

### Unit 8.2 Jump on the Bandwagon



Name:

Group:

Teacher:

[Year 8]

Stickers & Achievements

Lesson VIVOS & TRICS

1

2

3

4

5

6

7

## Unit 8.2 Jump on the Bandwagon

In this unit you will learn what makes a good website. You will use Adobe Dreamweaver and create a website and make improvements.

1. My Working at grade is: \_\_\_\_\_

2. My end of year target is: \_\_\_\_\_

Self Assessment		Achieved			Teacher Assessment/ Feedback
		F	P	I	
Level 7	Identify the impact of ICT on people, communities and cultures.				
Level 6	Plan and develop solutions which show efficiency and integration of ICT tools and techniques.				
Level 5	Evaluate and make improvements to a website I can set up a website using Macromedia Dreamweaver. I can add text & Images to a website, & link web pages together.				
Level 4	I can plan the structure of a website. I can design a page layout for web pages in a website.				
Level 3	I can recognise what makes a good website.				

Target from your teacher for you to improve your work;

F: Fully covered P: Partially covered I: Improvement

Lesson 2	Lesson 4	Lesson 3	SLIP
Self Assessment level; I achieved a level ____	Peer Assessment level; Level:	Mid point level: Tick	Overall level;
To make to the next level I will _____	Comments :	Bronze	
		Silver	
		Gold	

### **LEVEL 3**

- **I can use a computer to find answers to questions, by searching the internet or using encyclopaedia.**
- **I can look at my work and think of other ways to make it better.**
- **I can explain how I can use computers and other electronic**

### **LEVEL 4**

- **I can understand the information I find. When I read a chart or a table, I know what it means and can explain to other people.**
- **I can find different pieces of information from different sources, in different forms, and put them all together in a way that makes sense.**
- **I can share my work in different ways, including e-mails.**
- **I can use computer models and simulations to understand events, explore**

### **LEVEL 5**

- **I can work with other people and use e-mails and present information in different ways e.g. Audience**
- **I can take part in discussions about how ICT is used in and out of school.**
- **I can think about my work, see where it can be improved, and make those improvements in the next work I do.**

### **LEVEL 6**

- **I can develop and refine the projects I am working on.**
- **I can create complicated sets of instructions for controlling devices and measuring events. I can test these instructions and make them more efficient and accurate.**
- **I can discuss the way that computers and electronic technology are changing society.**

### **LEVEL 7**

- **I combine information from different sources, and present results to different audiences.**
- **I can use computers to measure, record, analyse and control events in the real world. I can design computer models, simulations and procedures.**
- **I am informed about the changes computers have to society and take part in detailed discussions.**

# Unit Introduction

## Unit 8.2 Jump on the bandwagon

### Unit Information

In this unit you are going to put together a chart topping band, and create a website for them so your fans can keep up with what they are doing! The website will give the band's fans lots of interesting facts about the band, and include photos, gig dates and lots of other band related information

