

<p>Question: Is editing a good or bad thing? Creating media- photo editing.</p>	
<p>National Curriculum Link: -Use search technologies effectively -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 safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	
<p>International Baccalaureate Learner Profile Link:</p> <p>Balanced. To understand the impact on my mind, body and emotions. Understanding the impact on others.</p> <p>Principled. To take my time and think before acting. To remain calm, thoughtful and deliberate in my actions.</p>	

Prior Skills: Year 3	New Skills: Year 4	Future Skills: Year 5
<p>To use a computer to create an animation (tell a story).</p> <p>To set up a device to capture freeze frame photos.</p> <p>To capture a series of images.</p> <p>To use tools to review subject position.</p> <p>To move a subject between captures.</p> <p>To play a sequence of images back to review.</p> <p>To remove images to improve an animation.</p> <p>To add sound effects.</p> <p>To add text (captions).</p>	<p>To recognise that digital images can be manipulated.</p> <p>To recognise that images can be changed for different purposes.</p> <p>To use the most appropriate tool for a particular purpose.</p> <p>To recognise that not all images are real.</p> <p>To consider the impact of changes made on the quality of the image.</p>	<p>To review existing video content.</p> <p>To plan a video production using a storyboard.</p> <p>To review captured video.</p> <p>To use a recording device and a computer to make a video.</p> <p>To hold a device safely in landscape orientation.</p> <p>To locate the function on the device to record video.</p> <p>To press the start/stop button to end recording.</p> <p>To use techniques to create specific effects.</p> <p>To focus, zoom and compose (Year 4 unit).</p> <p>To pan left and right or tilt up and down.</p> <p>To locate video captured on a device.</p> <p>To playback video.</p> <p>To select a selection of video.</p> <p>To apply effects to a selection of video.</p> <p>To split a section of video.</p> <p>To crop a section of video.</p> <p>To save and export a video file.</p>

Knowledge, Skills and Understanding

To use technology to collect, sort and display information that could include data, photos, video or sound.

To learn about saving work in a special place and retrieve it again.

To know what an online identity or internet persona is, e.g. social identity in online communities and websites (Facebook, Instagram, YouTube etc.) including photos and posts.

To know how photos can be altered digitally and the creative upsides of photo alteration, as well as its power to distort perceptions of beauty and health.

Challenge

<p>Resources: Hardware: iPads, Computers</p> <p>Teach computing page.</p>	<p>Websites or Apps: Apps: Book creator https://www.bbc.co.uk/newsround/46467338 https://www.picmonkey.com/blog/teaching-kids-photo-editing https://www.twinkl.co.uk/resource/computing-online-safety-false-photography-year-5-lesson-4-tp2-i-937</p>
	<p>Extended Writing Opportunities: Debate about right and wrong opinions about photo editing.</p>
<p>Vocabulary: Computer, editor, crop, image, edited images, image composition, retouch images, fake and real, digitally alter, elements, publications.</p>	<p>Numeracy skills: Basic number skills needed for timings and lengths of editing required.</p>
<p>Suggested Quality Texts: See selection in library.</p>	<p>WOW Experience: View professional photographs and research the editing processes.</p>
<p>Cross Curricular Links: Art: 2D/3D, retouching of images/photos. Philosophy: Is retouching of photos a good or bad thing?</p>	