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CREATING MEDIA – KS1			
Concept	EYFS	YEAR ONE	YEAR TWO
Content (NC with local adaptations)	iPads-using the camera to take own pictures of work or things that we have an interest in.	Digital Painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	Digital photography Capturing and changing digital photographs for different purposes.
Why here?/ Why now?	To introduce using the iPads for a purpose, making sure they get the object in the picture.	To build upon knowledge learned in EYFS about technology having different uses. Build on knowledge learned in EYFS	It builds the understanding that we can use photography in different ways to capture objects started in EYFS.
Declarative (factual) Knowledge Children will know that...	<ul style="list-style-type: none"> - an iPad can be used to take a photo. - an iPad can be used to take a video. - an image is what you are looking at through the lens of the iPad. -they need to look through the frame to capture all of the image they want. 	<ul style="list-style-type: none"> -we can use digital devices to draw and paint pictures using a program like Microsoft Paint. -when we use paint programs, we can use tools to create different effects. -digital tools (paint, draw, lines, dots) can be used to create a picture. -you can change the thickness and colour of the 'digital' brush. -there are differences between creating a picture digitally or without technology. 	<ul style="list-style-type: none"> -digital devices can take and edit photos. -many devices can take photos: digital cameras, phones, tablets and webcams. -photography is a way of taking pictures using a camera. -a photographer is someone who takes photos for a living like a wedding or family portraits and some people do it as a hobby like taking pictures of wildlife. - a selfie is taking a picture of yourself. - an action shot is taking a photo of something moving. -photos can be taken landscape(longways) or portrait (upright). -photos can be retaken or deleted. -good lighting is needed to take a good photo. -not all photos that we see are real – they may have been <u>edited</u>.



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			<p>-‘photoshopped’ means to use image-editing software to add or change something about the photo that is not naturally there.</p> <p>-filters change the colours in the photo.</p> <p>-sometimes eyes look red in a photo and this can be edited out.</p>
<p>Procedural Knowledge to perform tasks</p> <p>Children will know how to....</p>	<p>-use an iPad to take a photo of an object or to video movement.</p> <p>- play back a recorded video.</p>	<p>-click on a tool icon (small picture ‘button’) with the left button on the mouse to select a tool to use.</p> <p>- use the paint tools to draw a picture by changing the colour, thickness and style of the paintbrush.</p> <p>-make marks and change thickness using the pencil, square and line tool.</p> <p>-use the eraser to rub out any mistakes.</p> <p>-use the undo tool to reverse the last thing they did.</p> <p>-make dots on the page in the style of an artist.</p> <p>-add shapes in the style of Kandinsky.</p> <p>-make the shapes bigger or smaller and drag (move) them to different positions.</p> <p>-use the fill tool to colour in a shape <u>without gaps</u>.</p> <p>-save the painting, choosing a file name and location (folder).</p>	<p>-select a device for taking photos.</p> <p>- hold the device firmly in both hands.</p> <p>- point the camera at the subject.</p> <p>-look at the viewing screen</p> <p>- move the device to get the shot that you want.</p> <p>- press the capture button.</p> <p>-take landscape and portrait photos.</p> <p>-take a good photo.</p> <p>-edit and change a photo.</p>
<p>Vocabulary</p>	<p>Image, lens, object, button, see, frame</p>	<p>paint program, tool, icon, paintbrush, erase, fill, undo, Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool, drag, Henri Matisse, shape tool, fill tool, Wassily Kandinsky, feelings, colour, brush style, Georges Seurat, Pointillism, brush size, painting, computers.</p>	<p>Device, camera, photograph, capture, image, digital, Landscape, portrait, horizontal, vertical, field of view, narrow, wide, format, framing, focal point, subject matter, compose, natural lighting, artificial lighting, flash, focus, background, editing, tools, colour, filter.</p>



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<p>Digital Safety Links and knowledge</p> <p>Children will know that... / Children will know how to...</p>	<ul style="list-style-type: none">- be careful with technology and handle it safely because it is easily breakable.-say 'no' to things that make them sad, upset or embarrassed.-recognise that people can be unkind when using technology and that is not ok.- trust appropriate adults to tell them or show them something they have seen that makes them sad, upset or embarrassed.		<ul style="list-style-type: none">-take photos safely.-get permission if taking photos of someone they know.-they should not believe that what they see is always real.
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CREATING MEDIA – KS2				
Concept	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Content (NC with local adaptations)	Stop-Frame Animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Audio Production Capturing and editing audio to produce a podcast, ensuring that copyright is considered	Video Production Planning, capturing, and editing video to produce a short film.	Web Page Creation Introduces learners to the creation of websites for a chosen purpose.
Why here?/ Why now?	Develops children's understanding of photography from Yr 1 and 2 and extends this to creating animations using stop-frame on tablets/ iPads and incorporating text and music.	Expands on Digital music and recording skills learned in Yr 2 and 3. Pupils extend their knowledge of input and output devices and learn about ownership of digital audio and copyright.	To expand on previous knowledge of photography (Y2), stop-frame animation (Y3) and podcasts (Y4). Also to develop the skills of capturing, editing, and manipulating video, extending subject specific vocabulary.	This unit extends pupil's knowledge of copyright, building on this to explore fair use of media, the aesthetics of the site, and navigation paths.
Declarative (factual) Knowledge Children will know that...	-animation is a sequence of pictures. -animated movement is a sequence of still images. -transition is to move from one still image to another seamlessly to bring the animation to life. -each still image is a frame. -other media can be added to animations for added effect (e.g., sound).	-audio means recorded sound (radio shows, music, sound effects, voice-overs, jingles, podcasts). -an input device is a microphone that sends the audio to the computer/device. They change sound into electrical signals, which can then be recorded or transmitted. -digital speakers turn the electrical signal into an audio	-a video is a set of moving images which may contain audio. -a YouTuber is a person who uploads, produces or appears in videos on the video sharing website YouTube. -videos need to be planned using a project board for: added effects, camera angles, close ups or distance, lighting and sound.	-a website is a collection of webpages about the same theme or topic. They can be found using browsers. -websites are created for a chosen purpose and with a particular audience in mind, e.g., the school website is for parents and pupils at the school and for those who might be interested in joining the school. -a website can be a marketing tool for a company.