### Unit learning objectives

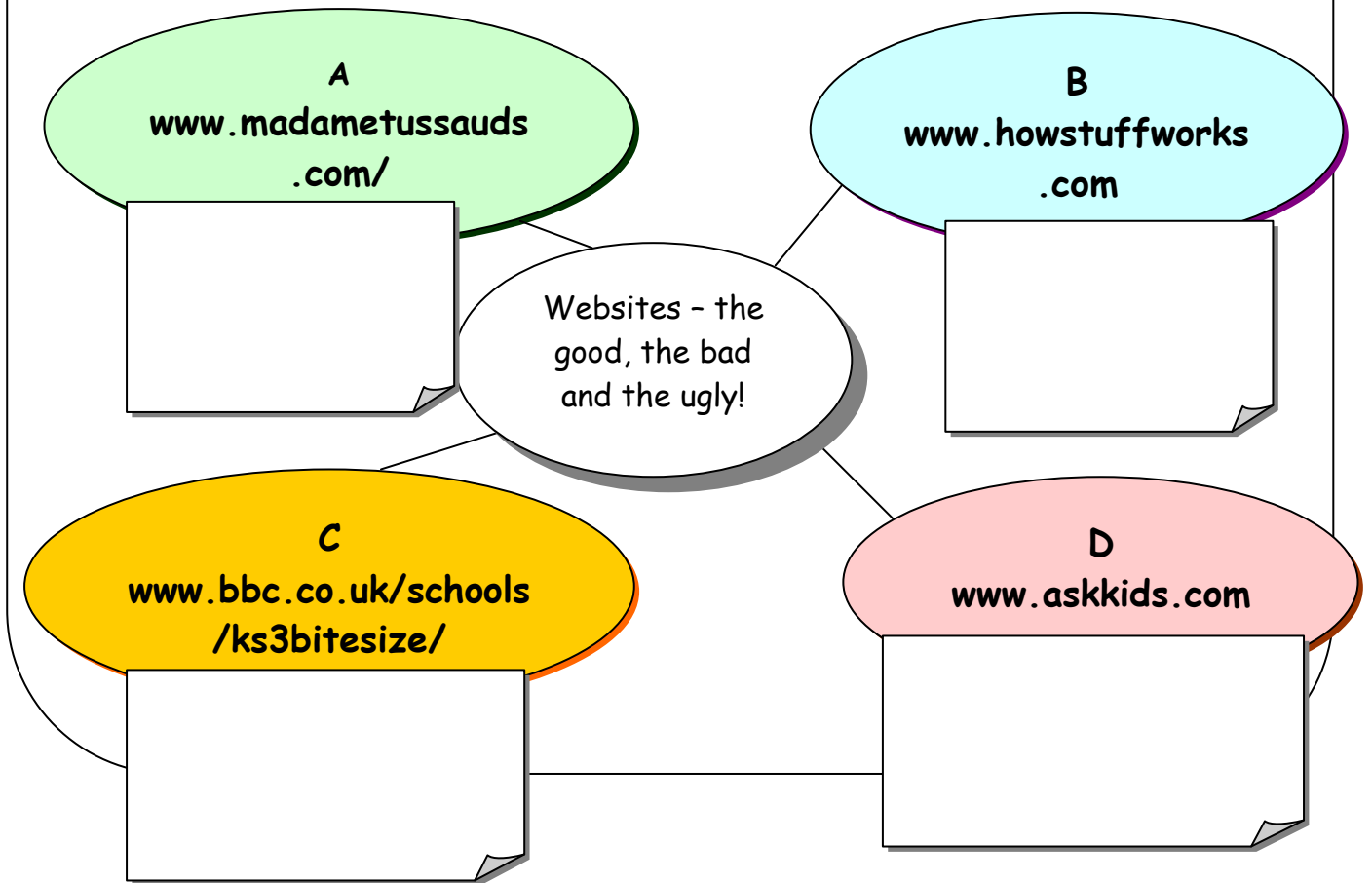
Targets to achieve by the end of the unit:

- ✓ Recognise what makes a good website
- ✓ Plan the structure of a website
- ✓ Design page layout for web pages in a website
- ✓ Set up a website using Macromedia Dreamweaver
- ✓ Add text & Images to a website
- ✓ Link web pages together
- ✓ Evaluate and make improvements to a website



**Starter:** Colour-coded website

**Activity 1:** Visit each of the four websites on the spider diagram below. With a partner, decide if it is 1. **Well designed**, 2. **Badly designed**, or 3. **Somewhere in between**. Write a note in each note box to remind you of why you made that decision.



**Activity 2:** Write down three things that you think are important in a good website.

1.	2.	3.
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**Learning Objective:** Evaluate the design of a website in terms of colour, layout and navigation

**Challenge Objective:** Be able to explain the importance of designing for audience and purpose.

## Good and bad website design

**Activity:** Look at the following websites: [www.howstuffworks.com](http://www.howstuffworks.com) and [www.bbc.co.uk/schools/ks3bitesize/](http://www.bbc.co.uk/schools/ks3bitesize/) and fill in the table below to evaluate the **design** of each site.

Make sure that you look at several pages on each site before you evaluate the design.

	How Stuff Works		Roger Art	
Tick either Yes or No for each of these questions:	Yes	No	Yes	No
Is the background colour consistent on each page? (the same colour)				
Are the images clear and not distorted?				
Is the text clear and easy to read?				
Is the text all the same font and size?				
Is the site easy to navigate (move around to other pages)?				
Is the layout of each page the same?				

**Now answer this question:** Are these sites well designed? Explain your choices in the boxes below. You should comment on each of the six points listed above.

**How Stuff Works website**

**BBC Bitesize KS3**



## Website evaluation

Activity: Look at the following two websites: [www.howstuffworks.com](http://www.howstuffworks.com) and [www.tesco.com](http://www.tesco.com).

