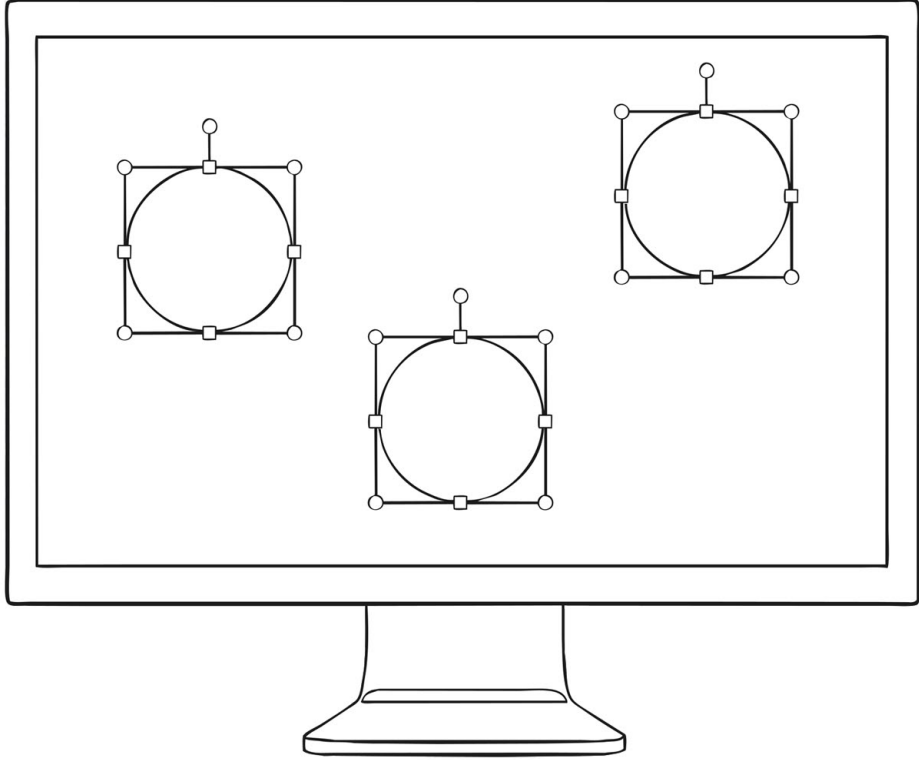
This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text. This is text.

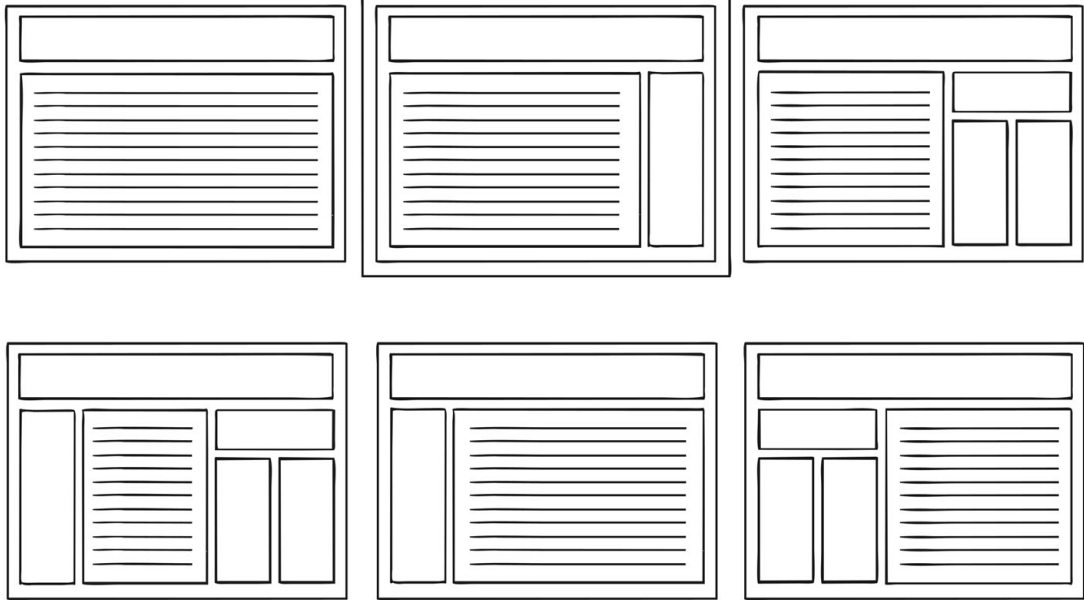


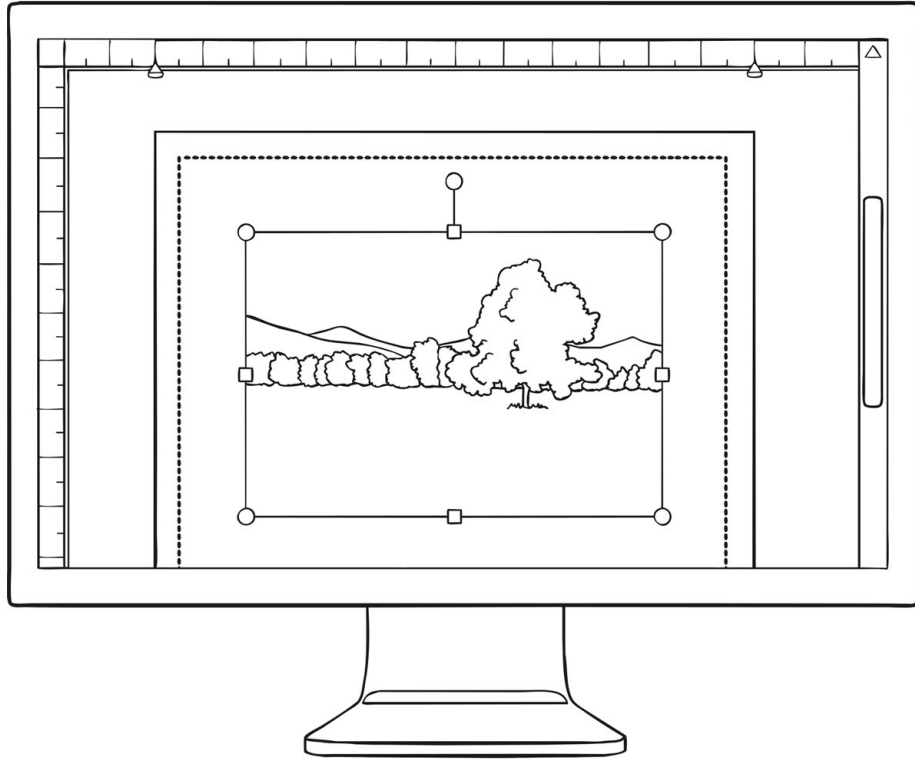


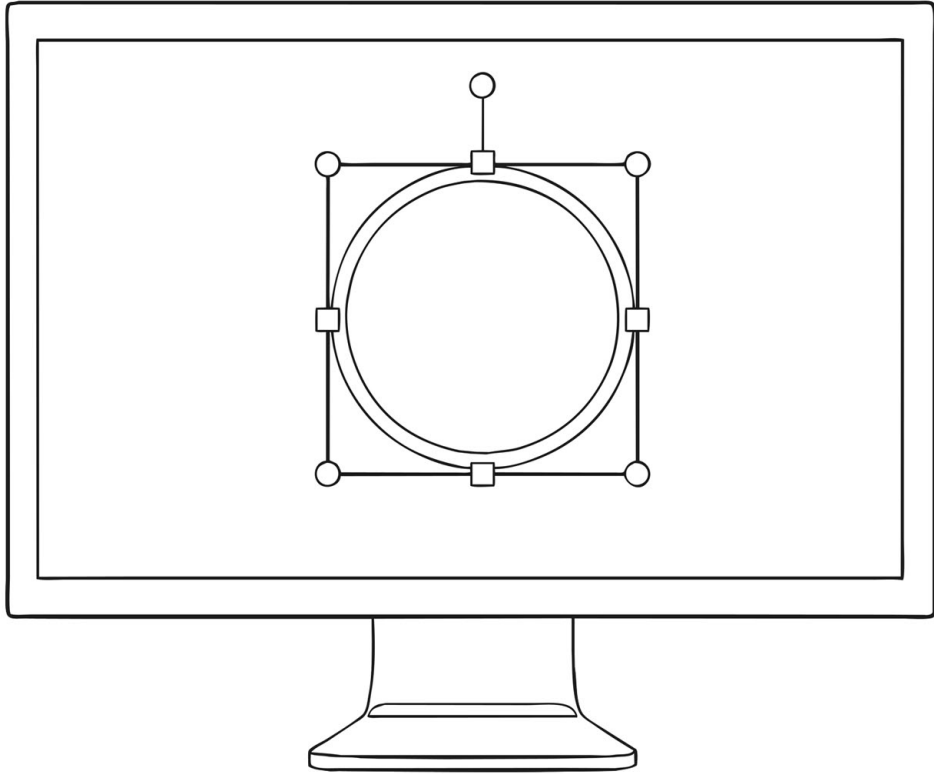












This is a font.

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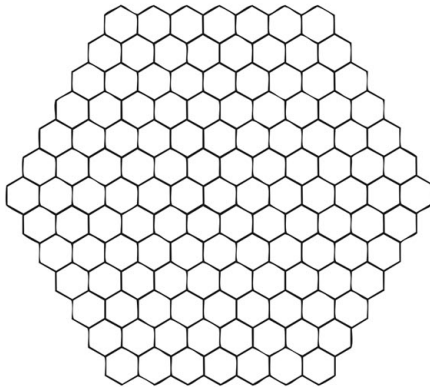
This is a font.

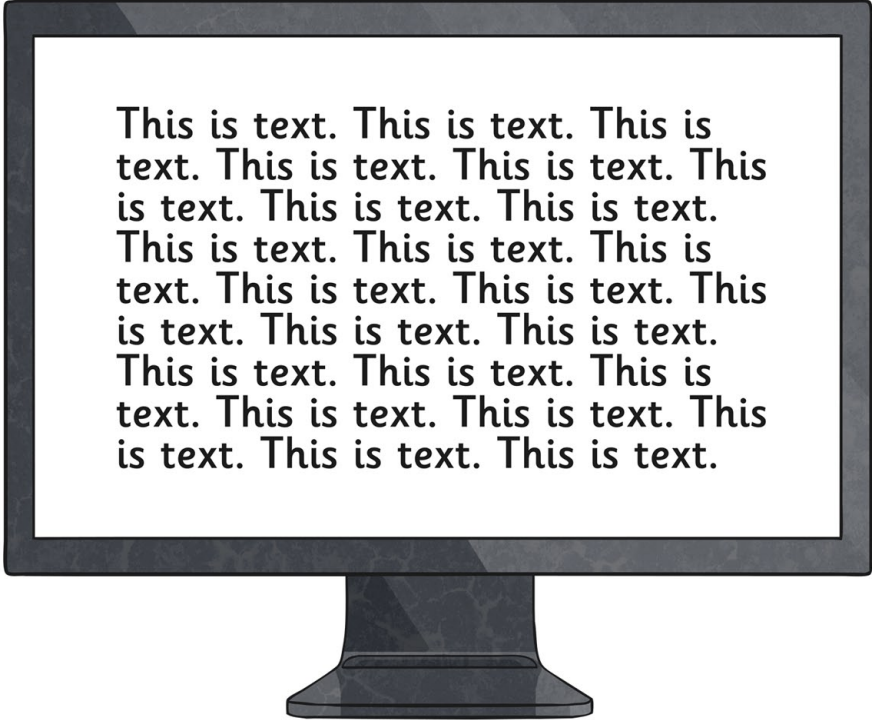


Standard

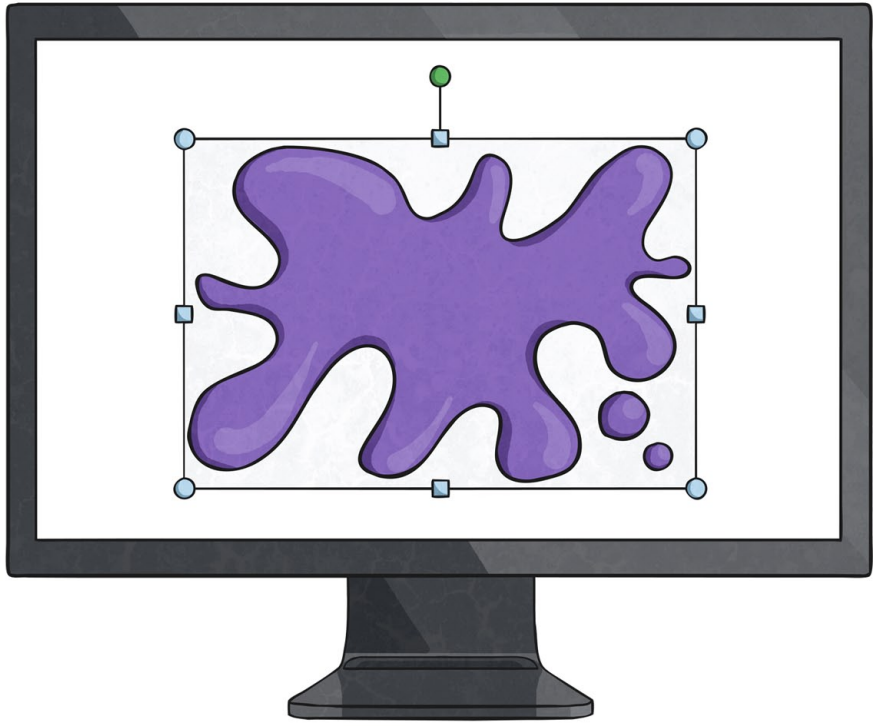
Custom

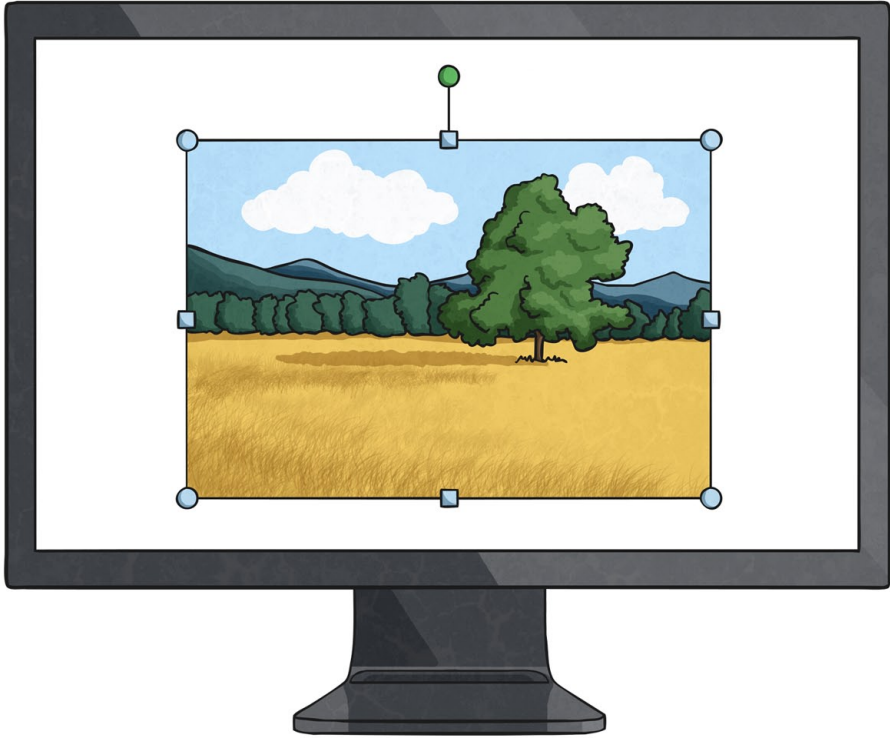
Colours:

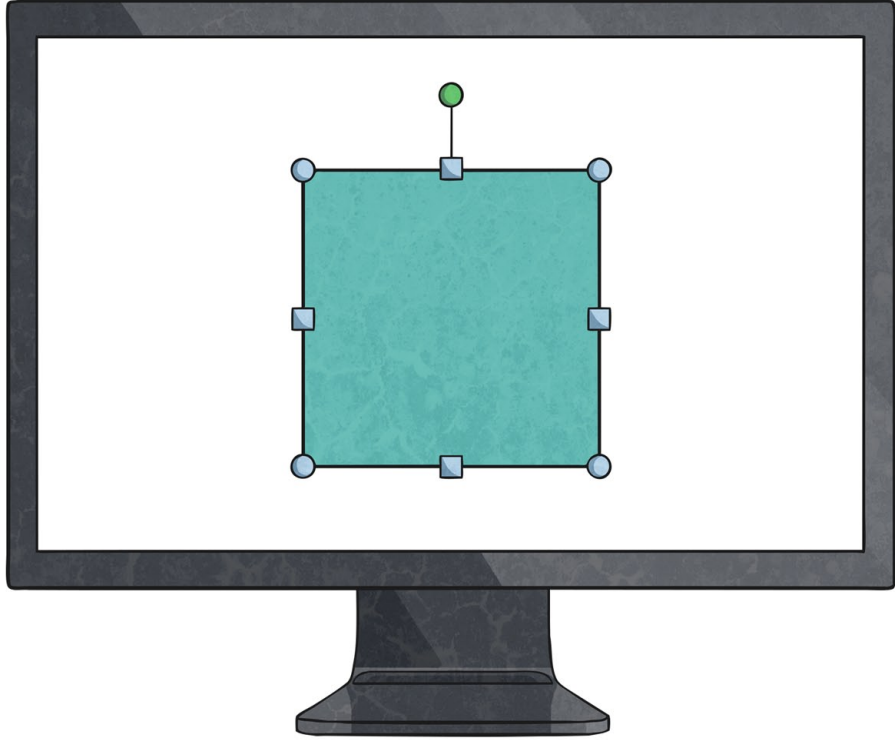


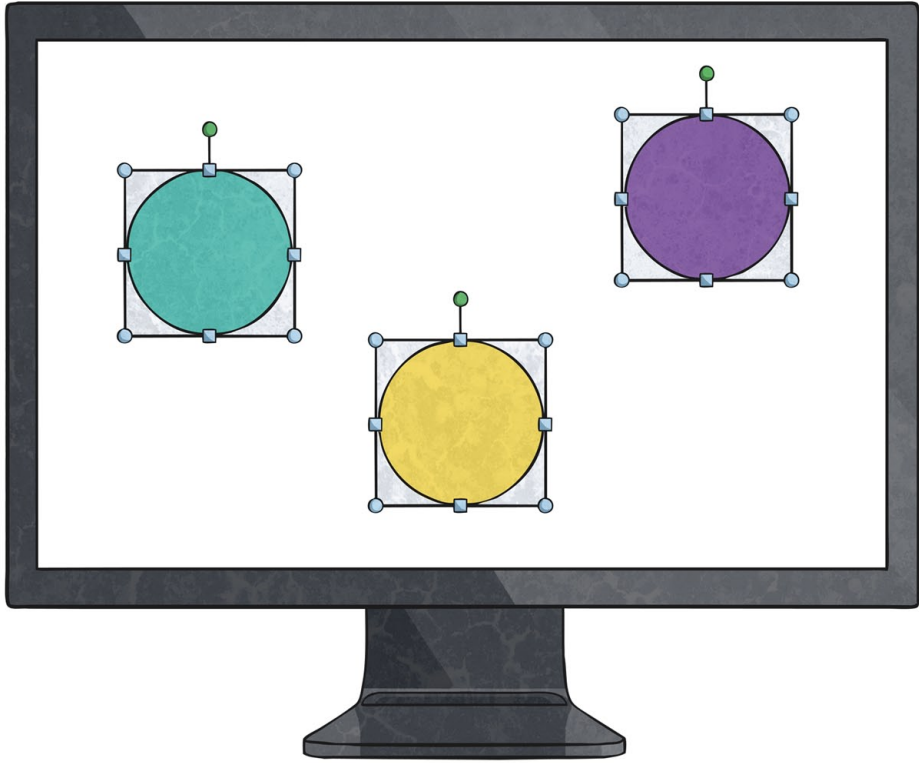


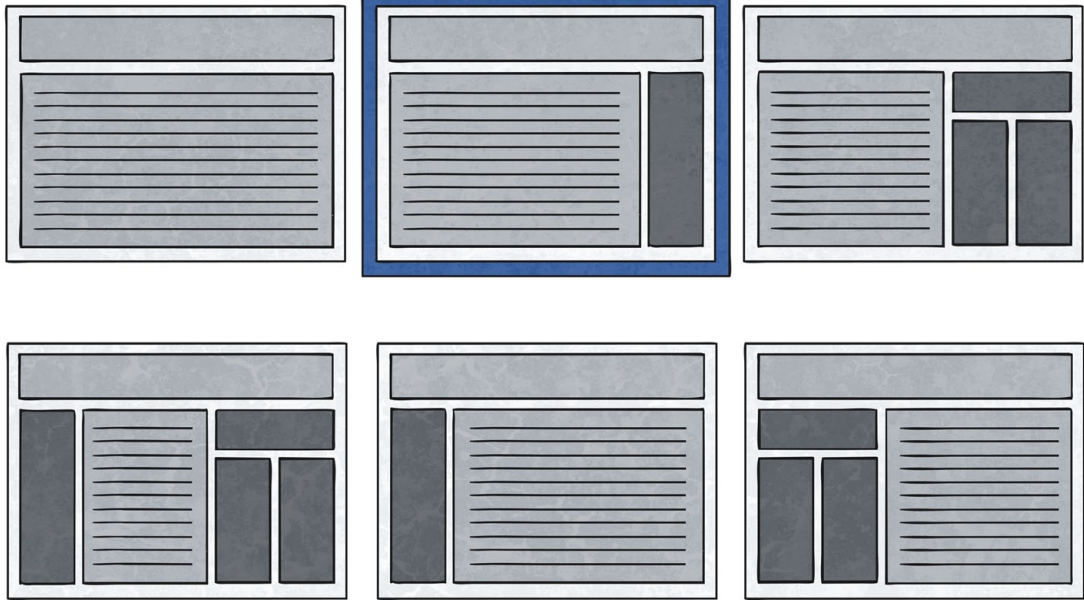
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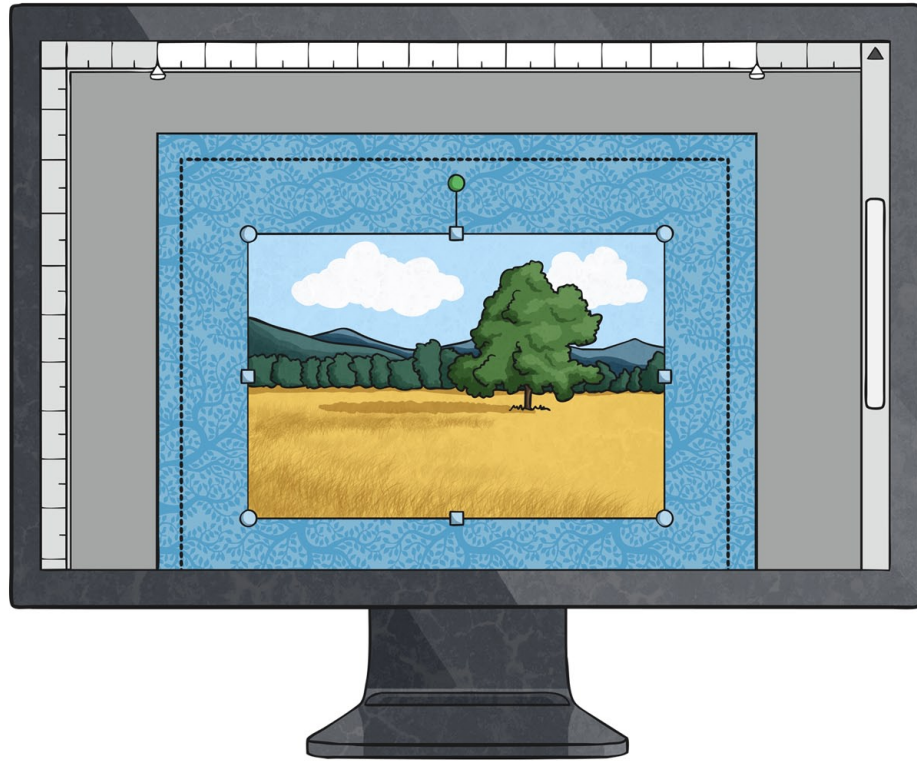


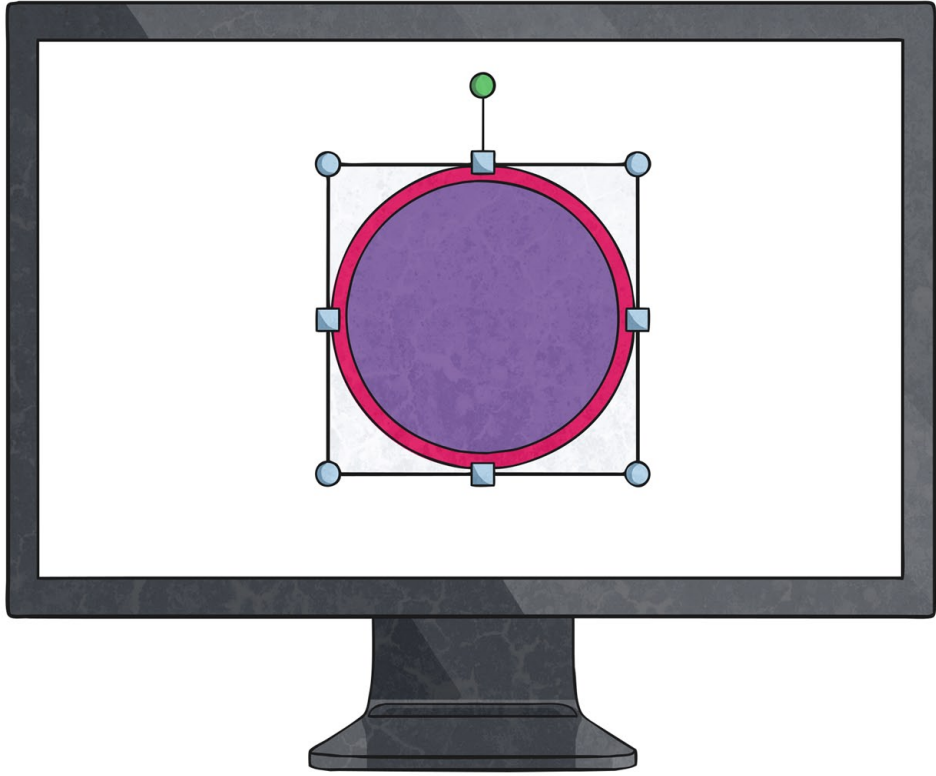












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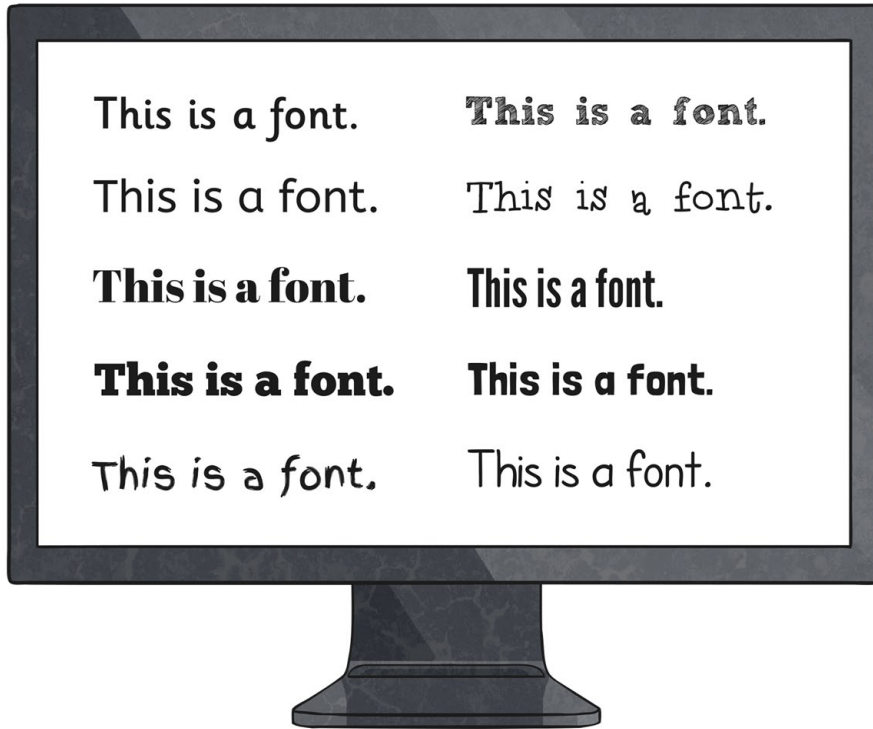
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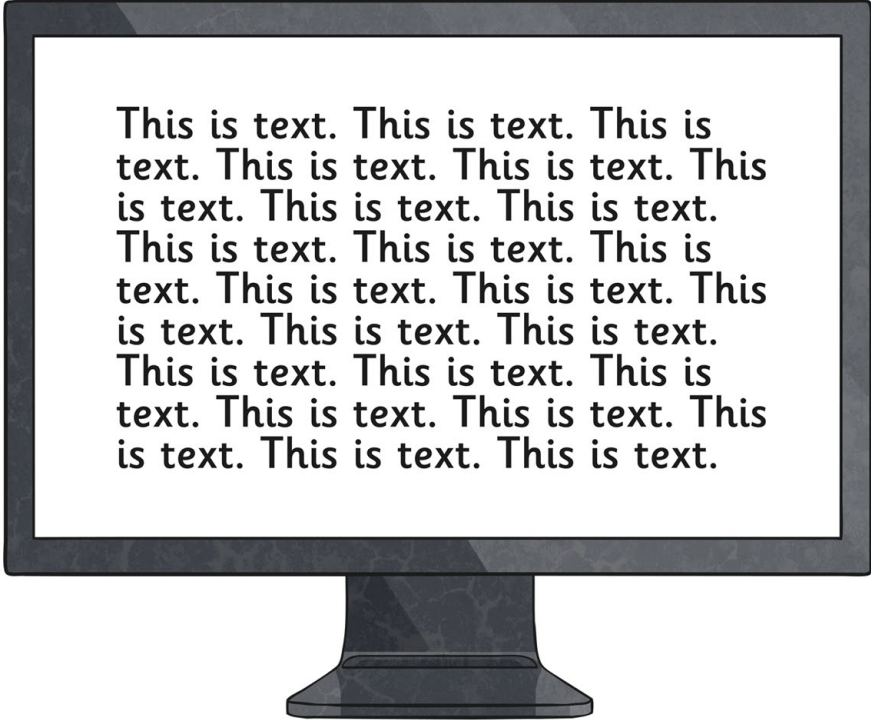


Standard Custom

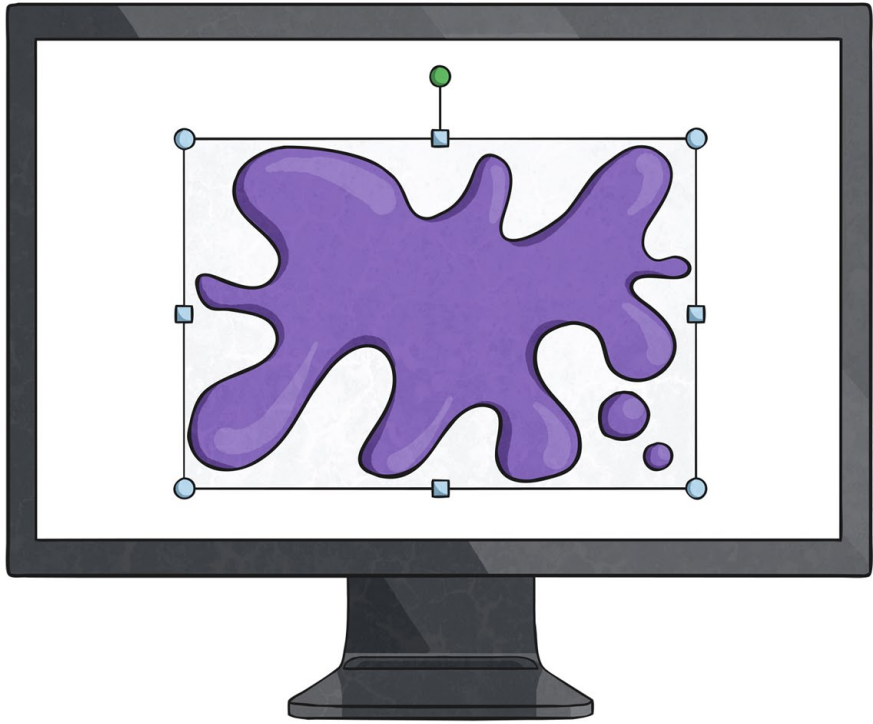
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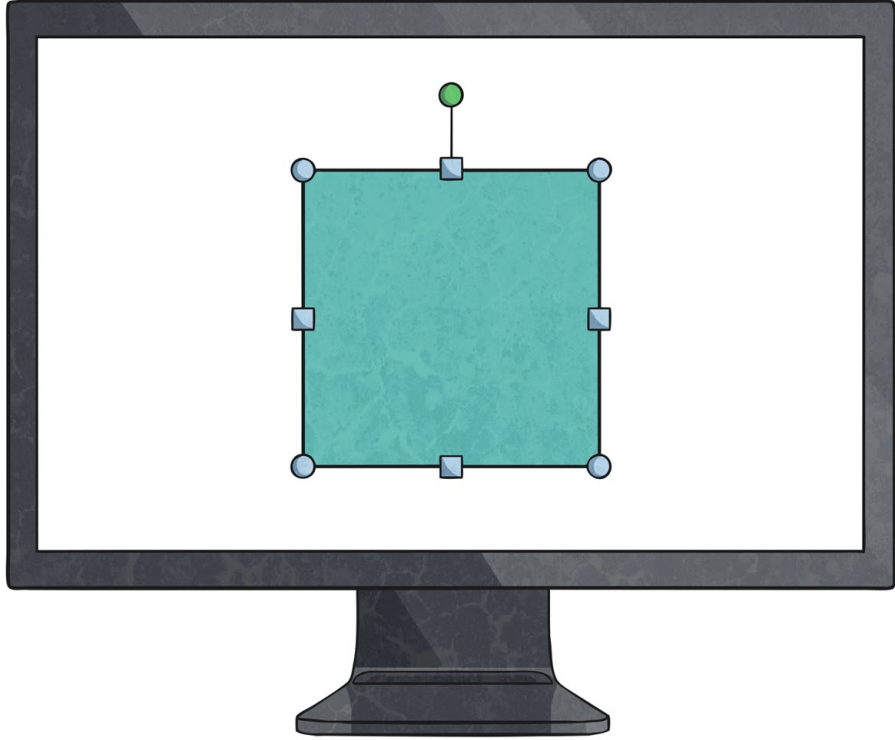


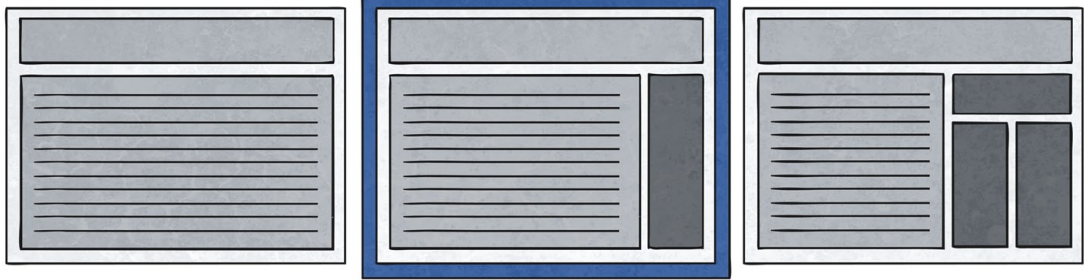
The image shows a digital color palette interface. At the top, there are two tabs: 'Standard' (which is selected and has a dashed border) and 'Custom'. Below the tabs, the word 'Colours:' is written. The main part of the interface is a large circular grid of hexagons. The top half of the grid is filled with a rainbow spectrum, starting with dark blue at the top, transitioning through cyan, green, yellow, orange, and red. The bottom half of the grid is filled with a grayscale gradient, starting with light gray at the bottom and transitioning to black at the top. Below the main grid, there is a separate row of hexagons, also showing a grayscale gradient from light to dark, with a single solid black hexagon to its right.

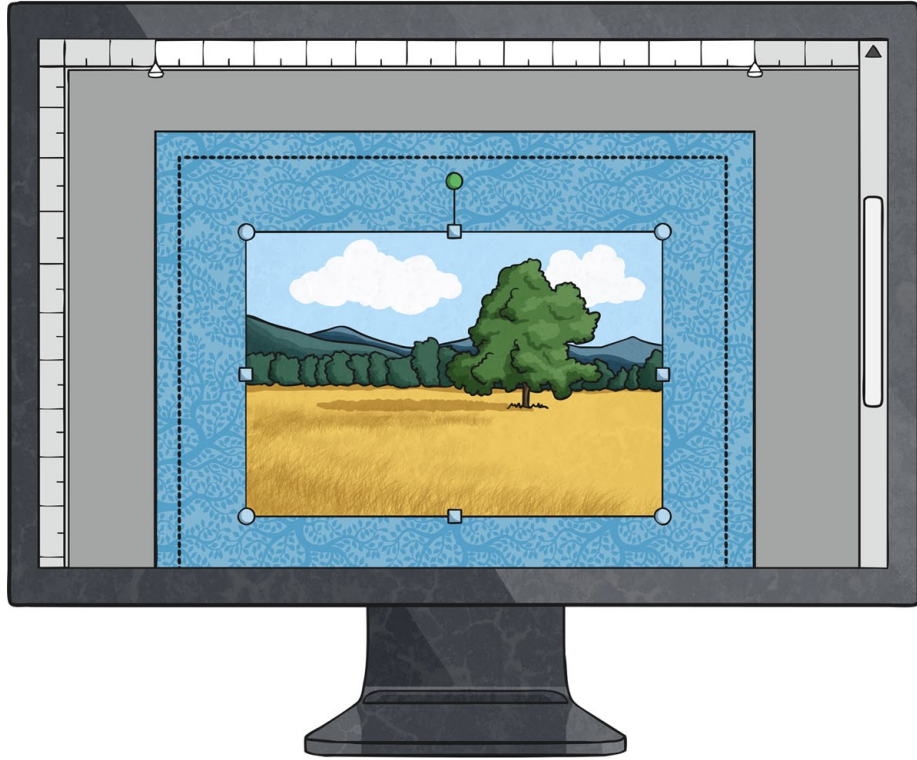


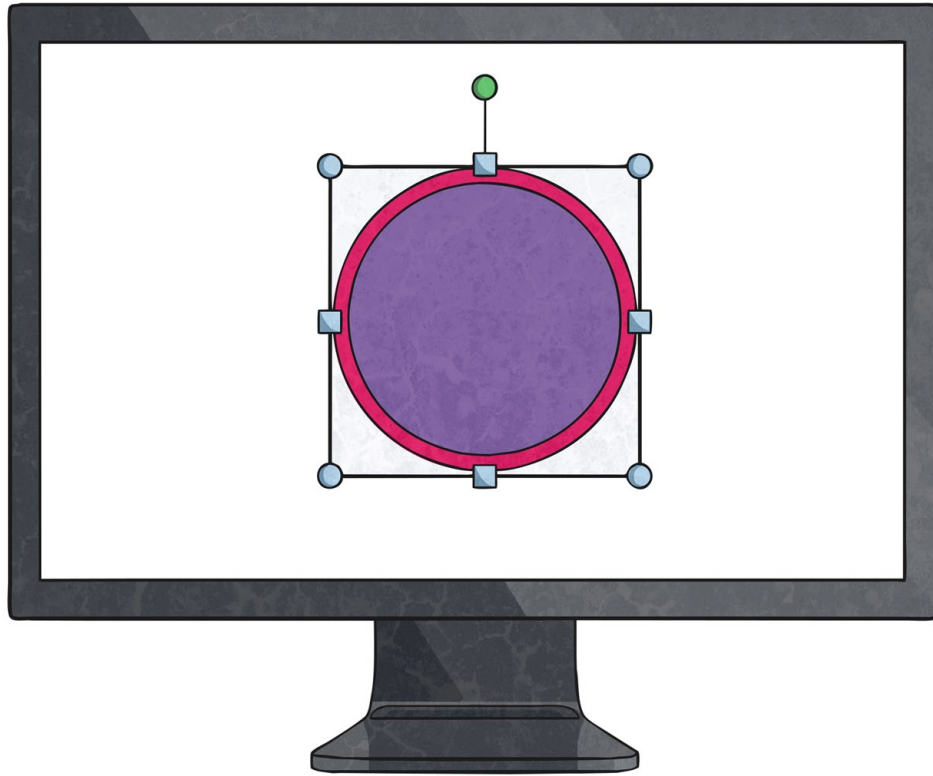
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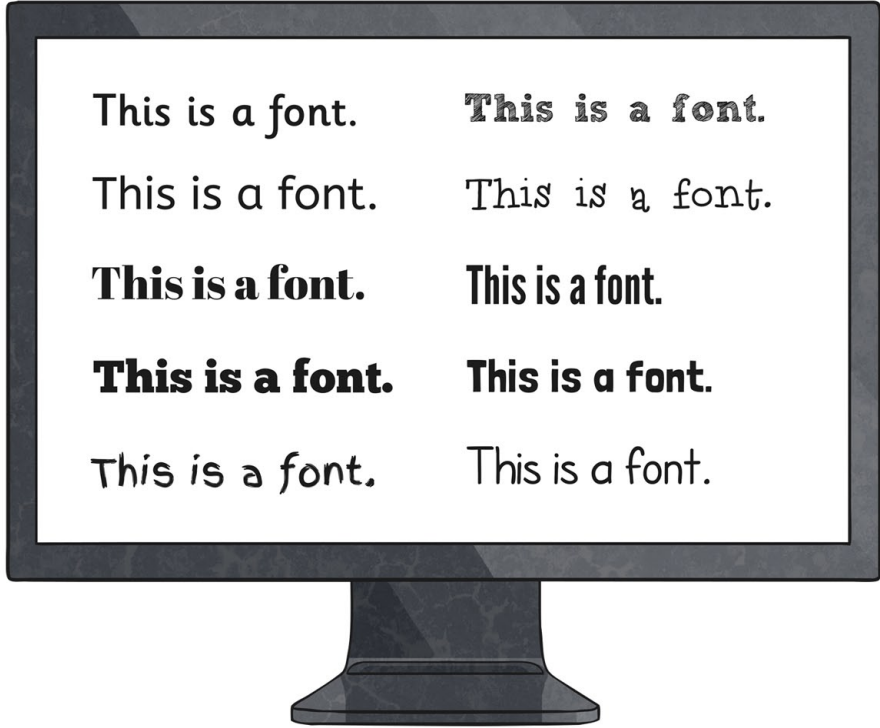












