Computing 'Children Build Skills' Overview: Digital Imagery

Y1	**Graphics Packages** • Use a paint package to create a picture using a variety of tools to communicate their ideas • Explore shape, line and colour to communicate a specific idea • Animate an image or screen using predefined animations (e.g. using Purple Mash tools) **Film and photo** • Use a device to take a picture or record their work • Talk about the images or film they have taken, and the tools used • Talk about how images can be shared and who might see them
Y2	**Graphics Packages** • Develop a variety of skills using a range of tools and techniques to communicate a specific idea or effect • Describe to others their reason for choice of tools and effects **Digital Imagery** • Discuss quality of their image and make decisions (e.g. delete a bad image) • Edit and enhance photographs and pictures **Animation** • Create a sequence of still images which together form a short, animated sequence • Share their work online • Talk about who might see the images and what is safe to share – and with whom
Y3	**Graphics Packages** • Acquire, store, and retrieve images from devices or Internet. Edit using paint packages or photo-manipulation software to change and manipulate an image (e.g. copy/paste/crop/make a stamp) • Talk about changes they can make to achieve a specific outcome • Through peer assessment and self-evaluation, evaluate and suggest suitable improvements **Digital Imagery** • Begin to take pictures or video thinking about the purpose of the image and recording- consider mood, aspect, and framing • Make choices such as landscape and portrait using the enhanced tools • Discuss and evaluate the quality of their own captured images and make decisions (e.g. keep, delete, change) • Manipulate images to change the mood e.g. by changing colours or light levels • Use images or video clips in their multimedia unit • Build their awareness of sharing images online – consider what is personal and what might need permission **Animation** • Create a short animated sequence to communicate a specific idea.
Y4	**Graphics Packages** • To begin to enhance a presentation by acquiring, storing, and retrieving images from different sources • Use paint packages or photo-manipulation software to change and manipulate an image appropriate to audience or task • Through peer assessment and self-evaluation, evaluate, suggest, and make suitable improvements • Talk about their choices and changes they have made to achieve a specific outcome or purpose **Digital Imagery – Including Video** • Using devices to take pictures and video, thinking about the purpose of the image, and controlling the device appropriately • Talk about different films and how they are directed to create different moods and effects • Plan (storyboard), edit, combine and still and moving images to create a short film or trailer. Add titles, credits, and music • Understand how films are shared online consider the issues of appropriateness and privacy as they build their awareness of safe sharing online

Y5	**Graphics Packages** • Develop a range of techniques to illustrate their work. Explore different digital tools and mediums to create different effects on screen. • Through peer and self-evaluation, children refine and make appropriate changes to their graphic work • Use an object-based graphics package (CAD) in a design activity. Also see PoS for Design and Technology **Digital Video** • To use different filming techniques and camera angles e.g. zoom, panning, wide shots etc. to create a different mood or perspective • Develop an awareness of purpose and audience through evaluation and editing **Animation (Long Unit)** • Consider different types of animation (stop motion, computer generated). Plan and create an animated sequence to communicate a specific idea or tell a story. Develop a storyboard create animation, add titles, credits, and sound effects. • Children discuss and evaluate their own and others' animations and refine them for a given audience or task
Y6	**Graphics Packages** • Find a solution to a specific problem using an object-based graphics package (CAD). Also see PoS for Design and Technology • Deliberately edit images to create fakes or enhanced – talk about images can distort perceptions **Digital Video – (Long Unit)** • Consider different genres of film and media – consider use of sound, imagery, and light (documentary, news, film – scary, sci-fi, funny) • Plan a short film considering genre type – select appropriate shots, music and when using devices, they take into account background, camera position and sound quality to ensure the recording is fit for purpose • Edit their movies considering genre and add appropriate effects and sound. • Children discuss and evaluate their own and others' movies and refine them for a given audience or task • Understand issues relating to sharing content and issues surrounding permissions, who can see it and issues of copyright