Hartford Primary School

YEAR GROUP	4	SUBJECT	Photo Editing		TERM	Autumn

National Curriculum Statements	- 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.
Prior Learning (What should they already know)	Children have prior knowledge of digital photography from Year 2.
Software needed	Paint.net

RETRIEVAL VOCABULARY		NEW VOCABULARY	image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font

Internet safety links	- To understand that there are 'fake' images online and how to spot them. - To understand that images may not be a true reflection of real life. - To understand the negative consequences of editing images. - Only use photo editing apps or websites your teacher has told you are safe. - Never add your full name, school, address, or personal details to any photos or websites. - Always check with your teacher or an adult before you download or sign in to anything online. - Never edit someone else's photo to be mean or silly. Ask permission before editing photos of others. - Only use pictures that are free to use or ones your teacher has given you. Don't use Google Images unless your teacher says it's OK. - Don't post your edited photos online or share them without your teacher's or parent's permission. - If you see a photo or website that upsets you, stop and tell a teacher or trusted adult right away. - Always log out of school accounts or websites when you finish editing, especially on shared computers.

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To explain that digital images can be changed • I can identify changes that we can make to an image • I can explore how images can be changed in real life • I can explain the effect that editing can have on an image	NCCE lesson 1 Introduction This lesson is the first in a unit on manipulating images digitally. Throughout the unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. In this lesson, you will introduce learners to the online editor, and learners will make changes to an image and then save the image as a new version. Activities 1 and 2: You can assess the learners' use of the tools covered so far (open, select, crop, save, and undo). Activity 3: Learners can reflect on the tools used, choices made, and how effective they were.	I know what changes can be made to an image I know that images online may not be a true reflection of reality.
LESSON 2	To change the composition of an image • I can explain what has changed in an edited image • I can change the composition of an image by selecting parts of it • I can consider why someone might want to change the composition of an image	Introduction In this lesson, learners will identify changes that have been made to edited images. They will also search for and save images from a copyright-free website. Learners will then use an image editor to make a new image composition linked to a cross-curricular theme. Activity 1: Learners' can demonstrate their knowledge of the editing tools studied in lesson 1. Activity 2: Learners can demonstrate their use of the search and save process. Activity 3: Learners can demonstrate their use of the tools introduced.	I can work out how an image has been changed. I know to question images seen online. I can change the composition of images.
LESSON 3	To describe how images can be changed for different uses • I can talk about changes made to images • I can choose effects to make my image fit a scenario • I can explain why my choices fit a scenario	Introduction In this lesson, learners will look at the effect that different colours and filters can have on an image. They will choose appropriate effects to fit a scenario, and explain how they made their choices. They will then edit the same original image using different effects to suit two different scenarios, and compare the two versions. Activity 1: Learners can demonstrate that they understand the effect that changes on an image can have. Activity 2: Learners can demonstrate that they can choose and add effects to an image. Activity 3: Learners can explain how their choices fit the scenario given.	I can choose an appropriate effect when editing a photo.

LESSON 4	To make good choices when selecting different tools • I can identify how an image has been retouched • I can give examples of positive and negative effects that retouching can have on an image • I can choose appropriate tools to retouch an image	Introduction This lesson is based on editing images by using retouching tools. Learners will consider why people may choose to retouch images, and the positive and negative effects that retouching can have on images. They will use retouching tools to improve images, and consider which tools are appropriate for retouching. Activity 1: Learners can demonstrate the positive and negative aspects of retouching images. Activity 2: Learners can demonstrate that they can use appropriate tools for retouching.	I know why people may want to change and edit an image. I understand that editing images could have a negative effect on people. I understand that images may not reflect real life.
LESSON 5 & 6	Learning objectives To recognise that not all images are real • I can sort images into 'fake' or 'real' and explain my choices • I can combine parts of images to create new images • I can talk about fake images around me	Introduction This lesson is based on the concept of fake images. Learners will sort images into 'fake' and 'real', and give reasons for their decisions. They will create their own fake images and reflect on how easy it is to digitally alter images, and what this might mean for the images that they see around them. Activity 1: You can examine the learners' prior knowledge and understanding of 'fake' and 'real'. Activity 2: You can assess the learners' use of appropriate tools for combining images.	I can identify real and fake images. I know when it is appropriate to edit images.