Drawing and Desktop Publishing: Combining Text and Images

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. I can combine text and images.	**Success Criteria:** I can insert text boxes. I can format text boxes. I can insert images. I can format images.	**Resources:** Lesson Pack Desktop computers or laptops Desktop Publisher A visualiser or webcam to show the keyboard on screen.
	Key/New Words: Text, text box, format, image, photo, photograph, picture, wrap text, square, aspect ratio, objects, background, outline, font, size, colour.	**Preparation:** Ensure Desktop Publisher is easily launched on the computers.

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

Learning Sequence

	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.	
	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.	
	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. 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?	
	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.	
	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.	
	How Can We Improve? 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. 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.	
	Make Your Changes: Give the children some more time to continue with their work, in some cases responding to their partner's comments.	
	Let's Have a Look Together: 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.	

Task*it*

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

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

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