

Session Five (50 minutes) Media in Games

Overview

- Review Questionnaires and share best questions (focus on useful information and importance of explaining what they are doing in language appropriate for Year 4)
- Learn how to import Media into MissionMaker games
- Using what they know solve a couple of problems.
- Adding written instructions and descriptions of Pickups. Focus on clarity and brevity, but also right tone for genre of game.

PLAN

1. 10 minutes go over questionnaires
2. 5 minutes show adding Media
3. 25 minutes add media to trial games
4. 10 minutes go through homework stress importance of practising skills and trying new things.

Homework – Practise adding media and writing in an appropriate style for the game. Make a note of problems and questions for next session using Self Review checklist.

Speaking and Listening

Listen to instructions

Work with partner on different types of media to be put into MM. Discuss problems and solutions.

AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content

Level 3

- develop ideas and feelings through sustained speaking turns
- organise talk to help the listener, with overall structure evident
- adapt language and non-verbal features to suit content and audience

Level 4

- speak in extended turns to express straightforward ideas and feelings with some relevant detail
- structure talk in ways which support meaning and show attention to the listener
- vary vocabulary, grammar and non-verbal features to suit the audience, purpose and context

Level 5

- express and explain relevant ideas and feelings with some elaboration to make meaning explicit
- shape talk in deliberate ways for clarity and effect to engage the listener
- adapt vocabulary, grammar and non-verbal features in ways well-matched to audience, purpose and context

Level 6

- explore complex ideas and feelings in a range of ways, both succinct and extended
- maintain generally controlled and effective organisation of talk to guide the listener
- adapt vocabulary, grammar and non-verbal features to meet an increasing range of demands

AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions

Level 3

- respond to the speaker's main ideas, developing them through generally relevant comments and suggestions
- attempt different roles and responsibilities in pairs or groups

Level 4

- show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas
- take on straightforward roles and responsibilities in pairs and groups

Level 5

- recognise significant details and implicit meanings, developing the speaker's ideas in different ways
- sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions

Level 6

- engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings
- adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion

Reading

Read written instructions.

AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Level 3

- simple most obvious points identified though there may also be some misunderstanding
- some comments include quotations from or references to text, but not always relevant

Level 4

- some relevant points identified
- comments supported by some generally relevant textual reference of quotation

Level 5

- most relevant points clearly identified, including those selected from different places in the text
- comments generally supported by relevant textual reference or quotation, even when points made are not always accurate

Level 6

- relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text
- Commentary incorporates apt textual reference and quotation to support main ideas or argument

AF5 Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

Level 3

- a few basic features of writers' use of language identified, but with little or no comment

Level 4

- some basic features of writers' use of language identified
- simple comments on writers' choices

Level 5

- various features of writers' use of language identified with some explanation
- comments show some awareness of the effect of writers' language choices

Level 6

- some detailed explanation, with appropriate terminology, of how language is used
- some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader

Writing		
<p>Write brief, clear and appropriate instructions for a game.</p> <p>AF1 Write imaginative, interesting and thoughtful texts</p> <p>Level 3</p> <ul style="list-style-type: none"> • some appropriate ideas and content included • some attempt to elaborate on basic information or events • attempt to adopt viewpoint, though often not maintained or inconsistent <p>Level 4</p> <ul style="list-style-type: none"> • relevant ideas and content chosen • some ideas and material developed in detail • straightforward viewpoint generally established and maintained <p>Level 5</p> <ul style="list-style-type: none"> • relevant ideas and material developed with some imaginative detail • development of ideas and material appropriately shaped for selected form • clear viewpoint established, generally consistent with some elaboration <p>Level 6 (Linked to AF2)</p>	<p>AF2 Produce texts which are appropriate to task, reader and purpose</p> <p>Level 3</p> <ul style="list-style-type: none"> • purpose established at a general level • main features of selected form sometimes signalled to the reader • some attempt at appropriate style, with attention to reader <p>Level 4</p> <ul style="list-style-type: none"> • main purpose of writing is clear but not always consistently maintained • main features of selected form are clear and appropriate to purpose • style generally appropriate to task, though awareness of reader not always sustained <p>Level 5</p> <ul style="list-style-type: none"> • main purpose of writing is clear and consistently maintained • features of selected form clearly established with some adaptation to purpose • appropriate style clearly established to maintain reader's interest throughout <p>Level 6</p> <ul style="list-style-type: none"> • imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully • convincing individual voice or point of view established and mostly sustained throughout • level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully 	<p>AF7 Select appropriate and effective vocabulary</p> <p>Level 3</p> <ul style="list-style-type: none"> • simple, generally appropriate vocabulary used, limited in range • some words selected for effect on occasion <p>Level 4</p> <ul style="list-style-type: none"> • some evidence of deliberate vocabulary choices • some expansion of general vocabulary to match the topic <p>Level 5</p> <ul style="list-style-type: none"> • vocabulary chosen for effect • reasonably wide vocabulary used, though not always appropriately <p>Level 6</p> <ul style="list-style-type: none"> • vocabulary chosen generally appropriate to audience and purpose • range of vocabulary generally varied and often ambitious, even though choices not always apt