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		<p>output that can be heard by the listener.</p> <ul style="list-style-type: none"> -with the help of special cables, musical instruments can be linked to become input devices. -some devices are capable of acting as input and output devices (headsets, smart phones, Amazon Echo). -a podcast is a series of digital audio files that can be downloaded by listeners. -sound is sometimes shown as a waveform. -podcasts are often conversations around a specific theme. -people have ownership over the audio files, which often means they are also copyrighted, so that it can't be copied without permission. 	<ul style="list-style-type: none"> -camera angles can be used for effect (zooming in or panning out). -a soundtrack is audio to create atmosphere. 	<ul style="list-style-type: none"> -the website name is usually visible in large font on the homepage, accompanied by a logo and/or slogan and short description to attract people. -websites are written in HTML code called Hypertext Markup Language. -menus (subheadings/tab labels) are usually at the top of a page for you to look up different parts of the website. -images and text found on websites are subject to copyright. -hyperlinks can be used to link to other areas of the website or WWW. These links are in blue font and underlined. -there are different types of media found on websites. -a navigation path is the sequence of links a user clicks through to reach a specific page.
<p>Procedural Knowledge to perform tasks.</p> <p>Children will know how to....</p>	<ul style="list-style-type: none"> -design a flipbook to illustrate an early form of animation. -use a storyboard to plan a sequence of images that will create an animation. -create a simple animation using a sequence of pictures. -enhance an animation by adding effects such as sound 	<ul style="list-style-type: none"> -use a voice memo recorder on a tablet to record some commentary, sound effects, a song or a jingle. -listen to some podcasts to identify features, e.g., <i>Stories Podcast, Six Minutes, Brains on! Kids Science podcast.</i> -write a script and create a podcast with the following 	<ul style="list-style-type: none"> -identify features of and evaluate short films. -plan a video project using a story board and script. -identify which devices are suitable for recording video. -create a short film. -add audio to a video and explain its effectiveness. 	<ul style="list-style-type: none"> -identify the common features of a website. -Right-click on a webpage to find the HTML code. -plan a website by deciding the purpose (what is it for?); the audience (who is it for/aimed at?). -set up a new website using Google Sites. Give your website a name.



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	<p>to create atmosphere or to build characterisation.</p> <p>-evaluate an animation and suggest improvements.</p>	<p>features: presenters' and guest names, name of podcast, introduction, main section, conclusion.</p> <p>-improve the quality of podcasts by speaking clearly; avoiding 'fillers' (um and like); avoid coughing and sneezing; taking turns to speak; eliminate background noise; choosing music carefully.</p> <p>-edit the files for publishing purposes.</p> <p>-evaluate and suggest improvements.</p>	<p>-edit a video for maximum effect.</p>	<p>-create a header and add an image.</p> <p>-add different sections of text by inserting text boxes.</p> <p>-add in images from your photo gallery or the internet to enhance your webpage.</p> <p>-select a layout feature to present your content.</p> <p>-use copyright free images.</p> <p>-add content to a webpage.</p> <p>-insert hyperlinks.</p> <p>-evaluate a website.</p>
Vocabulary	<p>Animation, flip book, stop-frame animation, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, delete, evaluating, media, import, transition.</p>	<p>Audio, record, playback, microphone, speaker, headphones, input, output, audio, sound, record, playback, start, pause, stop, podcast, save, file, selection, open, save, mixing, time shift, export, MP3, audio, editing, evaluate, feedback.</p>	<p>Video, audio, recording, storyboard, script, soundtrack, dialogue, capture, zoom, storage, digital, AV (audio-visual), save, videographer</p> <p>Video techniques/camera angles: Zoom, pan, tilt, angle, Video, lighting, setting, YouTuber, content, light, audio/sound, export.</p>	<p>Reviews, explore, HTML, fair use, copyright, copyright-free images, preview, own web page/home page, navigation path, hyperlinks,</p>
<p>Digital Safety Links and knowledge</p> <p>Children will know how to...</p>	<p>-say 'no' to things that make them sad, upset or embarrassed.</p> <p>-trust an appropriate adult when faced with inappropriate content.</p>	<p>-be respectful of other people's views.</p> <p>-demonstrate safe and respectful use of a range of digital equipment.</p> <p>-tell a trusted adult when faced with inappropriate content.</p>	<p>-demonstrate appropriate, safe and respectful use of a range of digital equipment.</p> <p>-only share videos with people you know well.</p> <p>-be mindful of how actions and words online can affect others.</p> <p>-save and export video safely.</p>	<p>-apply their knowledge of online safety rules.</p> <p>-demonstrate safe and respectful use of a range of different digital devices.</p>



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