



# Year 3 – Desktop publishing

## Unit introduction

Learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

The suggested application for this unit is Adobe Spark. To use Spark accounts are needed for learners. A guide to creating accounts is provided in lesson 2. Adobe Spark is web based and can be used on tablets, desktops and laptops.

## Overview of lessons

Lesson	Brief overview	Learning objectives
1. Words and pictures	In this lesson, learners will become familiar with the terms ‘text’ and ‘images’ and understand that text and images need to be used carefully to communicate messages clearly. Learners will be able to give advantages and disadvantages of using text, images, or both text and images to communicate messages effectively.	To recognise how text and images convey information <ul style="list-style-type: none"> <li>● I can explain the difference between text and images</li> <li>● I can recognise that text and images can communicate messages clearly</li> <li>● I can identify the advantages and disadvantages of using text and images</li> </ul>

2. Can you edit it?	This lesson will build on last week’s lesson, in which we looked at using images and text to communicate a message effectively. In this lesson we will look at desktop publishing. Learners will think about how to make careful choices regarding font size, colour, and type in an invitation. The use of the Return, Backspace, and Shift keys will be explored and learners will be taught how to type age-appropriate punctuation marks. This will build on the typing skills learned in the Year 1 ‘Digital painting’ unit. Learners will understand that once content has been added, it can be rearranged on the page.	To recognise that text and layout can be edited <ul style="list-style-type: none"> <li>● I can change font style, size, and colours for a given purpose</li> <li>● I can edit text</li> <li>● I can explain that text can be changed to communicate more clearly</li> </ul>
3. Great template!	Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' within desktop publishing software. The learners will create their own magazine template, which they will add content to during the next lesson.  This lesson has been designed on a laptop using Adobe Spark and this is reflected in the screenshots and videos. Teachers may decide to use the Adobe Spark app, or other software such as Canva or Microsoft Publisher.	To choose appropriate page settings <ul style="list-style-type: none"> <li>● I can explain what ‘page orientation’ means</li> <li>● I can recognise placeholders and say why they are important</li> <li>● I can create a template for a particular purpose</li> </ul>
4. Can you add content?	In this lesson, learners will add their own content (text and images) to the magazine templates they created in lesson 3. They will copy the information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover. Images will be added from within the search facility in Adobe Spark. Teachers could ask learners to gather copyright-free images from <a href="http://www.pixabay.com">http://www.pixabay.com</a> if using a different application.	To add content to a desktop publishing publication <ul style="list-style-type: none"> <li>● I can choose the best locations for my content</li> <li>● I can paste text and images to create a magazine cover</li> <li>● I can make changes to content after I’ve added it</li> </ul>
5. Lay it out	In this lesson, learners will think about the different ways information can be laid out on a page. They will look at a range of page layouts such as letters and newspapers, and begin to think about the purpose of each of these.	To consider how different layouts can suit different purposes <ul style="list-style-type: none"> <li>● I can identify different layouts</li> <li>● I can match a layout to a purpose</li> <li>● I can choose a suitable layout for a given purpose</li> </ul>

6. Why desktop publishing?	In this lesson, learners will explain what desktop publishing means in their own words. They will think about how desktop publishing is used in the wider world and consider the benefits of using desktop publishing applications.	To consider the benefits of desktop publishing <ul style="list-style-type: none"> <li>● I can identify the uses of desktop publishing in the real world</li> <li>● I can say why desktop publishing might be helpful</li> <li>● I can compare work made on desktop publishing to work created by hand</li> </ul>
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## Progression

This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital Writing Year 1, Digital painting Year 1, and Digital Photography Year 2.

Please see the learning graph for this unit for more information about progression.

## Curriculum links

### [National curriculum links](#)

#### **Computing**

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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

### [English programmes of study links](#)

- Pupils should be taught to draft and write by: in non-narrative material, using simple organisational devices [for example, headings and subheadings]
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

- Proofread for spelling and punctuation errors

### [Education for a Connected World links](#)

#### **Managing online information**

- I can use key phrases in search engines
- I can use search technologies effectively

#### **Copyright and ownership**

- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it
- I can demonstrate the use of search tools to find and access online content which can be reused by others

## Assessment

#### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objectives and success criteria are introduced in the slide decks at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

#### **Summative assessment**

Please see the assessment rubric document for this unit. The rubric can be used to assess student's work from lessons 3 to 6.

## Subject knowledge

Experience of using desktop publishing packages will support your delivery of this unit, however all of the skills the learners will be using are demonstrated throughout the unit. You will need to recognise the different ways in which information can be presented on a page (letters, postcards, posters etc.) and the different purposes each of these formats are used for. Additionally, you will need to have an understanding of the advantages of using text, images, or both to communicate messages.

Within your chosen desktop publishing software, you will need to be confident in showing pupils how to change font size, colour, and style, guidance is provided within the slides for this unit. You will also need to know how to create templates using placeholders, as well as an awareness of the additional tools available to you. The ability to share files with your learners, either via Google Drive or on your school's network, would support the delivery of this unit.

You should be aware of your school's procedures relating to children searching for images and how to report any issues.

It would be beneficial to have an understanding of the places that desktop publishing software is used in the real world, and some knowledge of the benefits of using desktop publishing applications.

Enhance your subject knowledge to teach this unit through the following training opportunities:

#### **Online training courses**

- [Raspberry Pi Foundation online training courses](#)

#### **Face-to-face courses**

- [National Centre for Computing Education face-to-face training courses](#)

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