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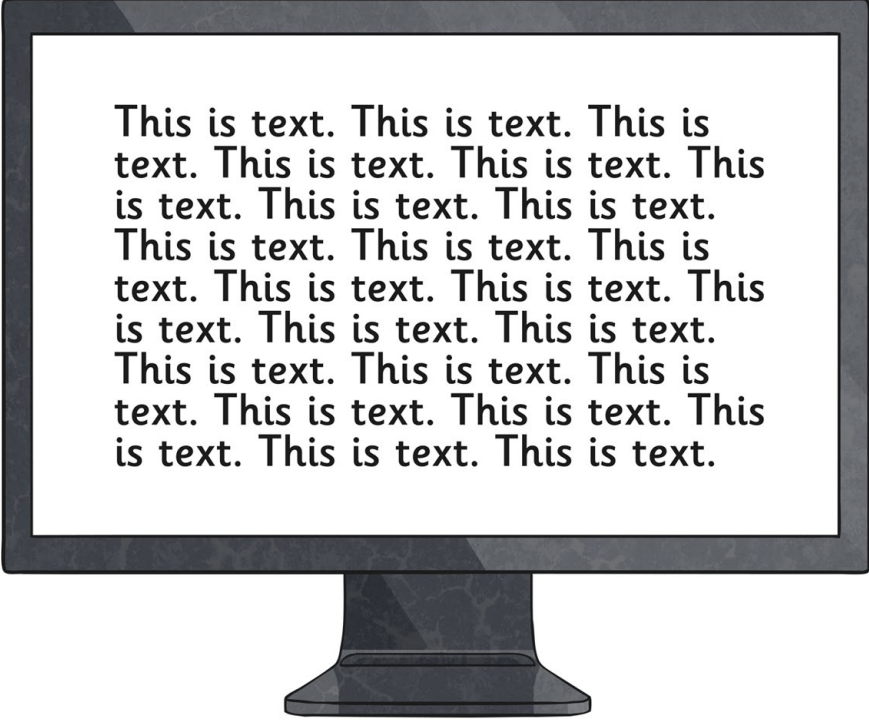
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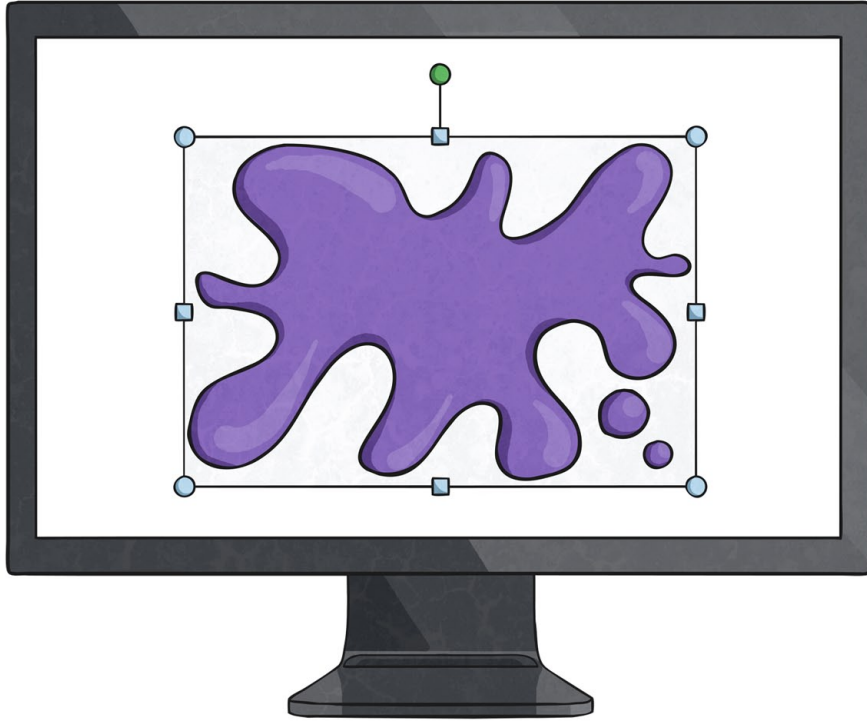
Standard Custom

Colours:

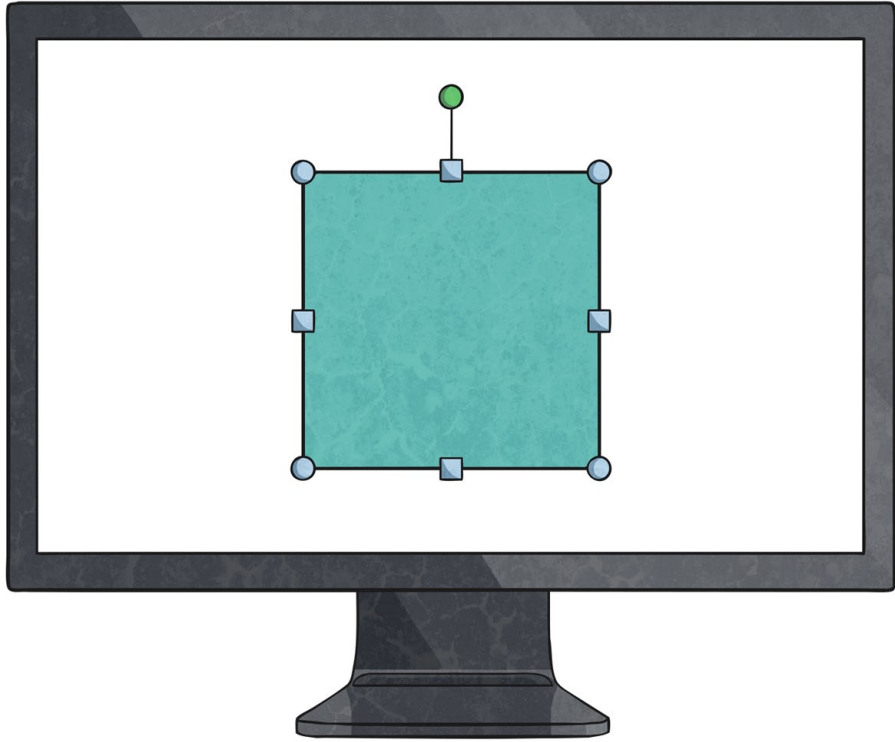
A color palette interface. At the top, there are two tabs: 'Standard' (with a dotted border) and 'Custom'. Below the tabs, the word 'Colours:' is written. The main part of the palette is a circular grid of hexagons forming a rainbow gradient from dark blue at the top to dark red at the bottom, passing through green, yellow, and orange. Below this main grid is a horizontal row of 12 grayscale hexagons, ranging from white to black, followed by a single solid black hexagon.

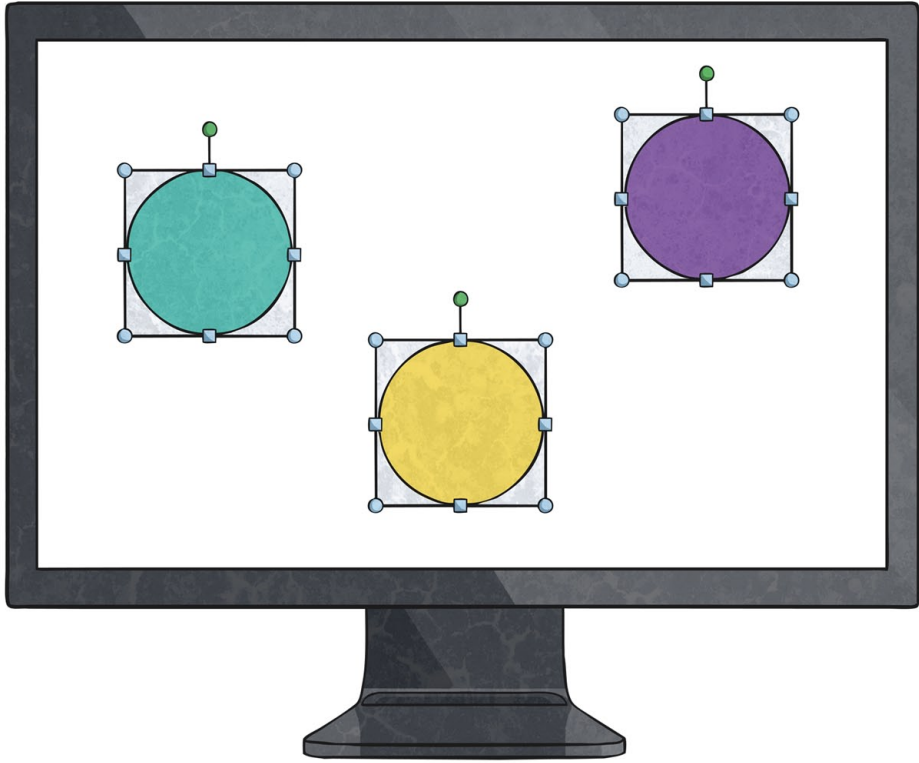


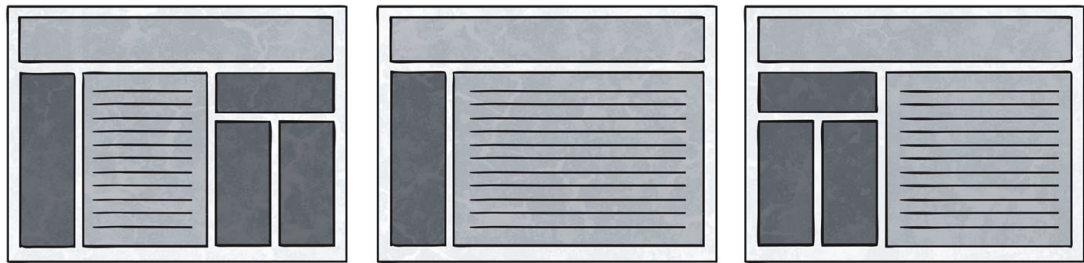
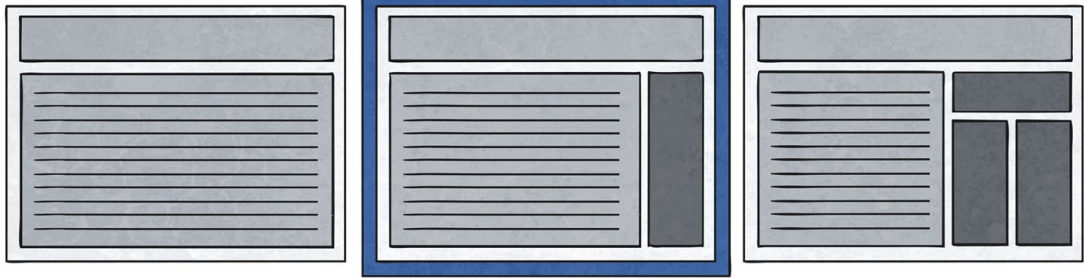
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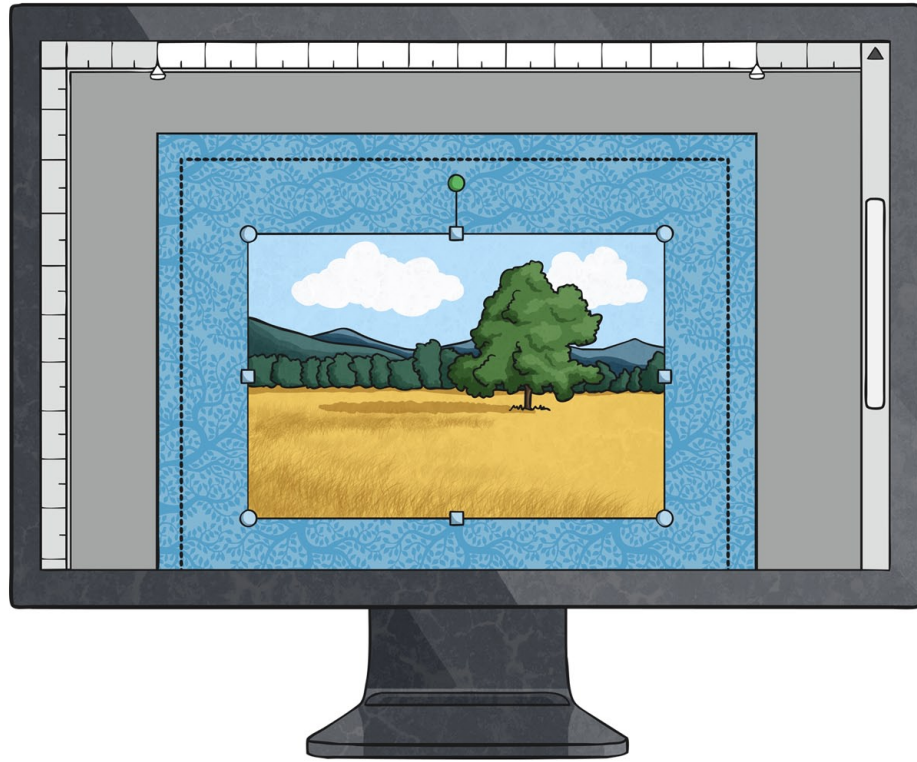