For each site you need to comment on the following:

- **Audience** - Is it for adults or children?
- **Purpose** - What is the purpose of the site (selling, entertainment, education, advertising, information)?
- **Navigation** - Is it easy to find your way around the site? What type of navigation is there (hyperlinks, image links, buttons, searching)?
- **Colours and layout** - Are the colours easy on the eye? Are they suited to the audience? Is the layout clear and uncluttered?
- **Images and animation** - Are images appropriate? Is there any animation? Is this appropriate for the audience and purpose?

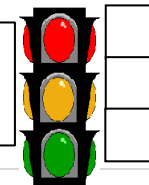


Website	Audience	Purpose	Navigation	Colours and layout	Images and animation
<a href="http://www.howstuffworks.com">www.howstuffworks.com</a>					
<a href="http://www.tesco.com">www.tesco.com</a>					

Level Awarded:	4		5		6	
<b>What I Must Do To Get The Level:</b>	Form an opinion on what make a website design good or bad.		Understand what is meant by design, layout and navigation.		Clearly explain what makes a good or bad website design and justify your ideas.	



Tick the colour on the traffic lights which most represents your learning in this lesson!



## Lesson 2: Structure and Layout

### Structure planning sheet

**Activity:** Use the diagram below to plan the content of your website. You should write the main topic of each page and a short description of what information, pictures, and so on, will go on it. You can add more boxes for extra pages below if you like.



Homepage

Topic:

Topic:

Topic:

Topic:

**Learning Objective:** Design the structure of a website and the layout of pages.

**Challenge Objective:** Create a page layout and start to develop ideas for how different content types fit into the scheme.

