

Seamer and Irton CP School – Computing (H.Griffiths)

Topic – Video Production

**Year 5
Autumn 2**

Strand – Creating Media

Prior Learning

This unit builds on the **Year 4- Photo editing – Autumn 2** where composition is introduced and **Year 3 - Stop-frame animation – Autumn 2** where learners explored some of the features of video production.

Key Knowledge I need to understand

I need to understand that:

Video means the recording, reproducing and broadcasting of visual images (often accompanied by audio)

Video is made up of a sequence of images shown in quick succession, giving the impression of movement.

Many different devices can be used to record, edit and playback video and sound.

Theme, setting, characters, colour, sound, and dialogue are all important features of video.

Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.

How I will show what I have learned

To explain what makes a video effective	<ul style="list-style-type: none"> - I can explain that video is a visual media format - I can identify features of videos - I can compare features in different videos
To use a digital device to record video	<ul style="list-style-type: none"> - I can identify and find features on a digital video recording device - I can experiment with different camera angles - I can make use of a microphone
To capture video using a range of techniques	<ul style="list-style-type: none"> - I can suggest filming techniques for a given purpose - I can capture video using a range of filming techniques - I can review how effective my video is
To create a storyboard	<ul style="list-style-type: none"> - I can outline the scenes of my video - I can decide which filming techniques I will use - I can create and save video content
To identify that video can be improved through reshooting and editing	<ul style="list-style-type: none"> - I can store, retrieve, and export my recording to a computer - I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video
To consider the impact of the choices made when making and sharing a video	<ul style="list-style-type: none"> - I can make edits to my video and improve the final outcome - I can recognise that my choices when making a video will impact the quality of the final outcome - I can evaluate my video and share my opinions

What vocabulary I need to know

Video, audio, camera, talking head, panning, close up, Video camera, microphone, lens, mid-range, long shot, moving subject, side by side, high angle, low angle, normal angle, static camera, zoom, pan, tilt, storyboard, filming, review, Import, split, trim, clip, edit, reshoot, delete, trim, reorder, export, evaluate, share

What's next

The remaining **Creating Media** units in years 5 and 6 will continue to teach learners how to select and create a range of media including text, images, sounds, and video. Alongside this, learners will continue to embed and progress the skills and knowledge pupils have developed so far during the **Creating Media** units (completed Autumn 2 and Summer 1 in each year group)

Please access resources at Teach Computing Curriculum - <https://teachcomputing.org/curriculum>

Assessment

National Curriculum Computing links

- 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
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Assessment

Formative assessment opportunities are provided throughout each of the lesson plan documents. The learning objectives and success criteria are introduced in the slide decks at the beginning of each lesson and then reviewed at the end.

Summative assessment – the assessment rubric document should be used to assess student’s work. The rubric should be completed digitally and stored in individual pupil folders and then used alongside teacher judgement to complete ScholarPack <https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing>

Online Safety

[Education for a Connected World links](#)

- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour

Teacher Subject Knowledge

To teach this unit, you will need video recording equipment such as the iPads and the editing software Microsoft Video Editor

This unit focuses on the skills associated with planning, recording, editing, and creating a video. You will need to be able to explain that video is the recording, reproducing, or broadcasting of moving visual images. You will also need to be familiar with a number of shot types and filming techniques. A storyboard is used as a planning tool.

Once learners begin filming, you will need to be familiar with the device they are using, including how to start and stop recording, how to zoom in and out, and how to download content from the device to a computer for editing.

It is important that you are familiar with the devices and apps or programs that you will use to import and edit video content. Windows 10 Video Editor is demonstrated in the documentation within this unit (link below).

You need to know where to locate the video files and where to save them for easy retrieval.

Once recording has been completed, learners will need to import their video files to the video editing software, so you will need to be familiar with this process, including where videos will be stored.

You will need to have a clear understanding of how to edit and complete the video creation process, deleting or reordering clips. Finally, you should be able to demonstrate how to export the video project into an *.mp4 format for viewing.

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