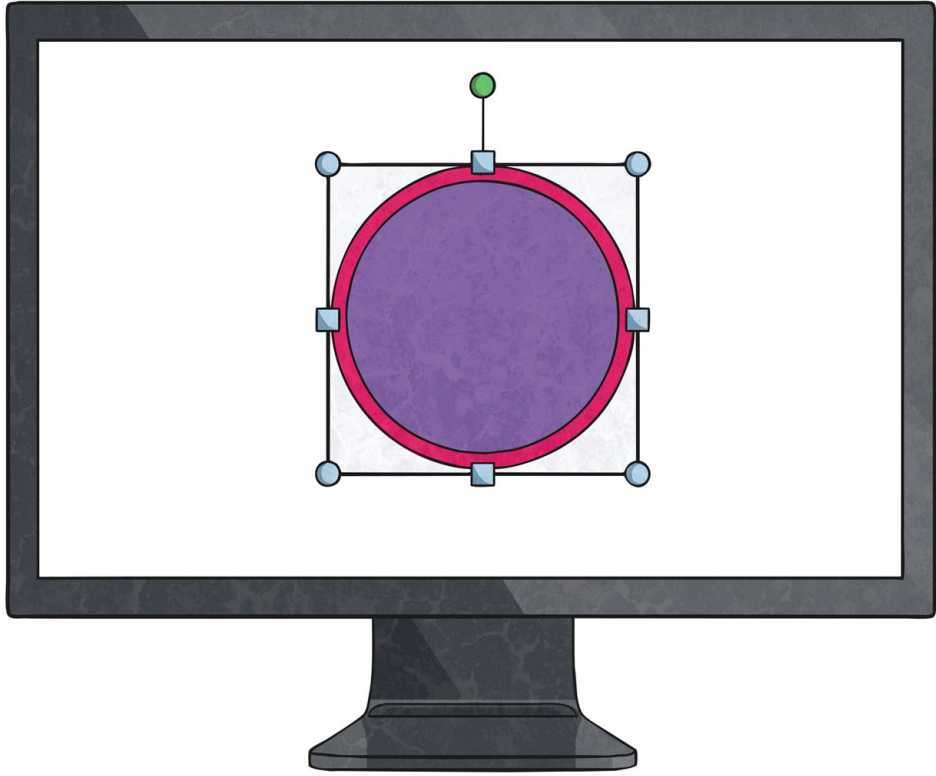


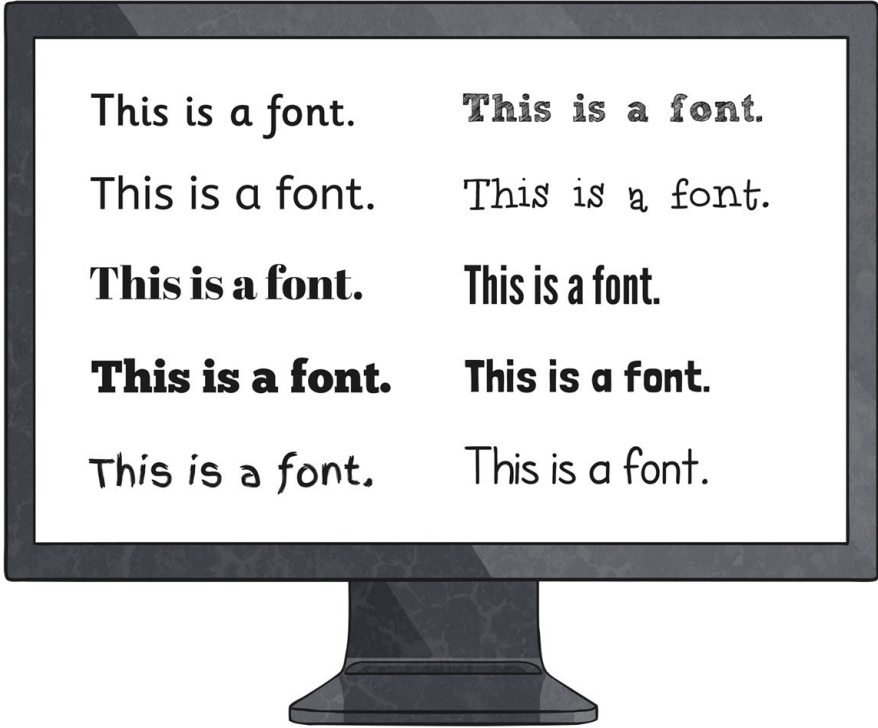


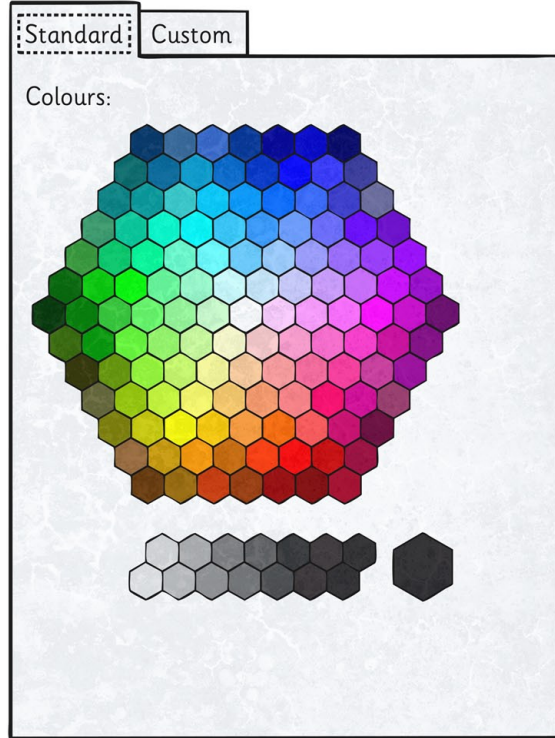




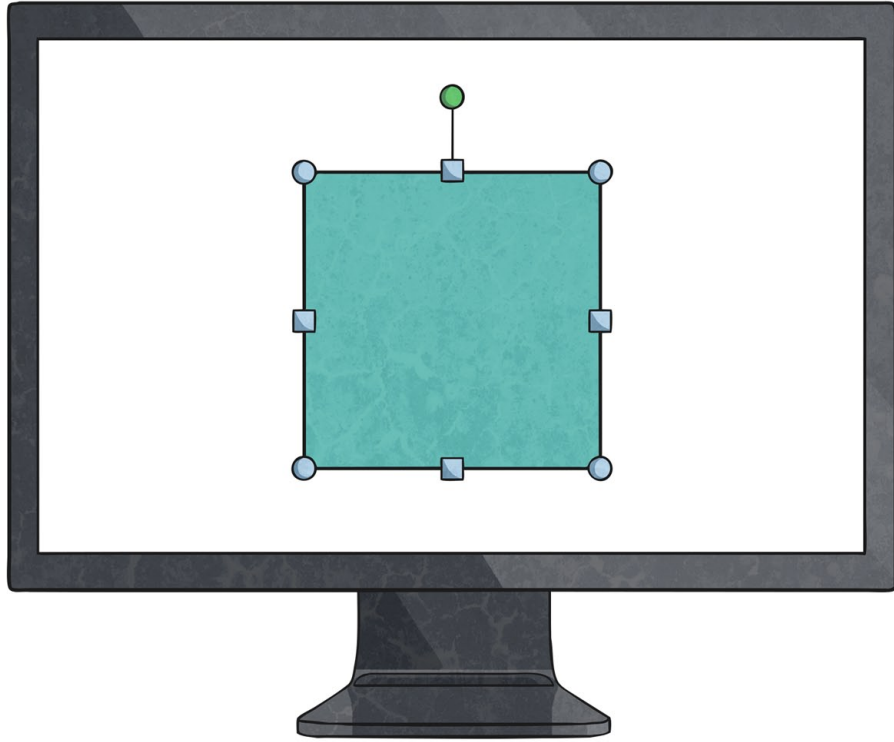


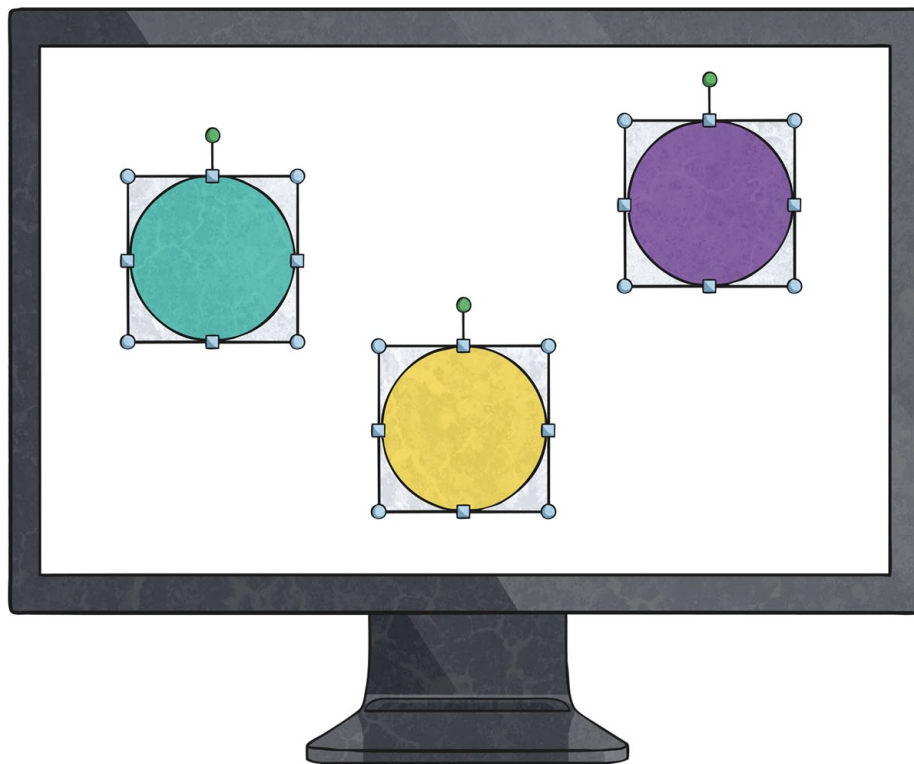


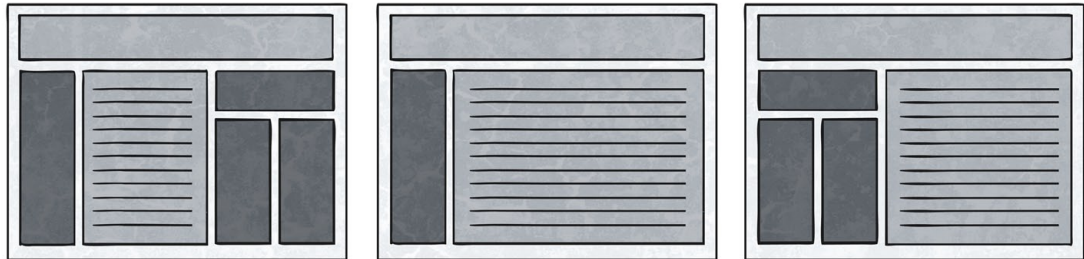
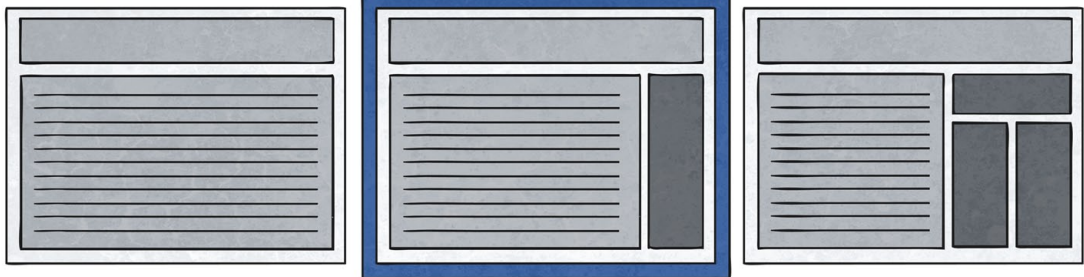


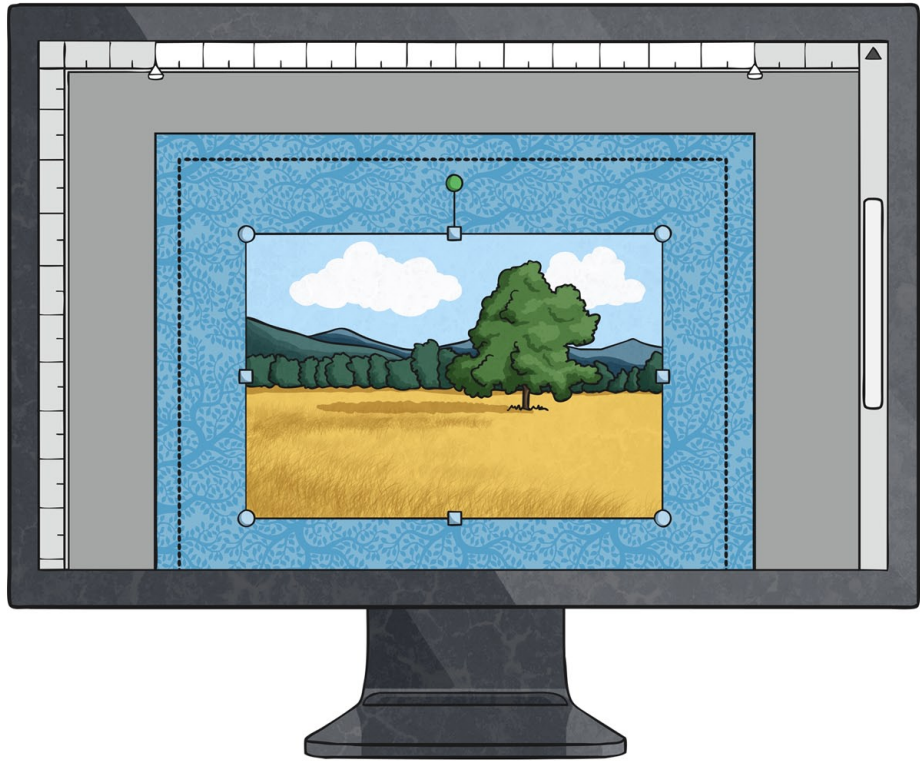


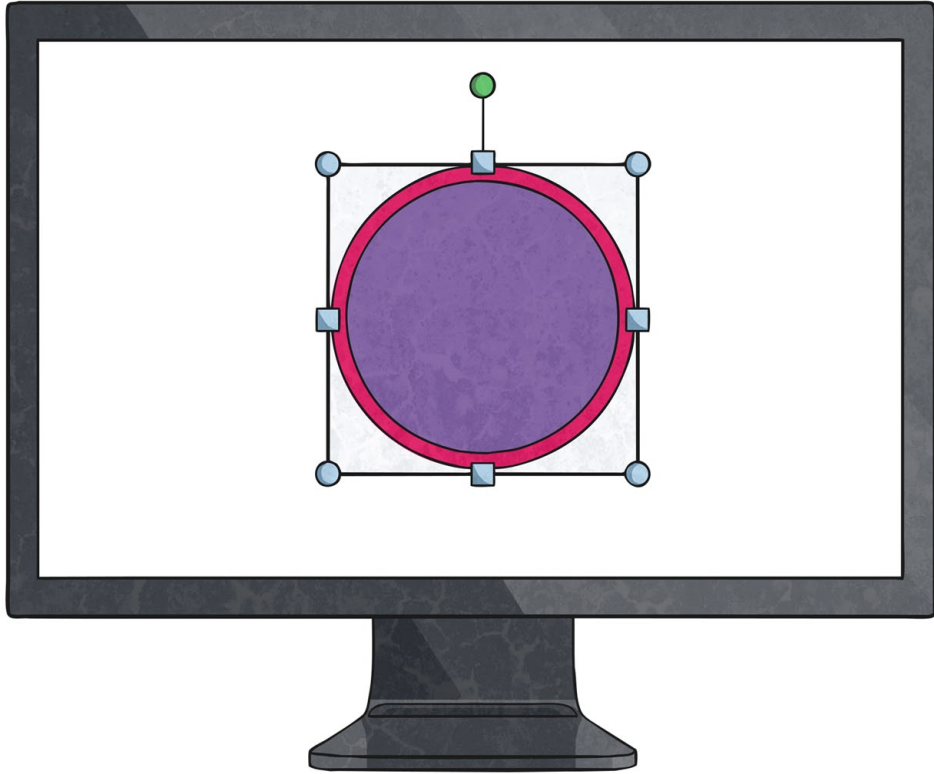












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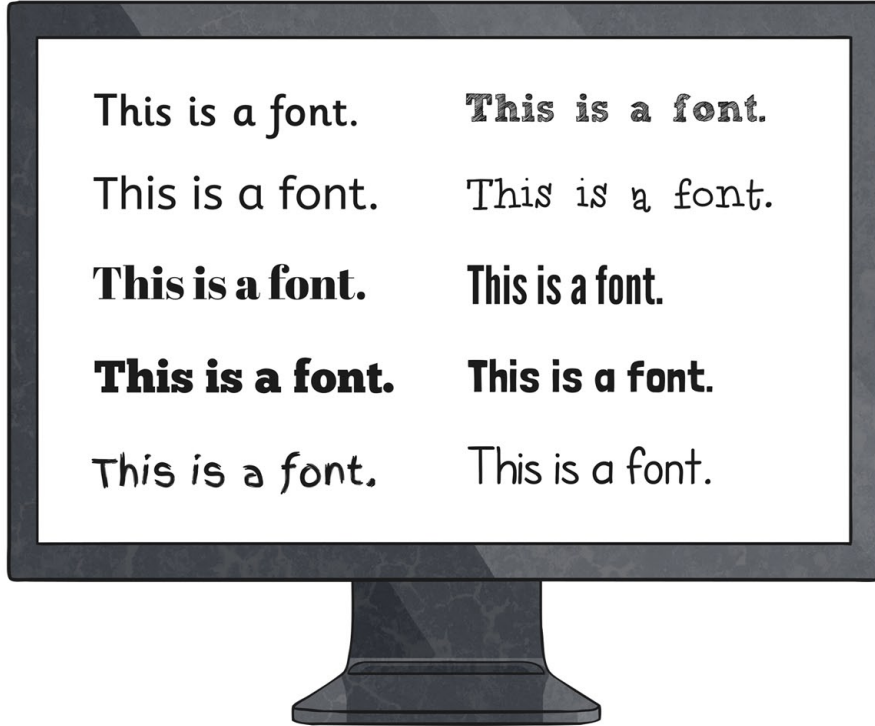
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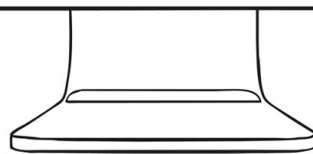


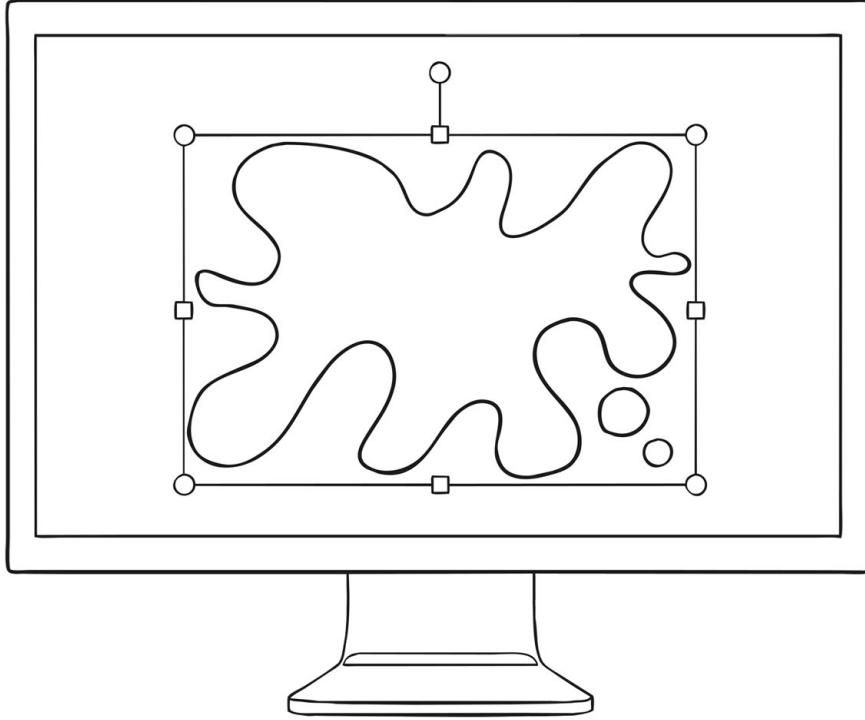
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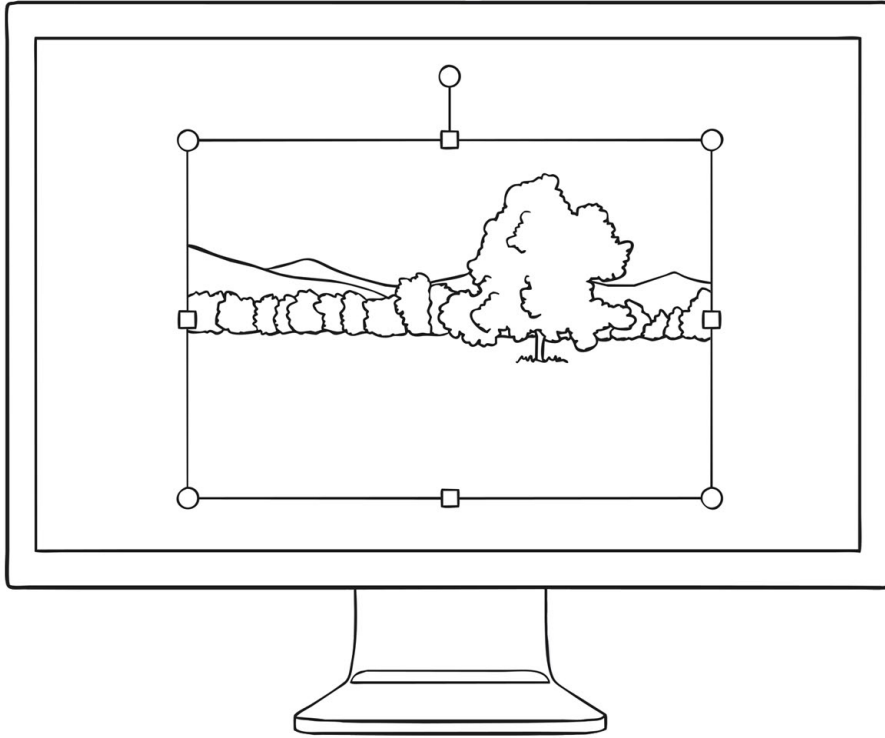
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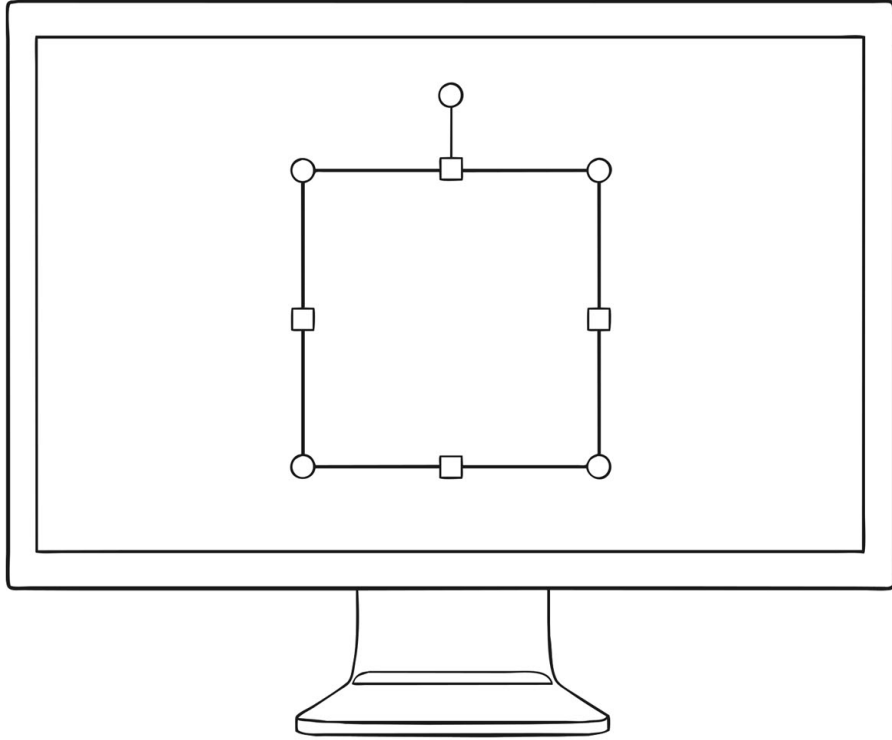


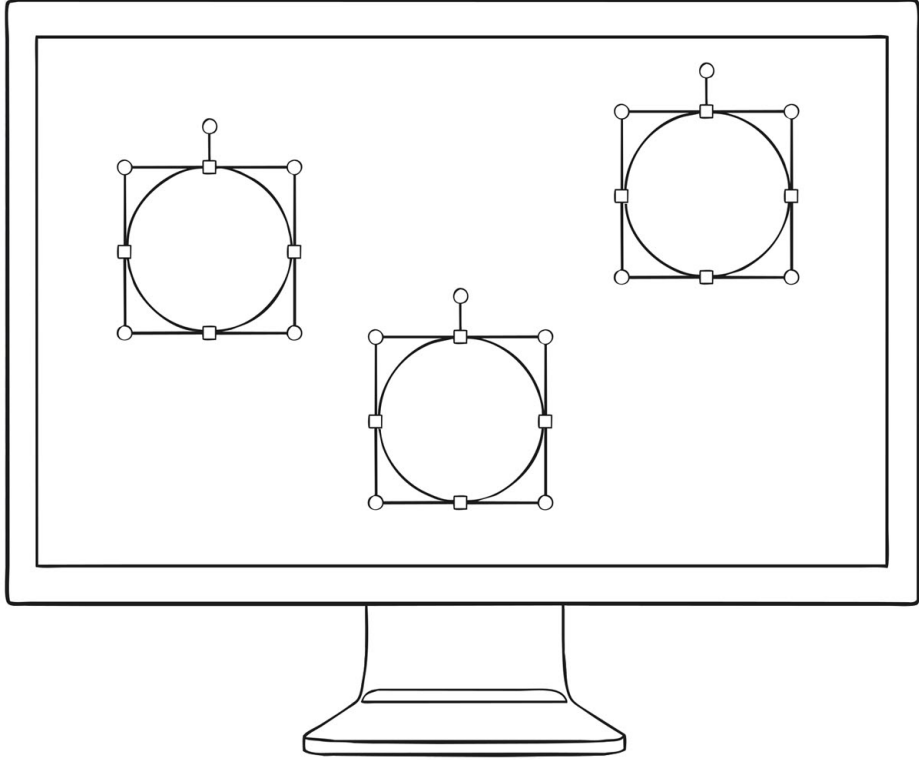
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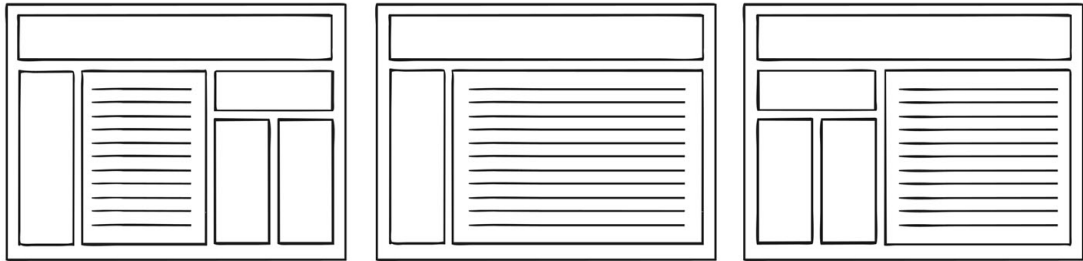
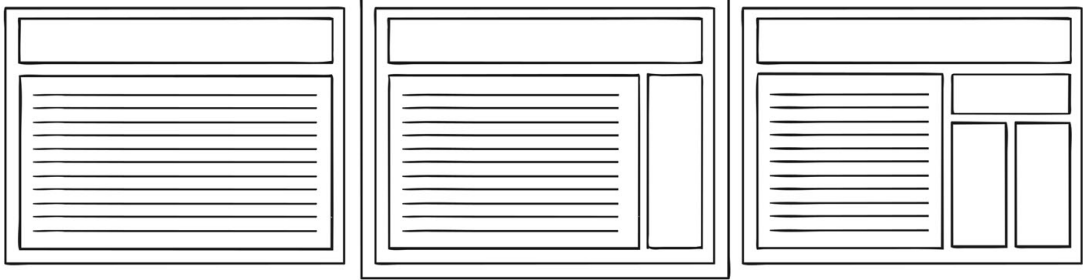