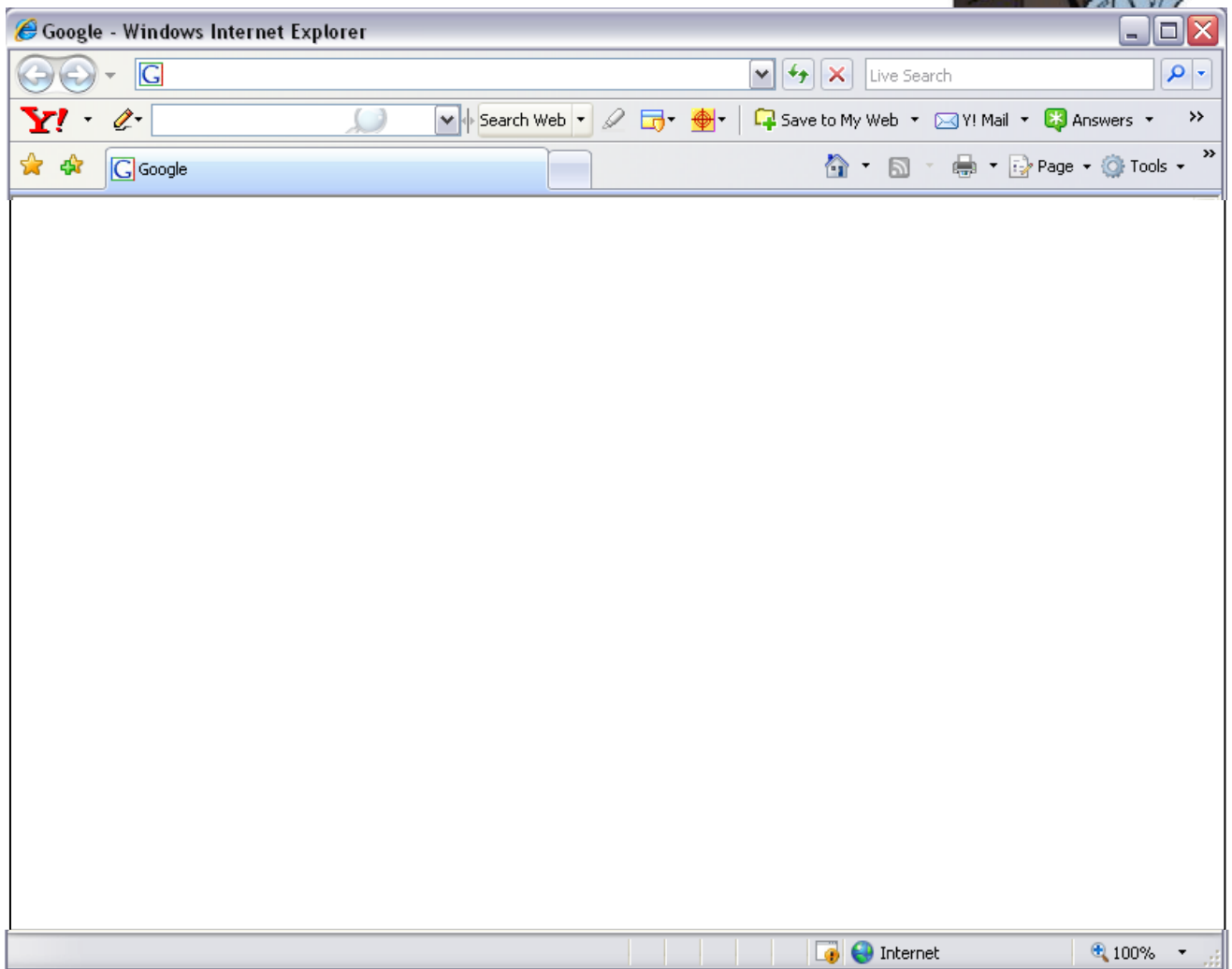
## Layout sketch sheet

**Activity:** Using a pencil, sketch a draft page layout for your website in the browser window below. Label your diagram to show where each element will be. Remember, this layout is going to be the same on ALL your web pages.

You should include at least the following elements in your design:

- Band name and/or band logo
- Navigation buttons (hyperlinks)
- Text
- Image(s)

You can add more elements if you like - but don't clutter up the page too much, as this will make it confusing for visitors.



Level Awarded:	4	5	6
<b>What I Must Do To Get The Level:</b>	Plan the content for at least 4 pages of a website.	Plan the basic structure of a website and create appropriate links between pages.	Create a structure which is coherent and clear and understand which pages should relate to each other.

## Create a band

**Activity:** Use this sheet to create your own imaginary band. You can include yourself and some of your friends as band members, or you can invent your own band members.

**Band name:**

**Band members:**

What do they do in the band? (e.g. vocals, guitar, drums?)

- 1.
- 2.
- 3.
- 4.
- 5.



Picture of the band

**What kind of music does the band play?**

**Write a short biography of the band here:**

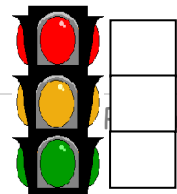
(Include information on how the band started, where they played their first gig, how they got famous, what they like doing in their spare time!)

**Write down the band's next three gig dates and venues:**

- 1.
- 2.
- 3.



Tick the colour on the traffic lights which most represents your learning in this lesson so far!



## Lesson 3: Introduction to Dreamweaver

### Web design key word quiz

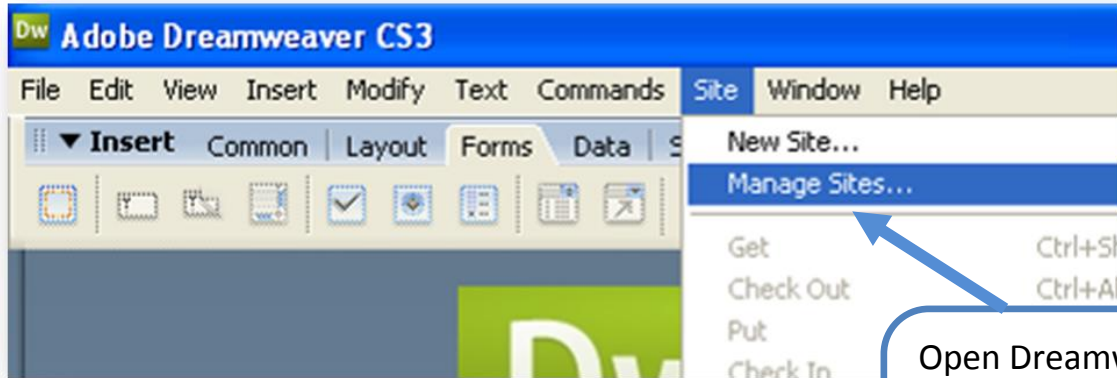
**Activity:** Test your web design knowledge so far. Match the nine web design terms on the left to the definitions on the right by drawing a line to the correct definition!

