Key Vocabulary and Definitions:

|  |  |
| --- | --- |
| Online | (of an activity or service) available  on or performed using the internet  or other computer network. |
| Password | Passcode, is secret data, typically  a string of characters, usually used to confirm a user's identity. |
| Combine | To join or merge to form a single  unit |
| Composition | The arrangement of the elements  in a photo. |
| Create | To make something. |
| Evaluate | To reflect on your work. |
| Consent | permission for something to happen  or agreement to do something. |
| Feedback | Comments on the quality of your  work. |
| Modify | To change something. |
| Present | To show your work. |
| Software | The programs which make up a computer or device. |

Progression

This unit progresses students’ knowledge and understanding of digital photography and using digital devices to create media. Following this unit, learners will further develop their image editing skills in Year 5 – Vector drawing.

Computing Skills:

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.

* Self-Image and Identity- to explain how my online identity can be different to my offline identity, positive ways for someone to interact with others online and to explain that others online can pretend to be someone else.
* Privacy and security – to describe strategies for keeping personal information private, explain that internet use is never fully private and is monitored, describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure and to know what the digital age of consent is and the impact this has on online services asking for consent.

Teaching Sequence

1a. To explain how my online identity can be different to my offline identity, positive ways for someone to interact with others online and that others online can pretend to be someone else, including my friends.

1b. To explain that the composition and colours of digital images can be changed.

2a. To describe strategies for keeping personal information private, depending on context and explain that internet use is never fully private and is monitored, e.g. adult supervision.

2b. To explain that images can be combined.

3a. To describe how some online services may seek consent to store information about me, know how to respond appropriately and who I can ask if I am not sure, know what the digital age of consent is and the impact this has on online services asking for consent.

3b. To combine images for a purpose.

4. To evaluate how changes can improve an image.

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Key Knowledge

Graphical user interface, application

Description automatically generated

A bird with a cat head

Description automatically generated with medium confidence

In Term 1, the children will edit a photo of an animal. They will combine the skills learnt throughout the term (e.g. cropping, blurring, annotating to create a new image.

I can post whatever I want online!

I need a new password. I’m going to use: P@$$word1!