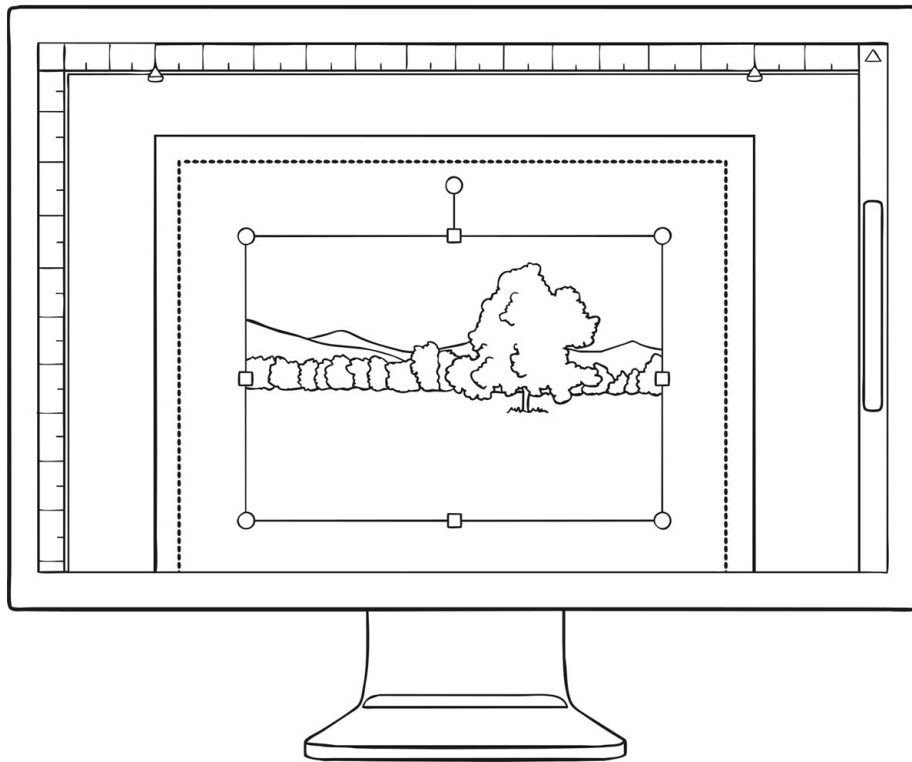


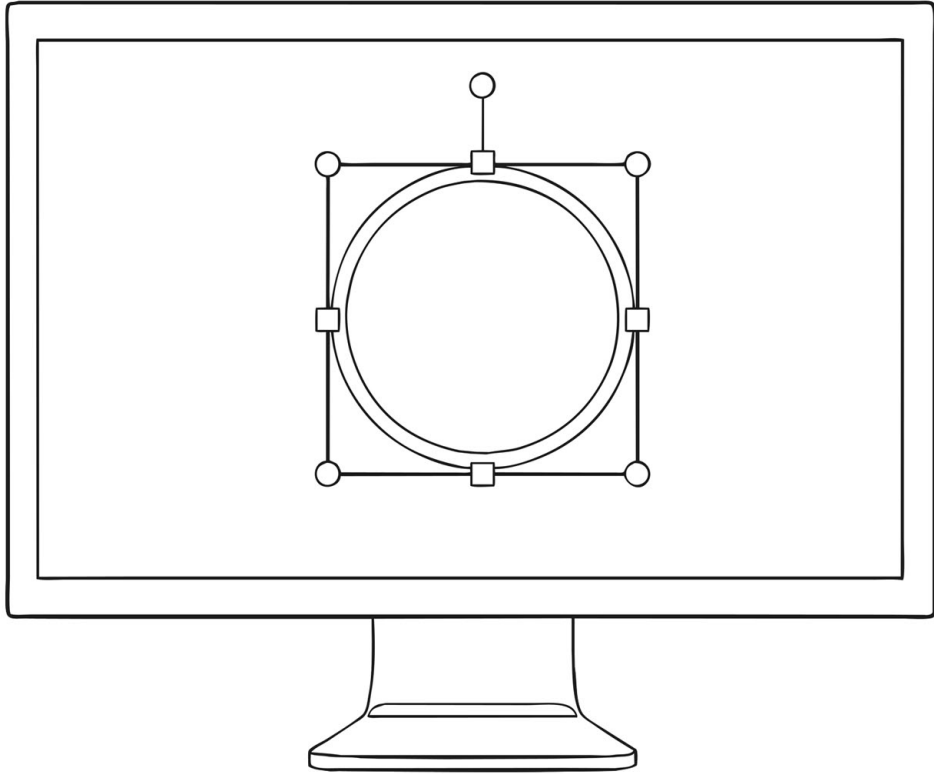












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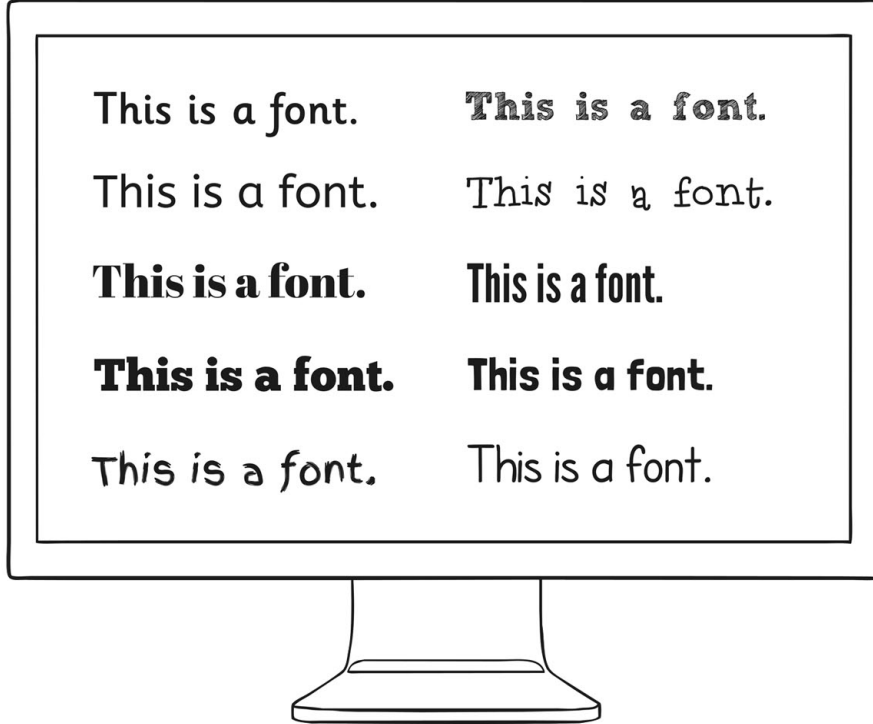
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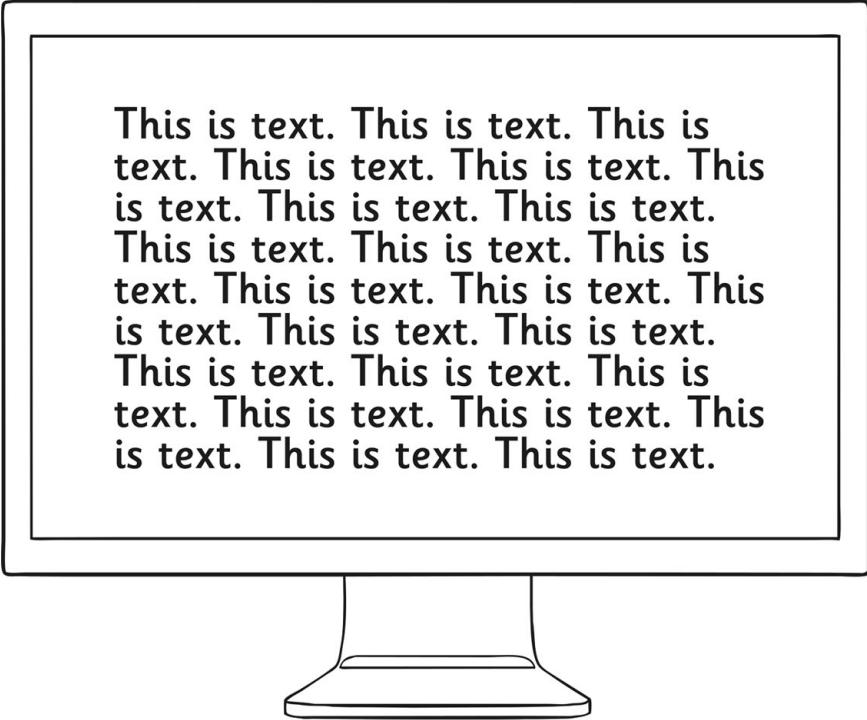
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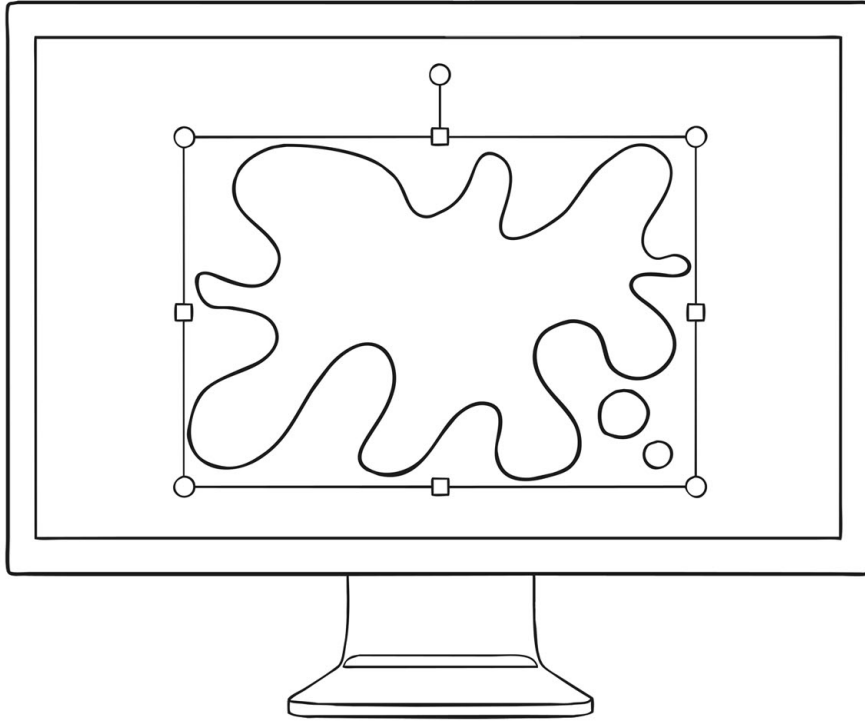
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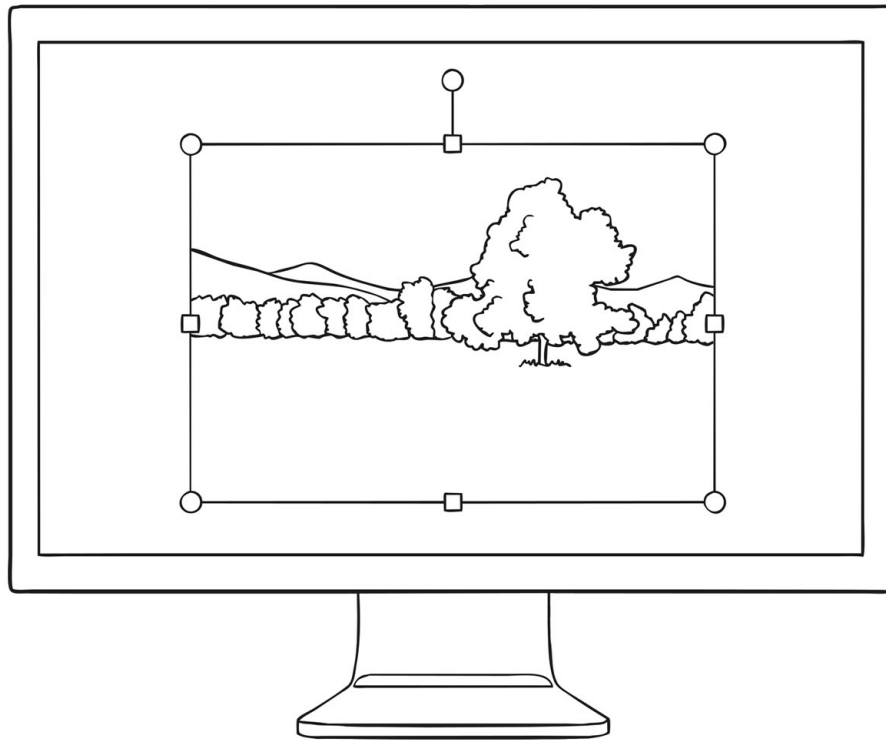
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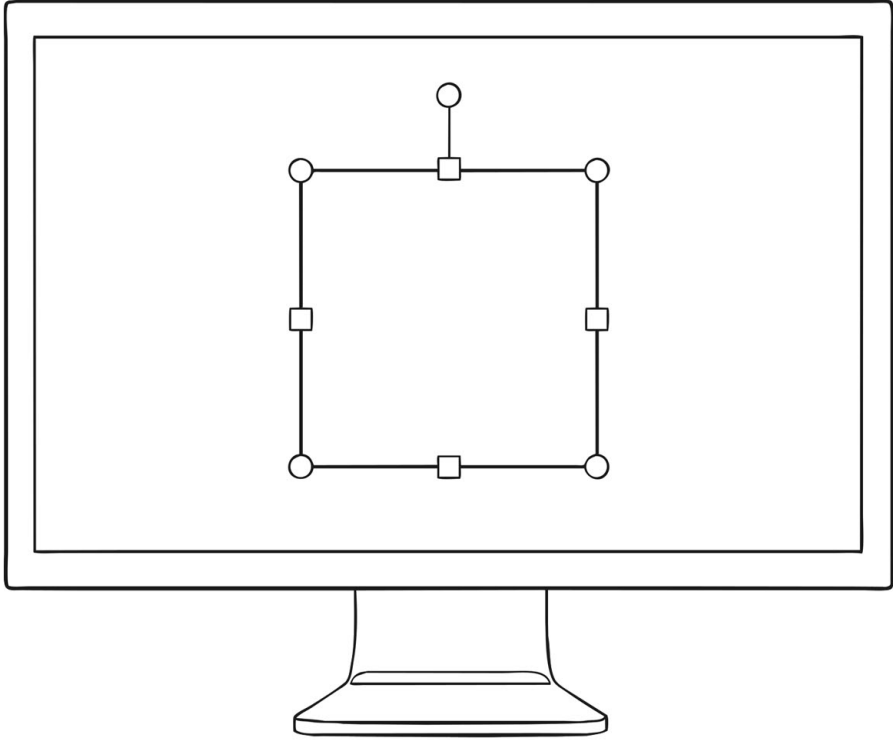


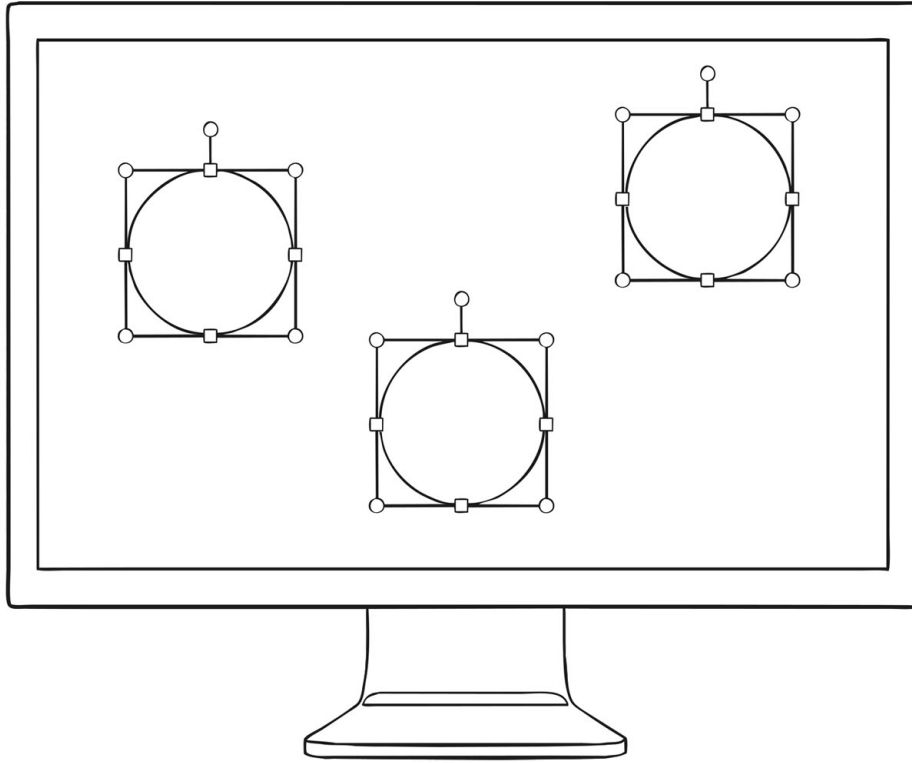


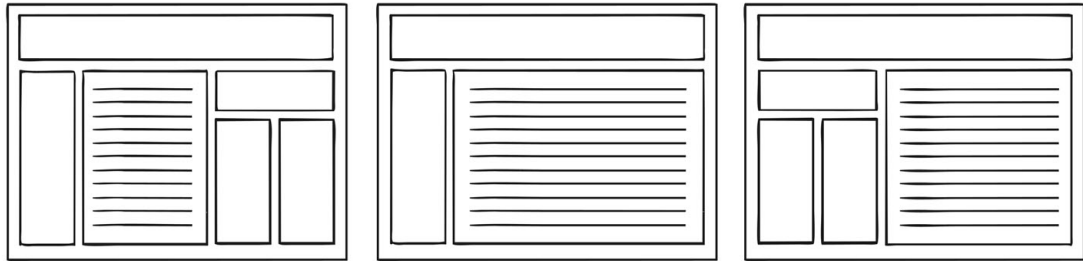
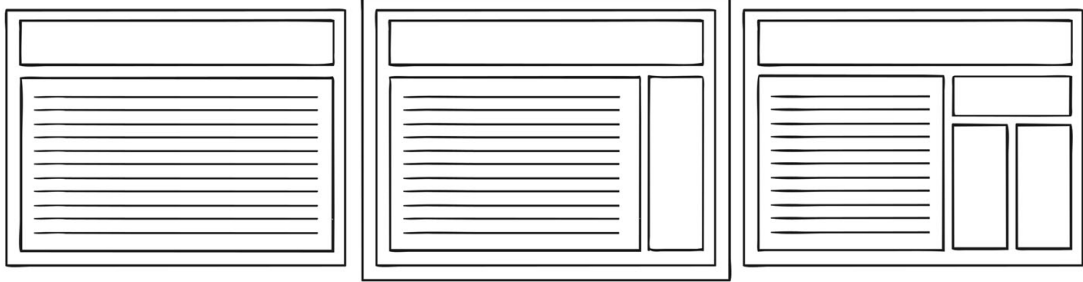
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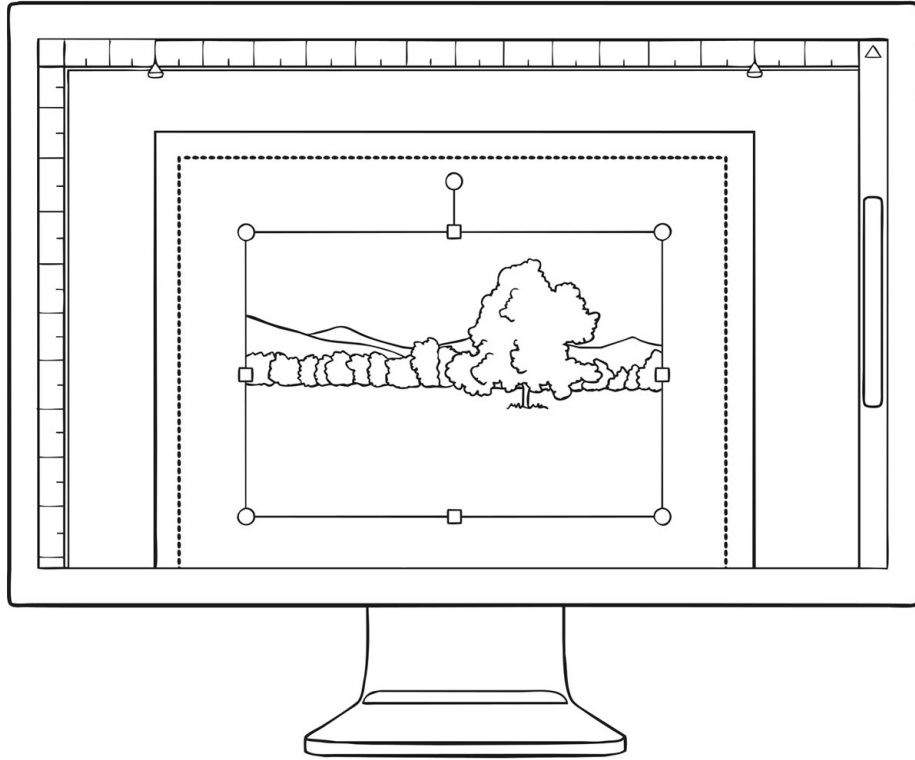