<b>Asset</b>	Software that creates HTML code to make web pages
<b>HTML</b>	Software that is usually on a computer that allows us to view websites
<b>Page layout</b>	The code that is used to write web pages
<b>Website structure</b>	These can be used to divide a web page into sections
<b>Table</b>	An object used on a web page, for example, an image
<b>Web-authoring package</b>	How assets are arranged on a web page
<b>Hyperlink/Link</b>	A term which describes the way in which web pages are related each other
<b>Navigation</b>	You can click on this to move from one web page to another
<b>Web browser</b>	A term which describes the route we take to find what we are looking for on the web

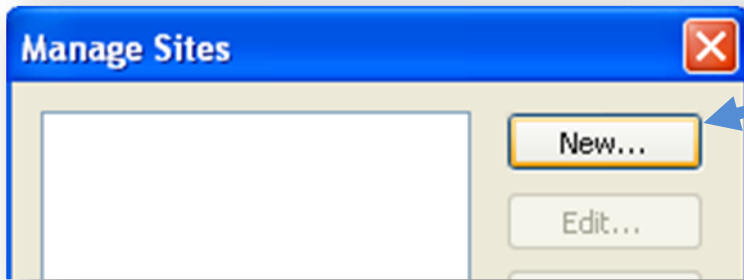
**Learning Objective:** Learn about the different ways in which web pages can be generated, either by using HTML code or Dreamweaver.

**Challenge Objective:** Be able to explain that web pages are produced using HTML code.

### How to set up a root folder



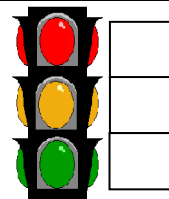
Open Dreamweaver, click on site and choose new



Level Awarded:	4c	4b	4a	5c
<b>What I Must Do To Get The Level:</b>	Create a simple web page. With support create a root folder.	Create a simple web page. With minimal support create a root folder.	Understand that WebPages can be produced using HTML code. With minimal support create a root folder.	Understand that WebPages are produced using HTML code. Independently create a root folder and homepage.



Tick the colour on the traffic lights which most represents your learning in this lesson so far!





## Lesson 5: Creating pages and adding links

### Website word search

Activity: Answer each question, then find the answers in the word search. The first letter of each answer has been given to help you.

These are used to link web pages together:

H\_\_\_\_\_

This word is used to describe where things are placed on a page:

L\_\_\_\_\_

These can be used to split a web page into sections:

T\_\_\_\_\_

This is the name of a diagram that shows how a site is structured:

S\_\_\_\_\_

A type of software that allows us to view web pages:

B\_\_\_\_\_

This word is used to describe how we move around a website:

