



**Computing**

**Year 5**

**Term 2**

**Digital Media: Video Production**

**Key Question: How are videos recorded and produced?**

**National Curriculum Objectives:**

- 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

**Vocabulary**

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

**Prior Learning:**

- This unit builds on the Year 4 unit 'Photo editing' where composition is introduced and the Year 3 unit 'Stop-frame animation' where learners explored some of the features of video production.
- In Year 1 the children experimented with camera angles when taking photographs (high, low, mid and birds-eye, human-eye, worms-eye views).

**End Point:**

The children will plan, record, edit and share their own video.

Use assessment rubric to assess.

**Safe and Responsible Use:**

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

**Digital Literacy Skills:**

- Use a range of recording devices
- create and save video content
- store, retrieve, and export recordings to a computer
- recognise and select a range of icons and tools

**Knowledge:**

I know:

- that video is a visual media format
- which devices can and can't record video
- the features of a video recording device or application
- the purpose of a storyboard
- that filming techniques can be used to create different effects
- that it is important to regularly review and reflect on a video project
- videos can be improved through and reshooting or editing
- that videos can be edited on a recording device or on a computer
- the limitations of editing video on a recording device
- that projects need to be exported to be shared

**Skills:**

I can:

- compare features in different videos and identify what is most effective.
- use different camera angles
- Use a microphone
- use pan, tilt and zoom
- combine filming techniques for a given purpose
- determine what scenes will convey your idea
- choose whether to reshoot a scene or improve later through editing
- decide what changes I will make when editing
- use split, trim and crop to edit a video

**Cross Curricular Links:**

- *The children will be planning and creating their own videos, these videos could link to any wider curriculum area.*

**Oracy:**

- L1 - Analyse videos and identify what makes them effective and use the oracy framework to identify features, e.g. volume and body position.
- L1 - Provide sentence stems for children to share comparisons
- L3 - speak audibly when being recorded reading aloud.
- **Creating a video about something they are familiar with - use oracy framework.**

**Key Questions:**

**How do you create a positive online community?**

What is a video and what makes an effective video?

How is video recorded and what techniques are used?

What is a storyboard and how can it help with camera techniques?

How is a story board created and used?

How can videos be improved?

What impact do filming and editing choices have on a video?

iPads can be used as recording devices and editing can be carried out through iMovie or Microsoft video editor is