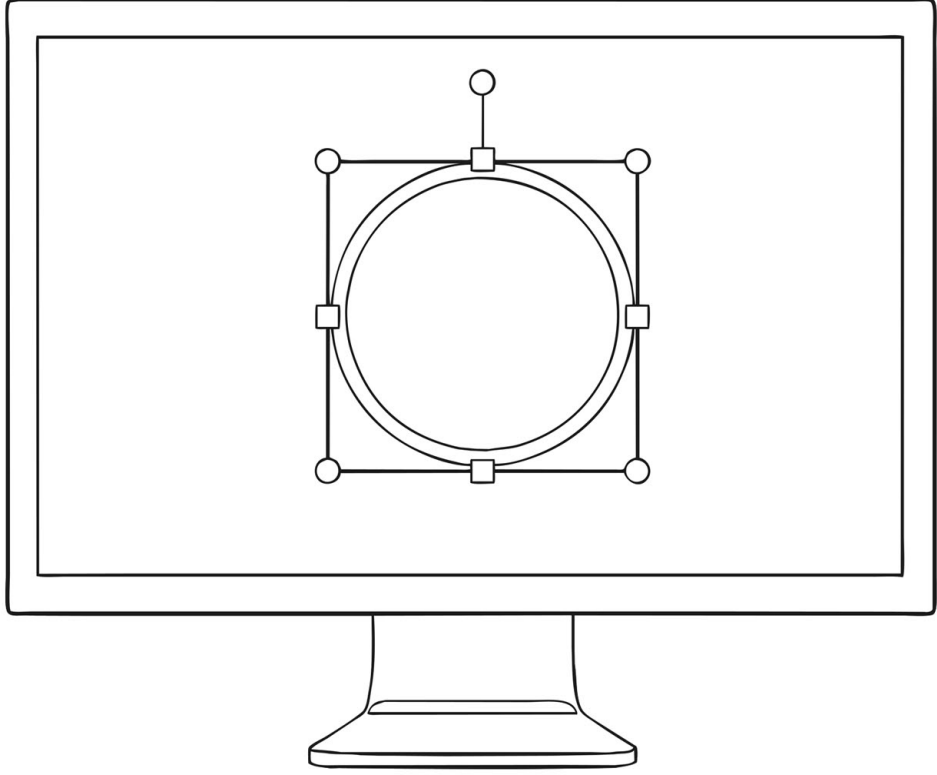


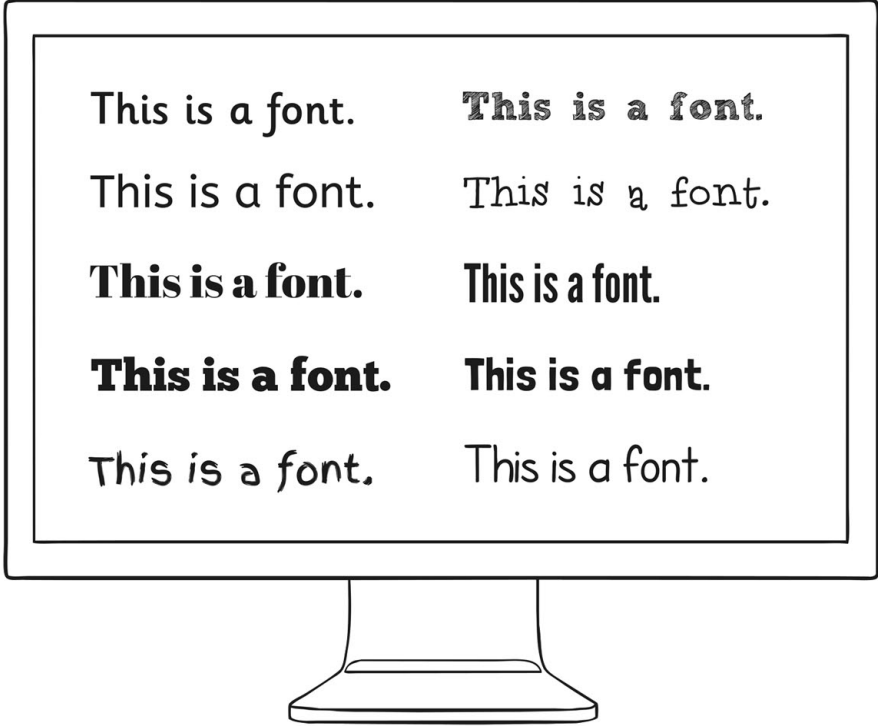








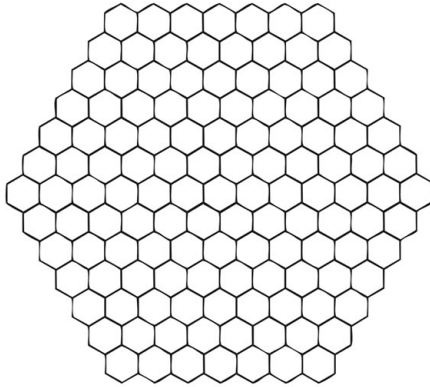


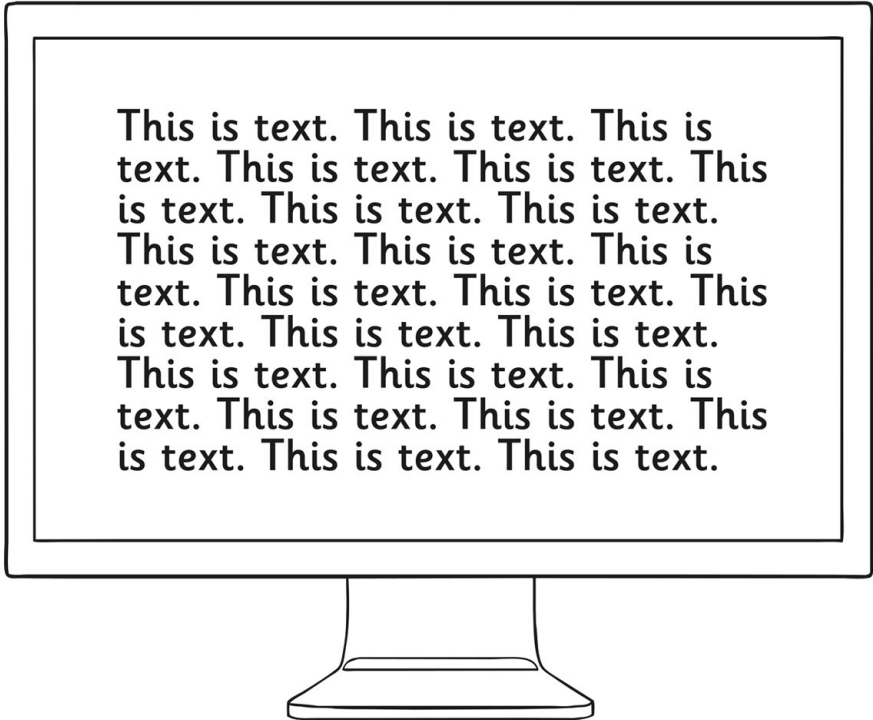
A series of ten horizontal lines for writing practice, arranged in a column below the monitor.

Standard

Custom

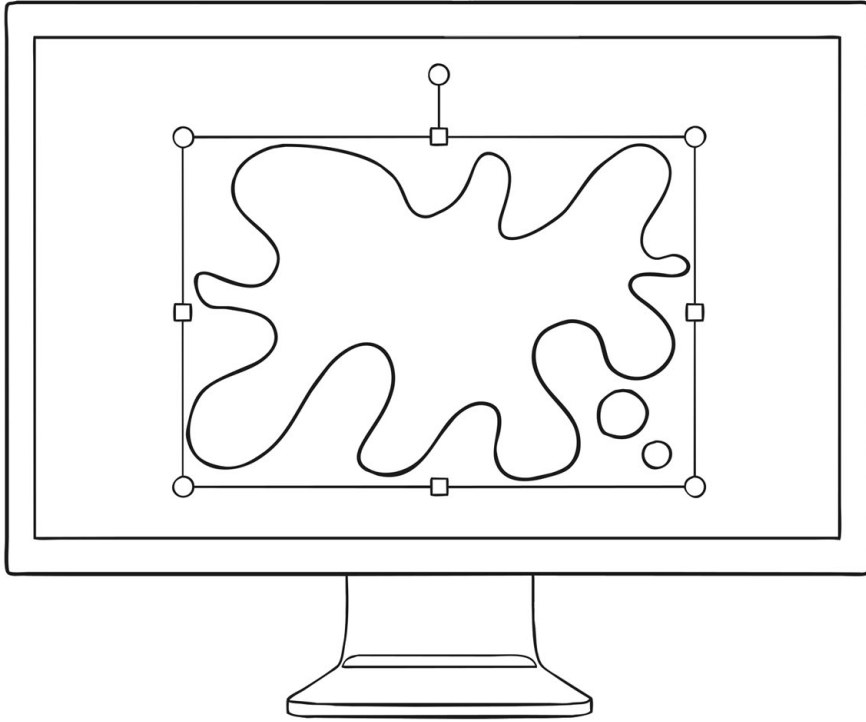
Colours:

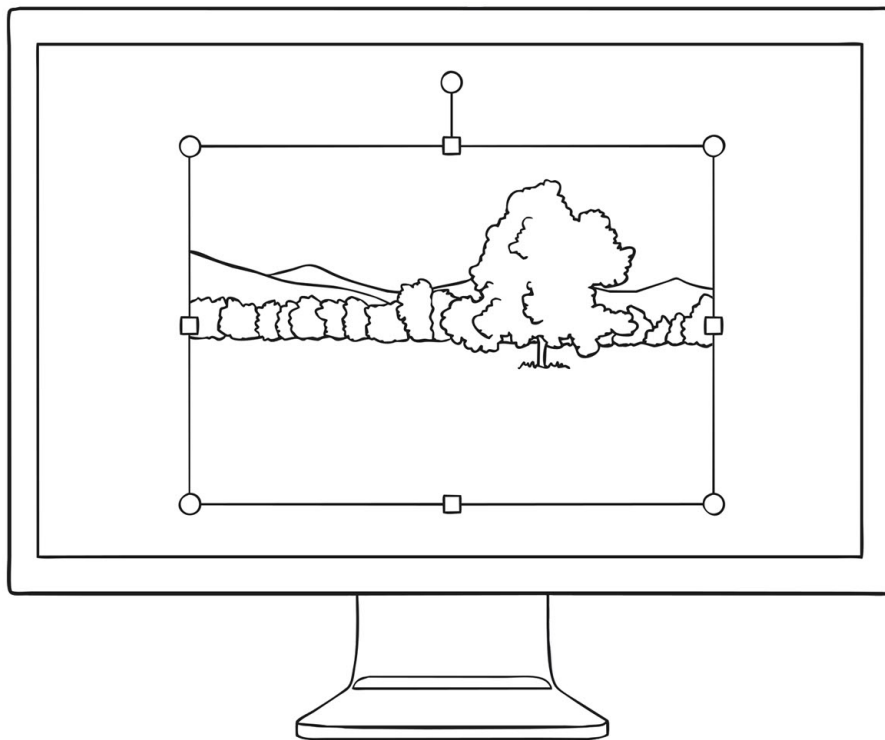


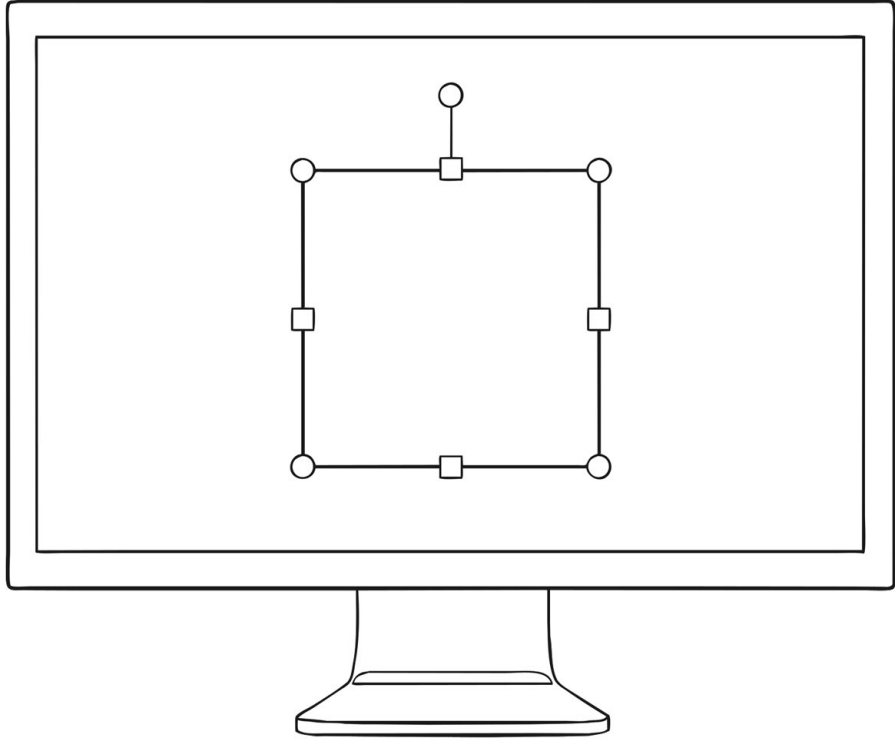


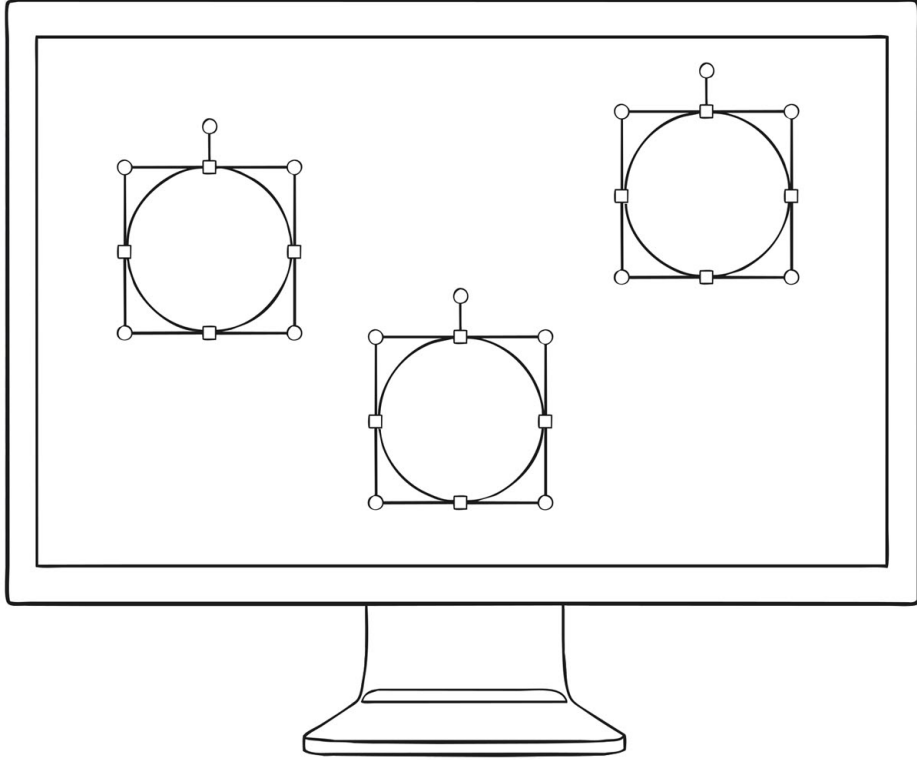
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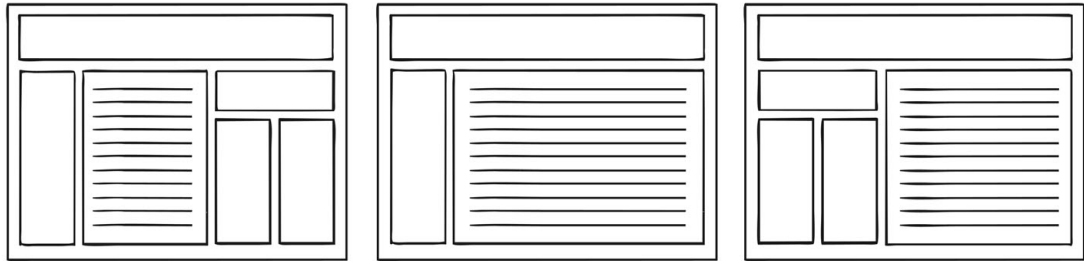
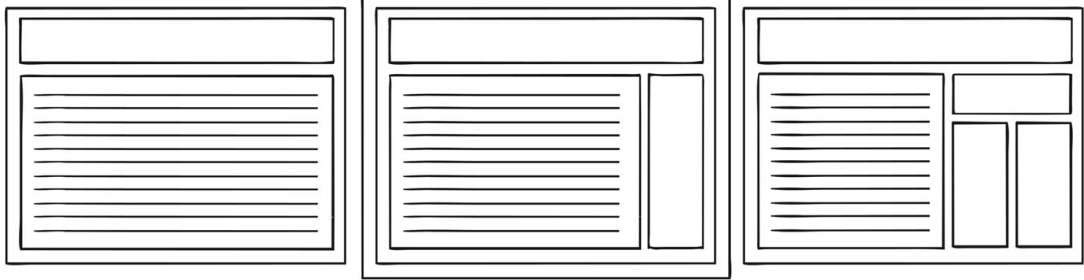