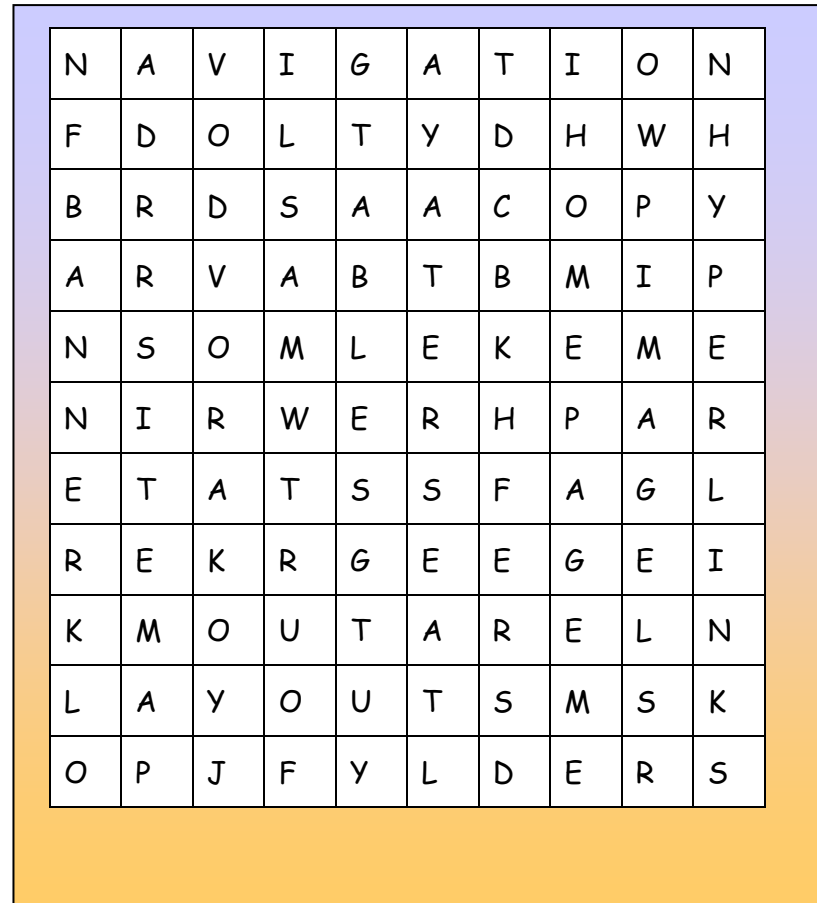
N\_\_\_\_\_

This is the ICT word for a picture:

I\_\_\_\_\_

This is usually the first page a visitor will go to in a website:

H\_\_\_\_\_



**Learning Objective:** Create additional pages for a website. Create a navigation system.

**Challenge Objective:** Link all pages in the website through your navigation system.

# Lesson 6: Improving a website

Settler Numeracy



Use this space to show your working out, you can only use each number once, you can use the following operators.

$+$   $-$   $\times$   $\div$

**Game 1 Numbers**

\_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_

**Target**

**Game 2 Numbers**

\_\_\_\_ \_    \_\_\_\_ \_    \_\_\_\_ \_

**Target**

**Learning Objective:** Develop and use criteria to evaluate and improve the website.

**Challenge Objective:** Independently make improvements to your website based on the evaluation made.

Look at your partner's website and explore all the pages and links.

**Activity 1:** When you have explored the website, go back to the homepage and suggest one way in which your partner might improve this page. Write your suggestion below.



**One way to improve the homepage might be to ...**

**Activity 2:** Now look at the rest of the site and suggest two more improvements or additions that your partner could make. If you are struggling, look at Step 6.1 on page 31 in the Student's Book for hints.

**Suggestion 1:**



**Suggestion 2:**



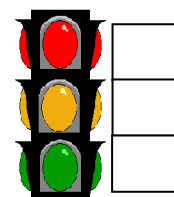
**Activity 3:** Now write down at least one thing that you think is really good about your partner's website!



Level:	4c	4a	5a	6a
<b>What I Must Do To Get The Level:</b>	<p>Make at least one suggestion as to how a website could be improved.</p> <p>Make one improvement to your website.</p>	<p>Make at least 3 suggestions as to how a website could be improved.</p> <p>Make 3 improvements to your website.</p>	<p>Annotate a screenshot and evaluate your website.</p>	<p>Produce a thorough evaluation of your work.</p>



Tick the colour on the traffic lights which most represents your learning in this lesson so far!



## Website evaluation

I used Flash buttons to link to the other pages in the website.

These buttons will appear in the same page on every page in the site, so people

Title	
Links	Main

I made tables to put everything into, so that the website looked tidy and everything lined up.

I made one table for the title and one table for the main section.

I added a logo next to the title to make the page look interesting. I used an attractive font for the title.

**The Factoids**

- Home
- Blog
- Gigs
- Photos
- Fan Club

**Gigs**

Check out if and when the fabulous Factoids will be hitting your town!

- 20.05.07 - Rock Shack - London
- 25.06.07 - The Garage - London
- 27.06.07 - Club 99 - Exeter
- 29.06.07 - Bermuda Bar - Newquay
- 02.07.07 - The Oven - Bristol
- 03.07.07 - The Venue - Cardiff
- 05.07.07 - Live Lounge - Liverpool
- 08.07.07 - Metro City - Manchester
- 10.07.07 - New Times - Newcastle

I used a plainer font for the main text to make it easier to read.

I used dark colours for my website, with orange text that contrasts with the background.

To improve my site, I think I would use brighter colours, because teenagers like colours, and they might think the site looks a bit too

I decided to put pictures of the band playing on this page, because otherwise it looked boring. The fans will like the pictures.

# Unit Evaluation

What have you particularly enjoyed and not enjoyed about this project?

I enjoyed.....  
.....  
.....

I did not enjoy.....  
.....  
.....

Did you encounter any problems during the project? If so, how did you overcome them?

.....  
.....  
.....  
.....  
.....

If you had to do the project again, what would you do differently next time?

.....  
.....  
.....  
.....  
.....