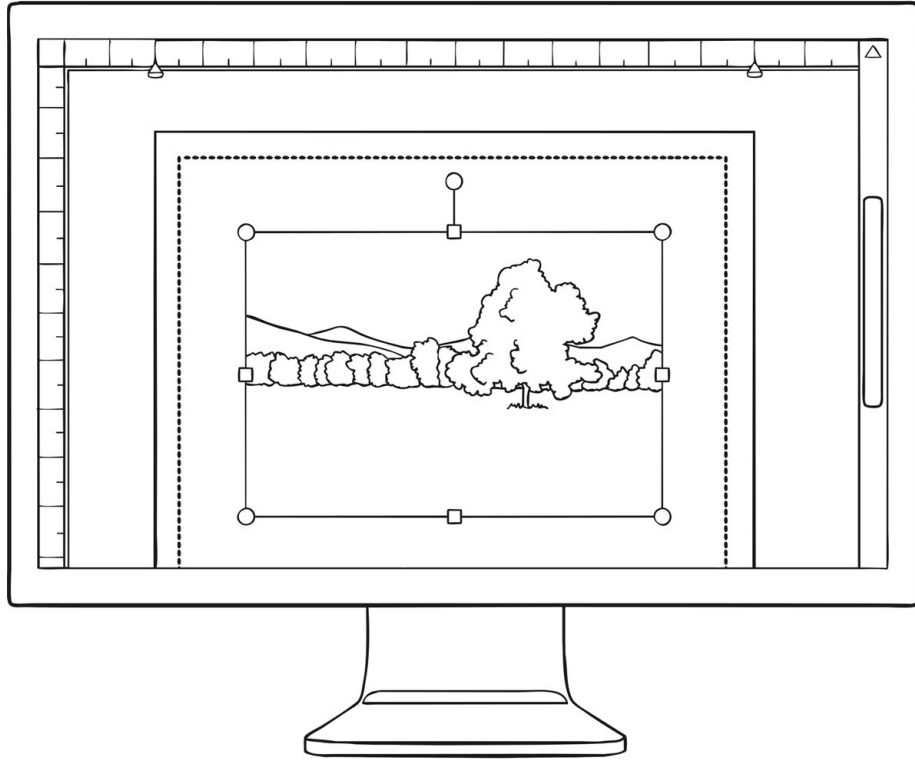


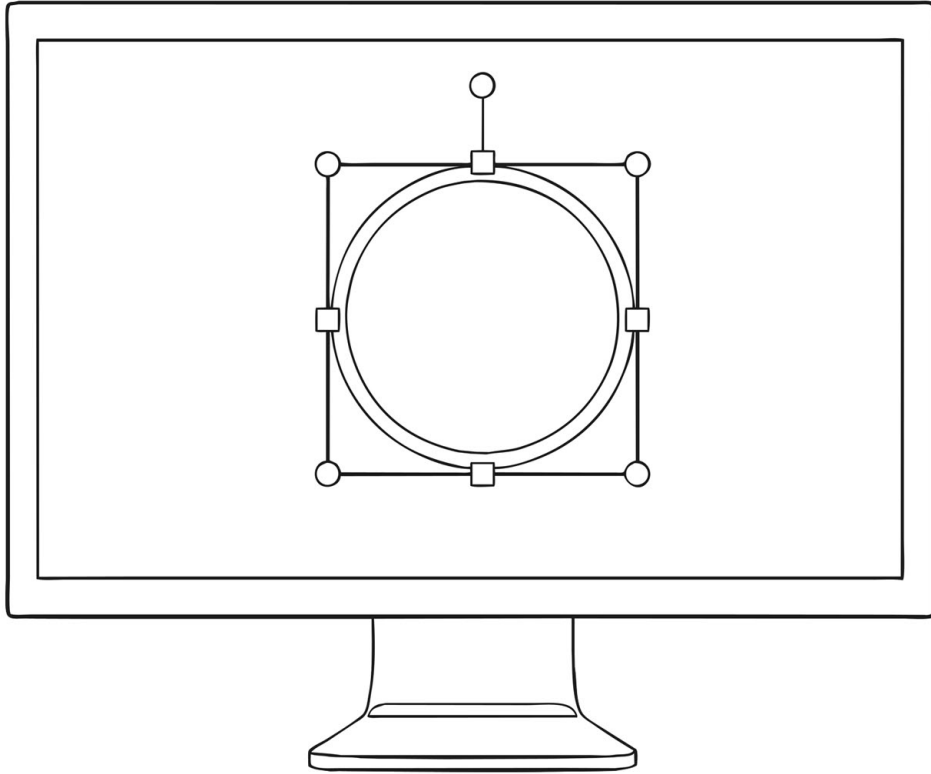


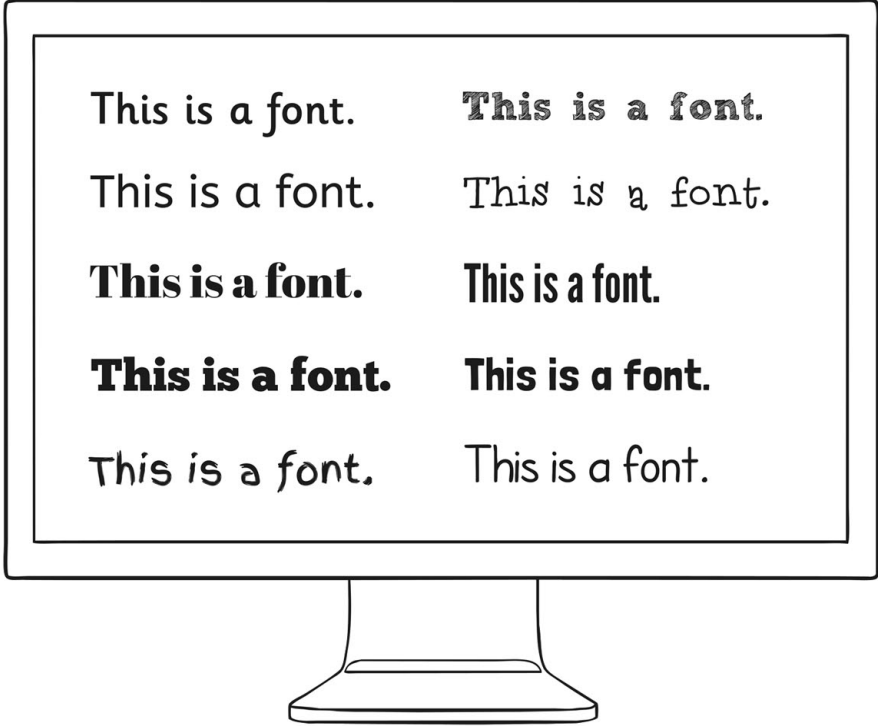








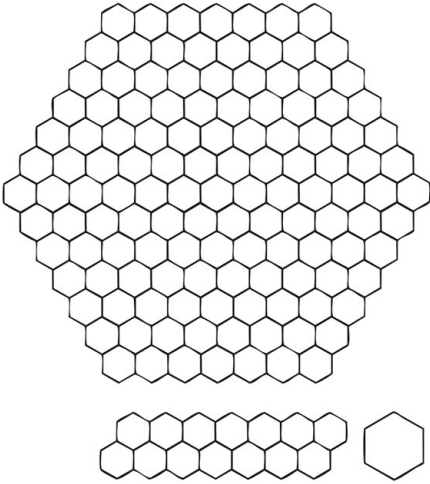






Standard Custom

Colours:



The image shows a large hexagonal grid pattern, resembling a honeycomb structure, with a smaller row of hexagons below it and a single hexagon to the right of that row. The grid is composed of many small hexagons arranged in a circular shape. Below the grid, there is a horizontal row of 10 hexagons, and to the right of this row is a single hexagon.



End of Unit Assessment | Computing | Year 3 | Drawing and Desktop Publishing

All	Most	Some
All children should be able to draw objects and insert text boxes and images	Most children will be able to order and group objects and move, resize and arrange text boxes and images effectively.	Some children will be able to manipulate objects and create a layout of objects with no unnecessary space using colour and font effectively.
33%	33%	33%
Name Name Name Name	Name Name Name Name	Name Name Name Name

End of Unit Assessment | Computing | Year 3 | Drawing and Desktop Publishing

Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.

		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% of class	
% met by child		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Has the child met the all and most statements?		n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0%	
All	Draw objects.																																			0%	
	Insert text boxes and images.																																				0%
Most	Order and group objects.																																				0%
	Move, resize and arrange text boxes and images effectively.																																				0%
Some	Manipulate objects.																																				0%
	Create a layout of objects with no unnecessary space using colour and font effectively.																																				0%

“Clear column once completed”

Notes:

Go to Review & Unprotect Sheet to edit

Add in the Lesson Aims to the coloured boxes.
Change the colour to match your subject by eye dropping the colour and changing the RGB values.
Once all criteria has been added ensure that all Lesson Aims and Success Criteria row widths are equal.
The Lesson Aims default is 66. Increase this if your largest width is greater than 66.
The Success Criteria default is 44. Increase this if your largest width is greater than 44.
Add and delete rows from the middle of each section to keep the thick line at the bottom of each section.

Make sure you go to Review & Protect Sheet before saving for upload.

NC Aims Covered in the Drawing and Desktop Publishing |

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Unit

I can...

Computing | Year 3 | Drawing and Desktop Publishing

Objects	Ordering and Grouping	Manipulating Lines	Posters	Combining Text and Images	Effective Layouts
I can draw with different shapes and lines.	I can order and group objects.	I can manipulate shapes and lines.	I can recognise an effective layout.	I can combine text and images.	I can lay out objects effectively.
I can choose the appropriate shape or line to draw.	I can change the order of objects.	I can move objects.	I can recognise how text is used well.	I can insert text boxes.	I can lay out objects appropriate to the required format.
I can draw the intended shape or line.	I can group or ungroup objects.	I can change the length and direction of lines.	I can explain how images are used well.	I can format text boxes.	I can lay out objects without leaving unnecessary spaces.
		I can change the shape and size of shapes.	I can describe the layout of a document.	I can insert images.	I can use font, size and colour appropriately.
				I can format images.	

Computing: Drawing and Desktop Publishing

K

What I know

W

What I want to know

L

What I have learnt



Drawing and Desktop Publishing: Objects

<p>Aim: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Teachers may choose their own context for the content of the drawing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on drawing different shapes and lines.</p>	<p>Success Criteria: I can choose the appropriate shape or line to draw. I can draw the intended shape or line.</p>	<p>Resources: Lesson Pack Desktop computer, laptop or tablet with a drawing application.</p>
<p>I can draw with different shapes and lines.</p>	<p>Key/New Words: Draw, object, shape, line, line colour, fill colour.</p>	<p>Preparation: Prepare some examples of Kandinsky's work from the Wassily Kandinsky Photo Pack.</p>

Prior Learning: Children need to have good mouse or trackpad control if using desktop or laptop; experience of using a painting application including painting shapes and lines.

Learning Sequence

	<p>Computer Drawing: Children will be using the computers to learn how to create shapes, gathering skills in this sequence to create an object that can be used in a word processing package or desktop publishing package.</p>	
	<p>Draw: Children explore the features of a drawing application while drawing (a house /picture in the style of Kandinsky /picture relating to topic). Encourage them to try out the different tools. <i>Can they draw with different shapes or lines?</i></p>	
	<p>Objects: Explain that drawings work differently to paintings as they use maths to remember where objects are drawn on the Drawing area. Demonstrate drawing shapes and lines. Show how to change the line and fill of shapes.</p>	
	<p>Draw with Objects: Children continue their drawing using the shape and line tools. <i>Can the children choose shapes and lines to draw? Can they draw lines independently?</i></p>	
	<p>Share: Children share their drawings with a partner and explain how they drew the different objects they have used.</p>	
	<p>Explain: Choose several children to explain the style of the drawing and how their partner has created their drawing.</p>	

Taskit

Drawit: Children explore drawing different pictures using the tools available.

Talkit: Explain to somebody how to use the tools in the paint program.

Createit: Children to create their own piece of Kandinsky art using the drawing tools.

Drawing and Desktop Publishing | Objects

I can draw with different shapes and lines.		
I can choose the appropriate shape or line to draw.		
I can draw the intended shape or line.		

Drawing and Desktop Publishing | Objects

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Drawing and Desktop Publishing | Objects

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Drawing and Desktop Publishing | Objects

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I can choose the appropriate shape or line to draw.		
I can draw the intended shape or line.		

Drawing and Desktop Publishing | Objects

I can draw with different shapes and lines.		
I can choose the appropriate shape or line to draw.		
I can draw the intended shape or line.		

Drawing and Desktop Publishing | Objects















I can draw with different shapes and lines.		
I can choose the appropriate shape or line to draw.		
I can draw the intended shape or line.		

Drawing and Desktop Publishing: Ordering and Grouping

<p>Aim: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Teachers may choose their own context for the content of the drawing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on drawing different shapes and lines.</p>	<p>Success Criteria: I can change the order of objects. I can group or ungroup objects.</p>	<p>Resources: Lesson Pack Desktop computer, laptop or tablet with a drawing application. A selection of pictures (from magazines) that the children can use to create layered collages.</p>
<p>I can order and group objects.</p>	<p>Key/New Words: Draw, objects, shape, line, line colour, fill colour, forward, backward, front, back, group, ungroup.</p>	<p>Preparation: Collect a selection of pictures (from magazines) that the children can use to create layered collages in advance or ask children to bring them from home.</p>

Prior Learning: Children need to have good mouse or trackpad control if using desktop or laptop; experience of using a painting application including painting shapes and lines.

Learning Sequence

	<p>Computer Drawing: Briefly recap what children were doing in previous lesson. Ask the children to discuss how they felt creating their pictures last lesson. Could they move them?</p>	
	<p>Collage: Talk about collage with the children. Children may have made a paper collage before. On the next slide, ask children to create a picture using shapes/pictures from magazines etc. At this stage, they should simply place their images but not stick them down. Encourage the children to place objects on top of other objects and to think about which way round they should go. Use the next slide to introduce some more shapes/pictures part way through the activity and ask the children to place some of the new objects behind ones they have already used.</p>	
	<p>Share: Children share their pictures, explaining how they have ordered objects and how they placed the objects introduced later behind other objects.</p>	
	<p>Ordering: Explain that in drawing applications you order objects by putting one on top of another. In a painting application each pixel is a colour and there is nothing hidden, in a drawing application, some objects behind remain intact but can be hidden behind another.</p>	
	<p>Grouping: Demonstrate how to move objects forwards and backwards in the Drawing area of the drawing application they are using, how to group objects so they can behave as if they are one object, and then how to ungroup again.</p>	
	<p>Order and Group: Children continue their drawing from last week or start a new one, perhaps of a building associated with their topic or a picture inspired by Kandinsky. Encourage them to group objects where necessary, for example a repeating pattern. Can they group objects? Part way through, ask them to add some objects that go behind ones they have already drawn. For example ask them to add a hedge or fence behind the buildings. Can they ungroup objects? Can they change the order of objects?</p>	
	<p>Explain: Children leave their saved drawings on the screen and go round to look at other children's drawings. They should specifically look for the order of objects. Ask them to choose one drawing they can talk about, explaining how the objects are ordered or grouped. Children discuss their ideas with those around them. Ask one or two children to explain their ideas to the whole class. Ask the children if any have changed their shapes or lines.</p>	

Taskit

- Orderit:** Children to take 4 different objects and order them in 4 different ways and then choosing which is the most effective.
- Groupit:** Using appropriate software, children produce a complex image or at least 10 grouped objects and see if they can copy it into a new program or window.
- Createit:** Children to group a selection of shapes and create a repeating pattern.

Drawing and Desktop Publishing | Ordering and Grouping

I can order and group objects.		
I can change the order of objects.		
I can group or ungroup objects.		

Drawing and Desktop Publishing | Ordering and Grouping

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Drawing and Desktop Publishing | Ordering and Grouping

















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Drawing and Desktop Publishing: Manipulating Lines

<p>Aim: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Teachers may choose their own context for the content of the drawing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on drawing different shapes and lines.</p> <p>I can manipulate shapes and lines.</p>	<p>Success Criteria: I can move objects. I can change the length and direction of lines. I can change the shape and size of shapes.</p>	<p>Resources: Lesson Pack</p> <p>Desktop computer, laptop or tablet with a drawing application.</p>
	<p>Key/New Words: Draw, objects, shape, line, line colour, fill colour, forward, backward, front, back, group, ungroup, length, size.</p>	<p>Preparation:</p>

Prior Learning: Children need to have good mouse or trackpad control if using desktop or laptop; experience of using a painting application including painting shapes and lines.

Learning Sequence

	<p>Drawing Versus Painting: Recap the key skills learnt in the last lesson and remind children of ordering, grouping and ungrouping.</p>	
	<p>Change: Children open their drawing from the previous lesson and save as a new filename. Can the children change the shapes or lines they have used?</p>	
	<p>Manipulate: Demonstrate how to manipulate the shapes and lines on drawings.</p>	
	<p>Nodes: Point out that with some curved shapes and lines double clicking on the line will reveal 'nodes'. By moving these nodes the shape of the line can be changed.</p>	
	<p>Draw: Children continue their drawing, adding shapes and lines, manipulating them as they require. Be specific about certain criteria that are required for the drawing, both by particular tools used, or certain items that need to be drawn. Suggestions are on the slide, which is editable. <i>Can they move objects? Can they change the length and direction of lines? Can they change the shape and size of shapes?</i></p>	
	<p>Share: Children share their drawings with a partner. Encourage the children to ask how the drawer achieved different effects.</p>	
	<p>Make Your Changes: Children have a little more time to respond to anything they have learned from their partner.</p>	
	<p>New Skills: Ask one or two children to demonstrate what they have learned in the lesson. Review the skills learnt so far and point out that these are skills that can be used in many other applications, not just drawing applications. Line and shape tools, ordering and grouping are used in word processors, desktop publishers, presentation applications and interactive whiteboard applications. (Sometimes applications appear to have the features of both painting and drawing, like whiteboard applications, although painting will still create an object that can be moved.)</p>	

Taskit

- Reshapeit:** Children to look at recreating a Dali-style melted object art work, by adjusting the shapes of regular objects.
- Resizeit:** Children make a drawing they have created both larger and smaller in order to produce a fun ordering activity for younger pupils.
- Recolourit:** Children to use their skills to recolour their picture.

Drawing and Desktop Publishing | Manipulating Lines

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I can move objects.		
I can change the length and direction of lines.		
I can change the shape and size of shapes.		

Drawing and Desktop Publishing | Manipulating Lines

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Drawing and Desktop Publishing | Manipulating Lines













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Drawing and Desktop Publishing: Posters

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

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

Learning Sequence

	<p>Making Posters: Children are to create a poster for a school event (real or fictional), using the skills they have gathered in computing.</p>	
	<p>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. <i>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?</i></p>	
	<p>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:</p> <ul style="list-style-type: none"> • 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. <p><i>Can children talk about the key aspects of what makes a good poster?</i></p>	
	<p>Annotate the Poster: Each child chooses one poster that communicates its ideas well and sticks it onto an A3 sheet. <i>They then write annotations around the edges to explain how it communicates its purpose effectively.</i></p>	
	<p>Share: Have the children share their annotated posters, possibly in smaller groups before coming together as a class.</p>	
	<p>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.</p>	

Taskit

Evaluateit: The children could collect posters around school or out of school and evaluate them.

Searchit: Search for some posters online and evaluate.



Too many different colours.

Too many different fonts.

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

No date

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

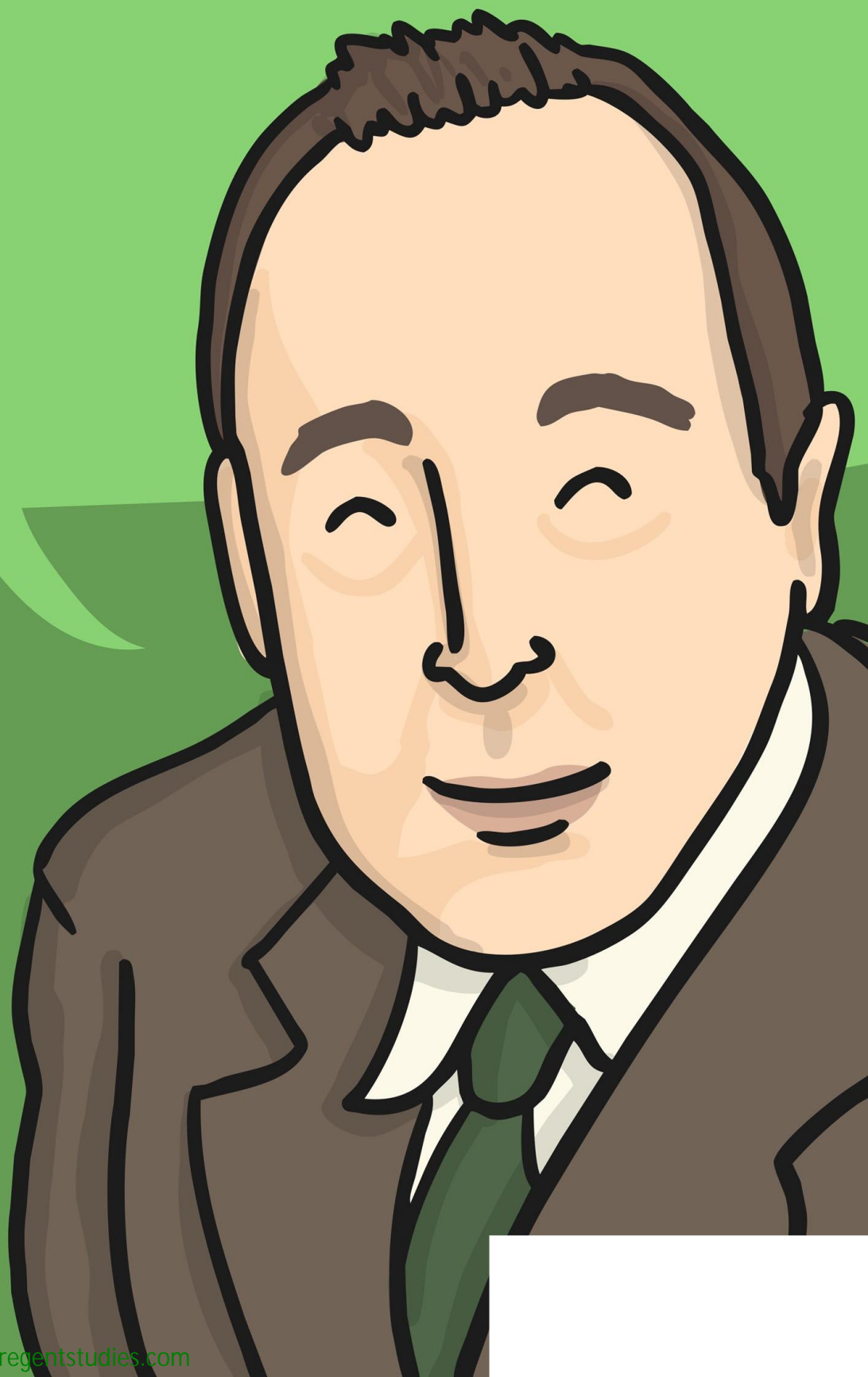
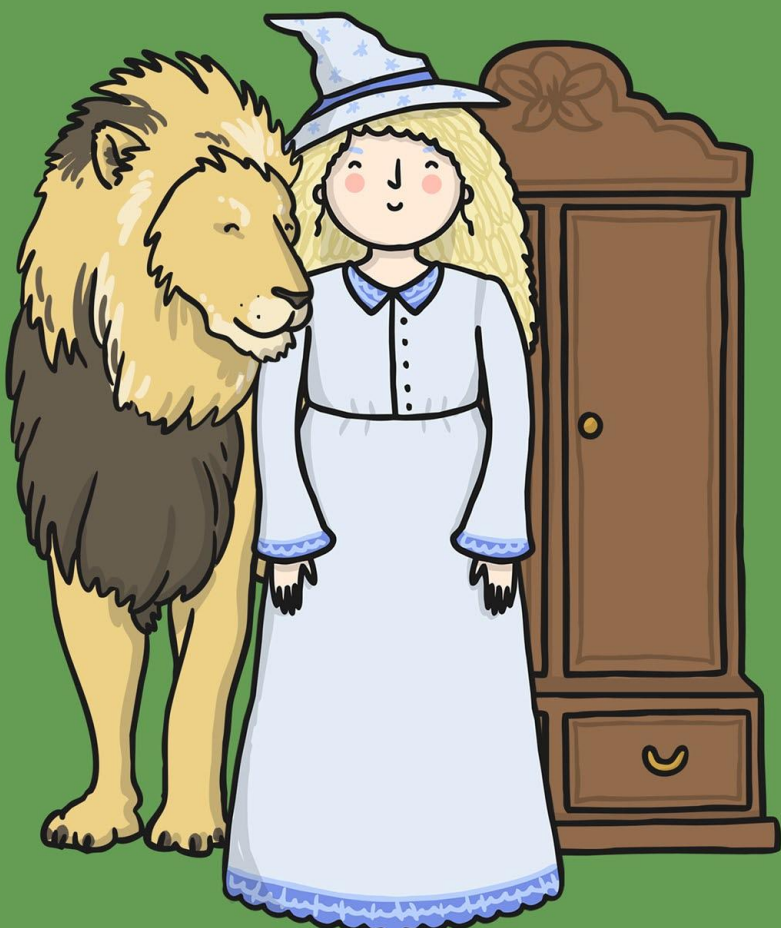
MEANINGFUL

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

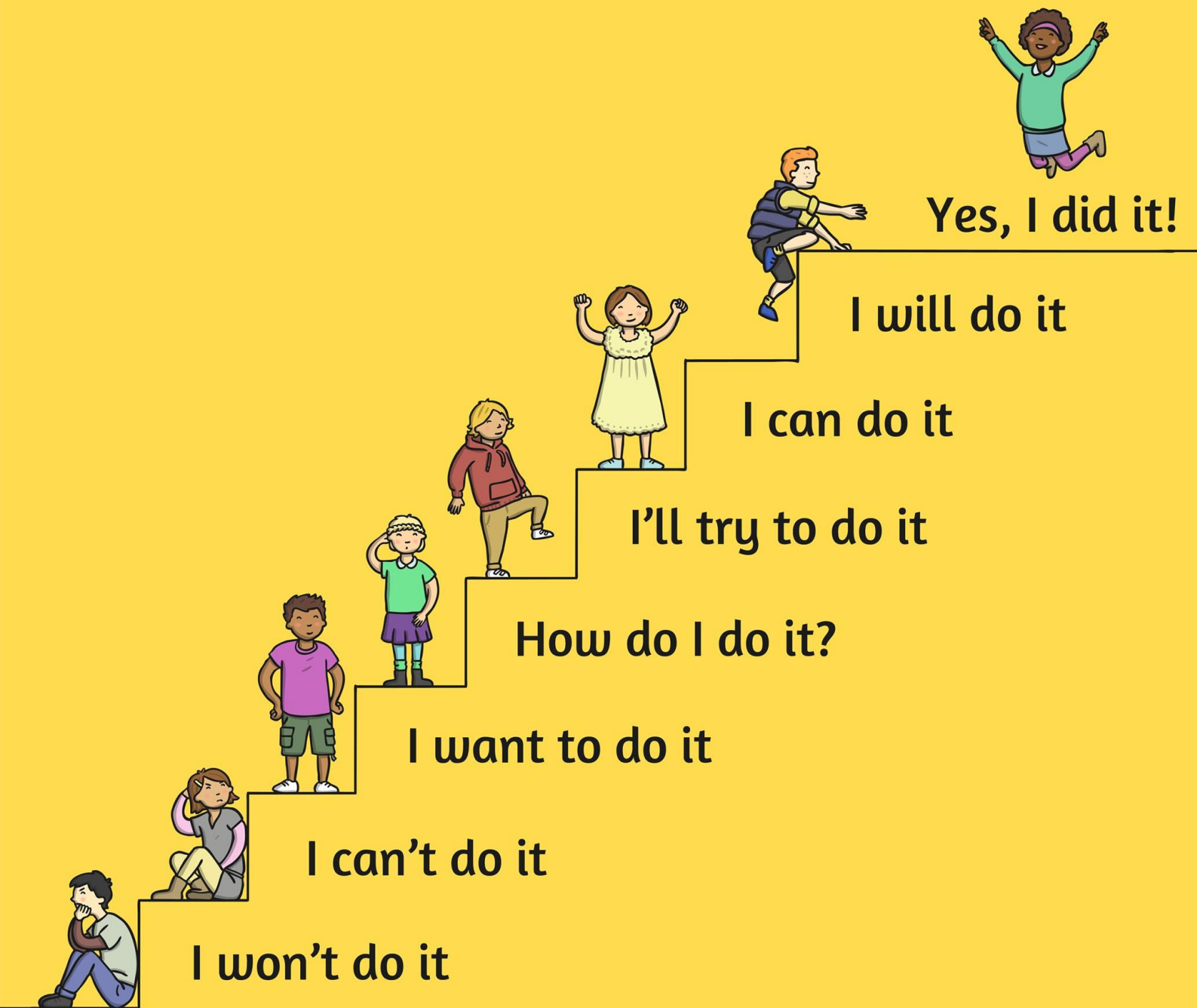


It's Cool to be Kind

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



- Aesop



**Which step have you
reached today?**

Drawing and Desktop Publishing | 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.		

Drawing and Desktop Publishing | Posters

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Drawing and Desktop Publishing | Posters

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Drawing and Desktop Publishing: Combining Text and Images

<p>Aim: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Teachers may choose their own context for the content of the writing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on the specific layout skills.</p> <p>I can combine text and images.</p>	<p>Success Criteria: I can insert text boxes. I can format text boxes. I can insert images. I can format images.</p>	<p>Resources: Lesson Pack</p> <p>Desktop computers or laptops Desktop Publisher</p> <p>A visualiser or webcam to show the keyboard on screen.</p>
	<p>Key/New Words: Text, text box, format, image, photo, photograph, picture, wrap text, square, aspect ratio, objects, background, outline, font, size, colour.</p>	<p>Preparation: Ensure Desktop Publisher is easily launched on the computers.</p>

Prior Learning: Children will have developed word processing and simple desktop publishing skills in lessons 1-3, including using text and images.

Learning Sequence

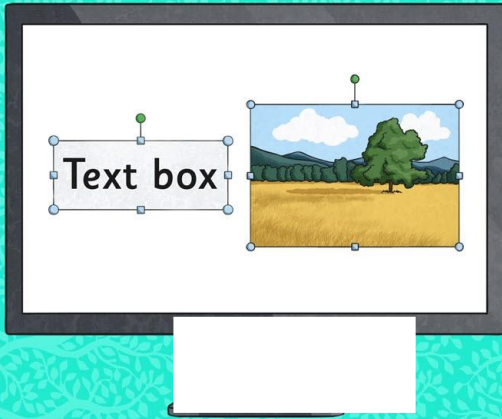
	<p>If I Made a Poster... Think about the posters that the children looked last lesson and recap what children learnt about making a good poster. If you recorded any of the children's suggestions in the last lesson you may wish the recap these here.</p>	
	<p>Plan Your Poster: Explain that they are creating a design of their own poster for a school event (real or fictional). You can edit the slide to reflect your chosen activity. Children create a rough plan of their poster using A4 paper, choosing images, text and shapes they want to use.</p>	
	<p>Let's Create a Layout: Ask the children to insert their chosen images into their document and create the text boxes in which they wish to add their text. Once they have created their intended layout, they can start to type their content into the text boxes. Here the children will be applying skills they may have used before, but in this case they are coming to their document with an intended layout to work towards. <i>Observe any difficulties the children are having. In this short opening, try to avoid sorting out technical difficulties and take note of which skills the children are using. Expect the children to try to overcome any difficulties themselves. Can they insert text boxes and images? Can they change their work as they go?</i></p>	
	<p>Text and Images: Demonstrate how to insert the text and images, pointing out how to overcome any difficulties you have noticed. Remind the children about the wrap text formatting of images. Remind the children that it is important to keep the aspect ratio of images by resizing them from the corner.</p>	
	<p>Let's Get Creating! Ask the children to return to their document and give them some time to arrange their layout and write their text. Expect the children to save their work as they return to it and save it as they go along.</p>	
	<p>How Can We Improve? <i>Ask the children to review each other's work in pairs. While the children should use some of the time to edit the text, ask them to look at the layout first.</i> Only the author should carry out any editing, although their partner can make suggestions. Remind the children that they may be asked to tell the rest of the class about their review of each other's work.</p>	
	<p>Make Your Changes: Give the children some more time to continue with their work, in some cases responding to their partner's comments.</p>	
	<p>Let's Have a Look Together: <i>Select one or two of the children's documents and have the author and partner explain how they evaluated the work and what changes the author made.</i></p>	

Taskit

Evaluateit: Have some similar texts (e.g. leaflets) for the children to evaluate, possibly using sticky notes to make comments and display.

Challengeit: Use the [Challenge Cards](#) for extension activities.

Combining Text and Images Challenge Cards



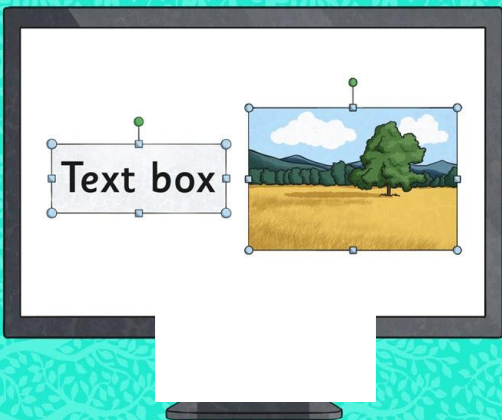
twinkl.co.uk

Combining Text and Images Challenge Cards



twinkl.co.uk

Combining Text and Images Challenge Cards



twinkl.co.uk

Combining Text and Images Challenge Cards



twinkl.co.uk

Using a desktop publisher, write a paragraph of text and insert an appropriate image. (Maybe about your class topic).

Try out the different wrap text options.

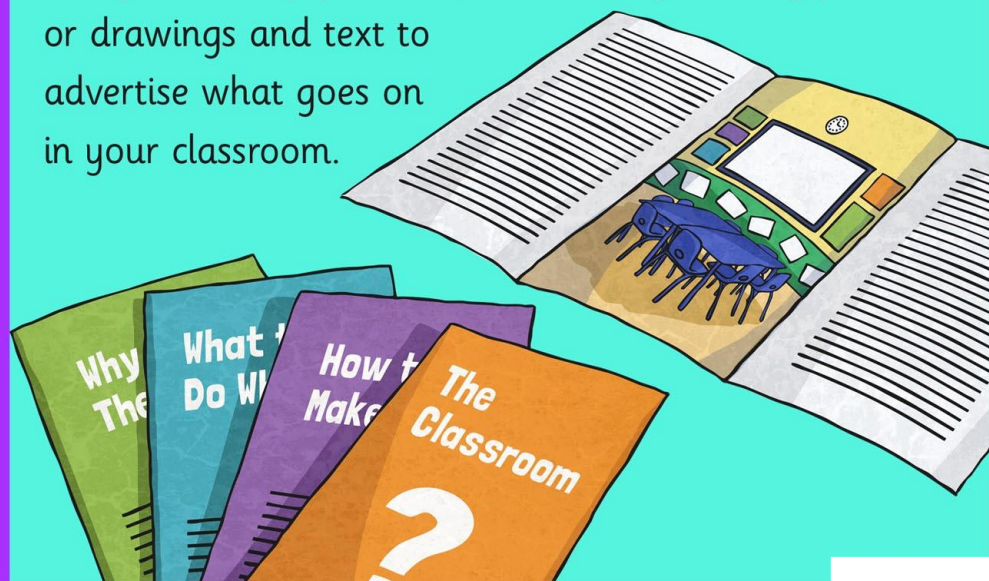


What happens?

Take a recent news story and write a newspaper article about it, using the column format in a desktop publishing application. Insert a relevant photograph.



Using a desktop publisher, make a leaflet using photos or drawings and text to advertise what goes on in your classroom.



Use a desktop publisher to make a poster to promote an aspect of staying safe online. Use images and text.



Drawing and Desktop Publishing | Combining Text and Images

I can combine text and images.		
I can insert text boxes.		
I can format text boxes.		
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Drawing and Desktop Publishing | Combining Text and Images

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Drawing and Desktop Publishing | Combining Text and Images













I can combine text and images.		
I can insert text boxes.		
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Drawing and Desktop Publishing: Effective Layouts

<p>Aim: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Teachers may choose their own context for the content of the writing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on the specific layout skills.</p> <p>I can lay out objects effectively.</p>	<p>Success Criteria: I can lay out objects appropriate to the required format. I can lay out objects without leaving unnecessary spaces. I can use font, size and colour appropriately.</p>	<p>Resources: Lesson Pack Desktop computers or laptops Desktop publishing software A visualiser or webcam to show the keyboard on screen. Children’s information text files created in the previous lesson.</p>
	<p>Key/New Words: Text, text box, format, image, photo, photograph, picture, wrap text, square, aspect ratio, layout, background, outline, font, size, colour.</p>	<p>Preparation: Ensure desktop publisher software is easily launched on the computers.</p>

Prior Learning: Children should be able to insert images, audio and video if required. They also need to have finished their plans.

Learning Sequence

	<p>Let’s Look at Your Layouts: Ask the children to open their documents, make them whole page view, leave them on the screen and walk around to look at how other children have laid out their work. They are expected to be able to comment on any particular layout they like. Select some children to explain what they liked, and where possible display those documents on the IWB for all to see.</p>	
	<p>Effective Layouts: Remind the children of the expectations for the layout in this task – matching the layout requirements of the text, and avoiding large unnecessary blank spaces.</p>	
	<p>Let’s Continue: Give the children time to complete their texts. Once all the typing is done they can consider the formatting of the text boxes. They should use their knowledge of real life documents to consider how best to use formatting.</p>	
	<p>Let’s Share: As the children finish, they can ask their partner for a quick review, and they should respond to any comments. On completion the children should print a copy for display and a copy for annotation.</p>	
	<p>Annotating: Demonstrate how to annotate their work, focussing on the layout, but also highlighting some of the skills they have used in completing this work.</p>	
	<p>Your Turn: Children work independently or in pairs to annotate the completed document. (This can be done away from the computers. A choice of PowerPoint slides is offered.)</p>	

Taskit

Posterit: Ask the children to make a poster using the desktop publisher, with text and images. Consider how many different fonts are needed.

Challengeit: Use the **Challenge Cards** for extension activities.



Effective Layouts Challenge Cards

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Effective Layouts Challenge Cards

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Effective Layouts Challenge Cards

twinkl.co.uk



Effective Layouts Challenge Cards

twinkl.co.uk

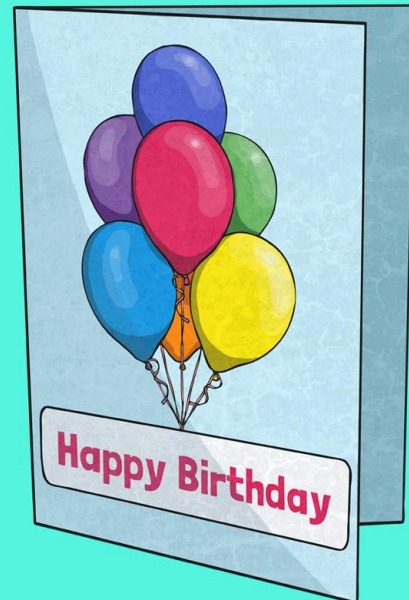
Take a magazine and choose 3 or 4 pages with different layouts. Use sticky notes to annotate how layout is used on each page.



Design an advertising flyer for a school event. See if there are any templates within your DTP application which you can use.



Design a birthday or special occasion card on a desktop publisher. You may need to use a painting programme to make your picture.



Design a certificate for an achievement in your class. See if your DTP application has any templates you could use.



The Amazon

The Amazon River

The Amazon River is about 4 000 miles long, mostly flowing through rainforest. It has about 200 tributaries. It begins in the Andes Mountains and is the second longest river in the world. Piranhas, anacondas and thousands of species of fish can be found there. No bridges cross the river at any point.



The Amazon Rainforest



Rainforests are warm and wet areas. The Amazon Rainforest is the largest tropical rainforest in the world with more than half located in Brazil. It is full of wildlife. Tribes of people still live in some areas of the rainforest with no contact with the outside world. 20% of the world's bird species live there, such as toucans, hummingbirds, and the houtzin.

Drawing and Desktop Publishing | Combining Text and Images

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Introduction

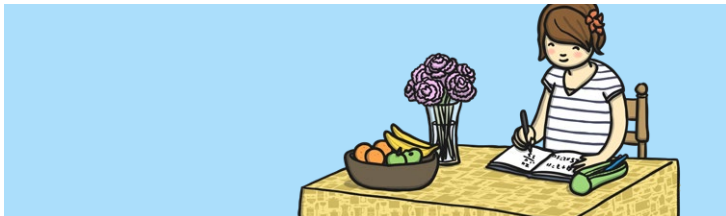
This unit is aimed at developing children's graphic and presentation skills by introducing drawing as opposed to painting. It also goes on to further children's understanding of layouts using a desktop publishing application. Children will learn to draw, order, group and manipulate objects to make a picture. They will also learn to evaluate and create effective layouts, combining text and images. The Lesson Pack contains six Lesson Plans, each with their own Lesson Presentation, alongside challenge cards, home learning tasks, posters and word cards.

There are a number of different drawing applications used in primary schools. 'Google Draw' comes with any gmail account. Word processors/presentation applications/desktop publishing packages have some of the features of drawing applications and can be used, but are not as good as a specific drawing application. It is worth researching what is available in your school and deciding on the best software to use, prior to starting this unit.



Health & Safety

Children should be encouraged to have good posture and sit up to the computer.



Home Learning

View from the Window: Children are encouraged to draw a picture of the view from their window on a drawing application. They should use the skills they have been taught in the lessons.

Leaflet or Brochure: Children are encouraged use any desktop publishing application they have access to and make a leaflet or brochure about somewhere they have visited using text boxes and images. They should use the skills they have been taught in the lessons. If there is no DTP application then use a word processor that allows text boxes.

Assessment Statements

By the end of this unit...

...all children should be able to:

- Draw objects.
- Insert text boxes and images.

...most children will be able to:

- Order and group objects.
- Move, resize and arrange text boxes and images effectively.

...some children will be able to:

- Manipulate objects.
- Create a layout of objects with no unnecessary space using colour and font effectively.

Lesson Breakdown

1. Objects

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Teachers may choose their own context for the content of the drawing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on drawing different shapes and lines.

- I can draw with different shapes and lines.

2. Ordering and Grouping

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Teachers may choose their own context for the content of the drawing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on drawing different shapes and lines.

- I can order and group objects.

3. Manipulating Objects

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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- I can manipulate shapes and lines.

4. Posters

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Teachers may choose their own context for the content of the drawing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on drawing different shapes and lines.

- I can recognise effective layout.

5. Combining Text and Images

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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- I can combine text and images.

6. Effective Layouts

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Teachers may choose their own context for the content of the drawing, but it could relate to the current topic or the artist Kandinsky. The lesson focuses on drawing different shapes and lines.

- I can lay out objects effectively.

Resources

- Desktop computer, laptop or tablet with a simple painting application.

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- A variety of posters, both physical and on screen. (Some Twinkl posters are provided as samples.)

- Desktop computers or laptops with desktop publishing software
- A visualiser or webcam (to show the keyboard on screen).

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