Mendell Primary School

Aspire   Challenge   Achieve

Medium Term Plan Design Computing

Year Group: 5	Term: Spring #2 2022	Teacher: Jordyn Keelan	Subject lead: Justin Cowley	Overview: Video Editing: Understanding what a video is, how it can be created, saved and edited.	Key End Points: By the end of this unit children will be able to: - Explain what a video is. - Capture a video using a digital device - Plan a short video - Edit a video to achieve a desired effect.

Links to other learning:	Prior Learning: Y4: Animation	Future Learning: Y6 Film making	High Quality Text:	Risk Assessment:	Misconceptions: Most desktop computers need to have a camera plugged into them (often called a 'webcam'). Without a webcam, desktop computers do not have a camera, unlike most laptops or tablets.	Teacher CPD:

	Learning Intention	Lesson Outline (Key Questions in colour)	Resources	Vocabulary	Lowest 20% Adaptations
1	- I can explain that a video is a visual media format.	**Computing is the use of devices to create, store and manipulate data** In this lesson we are going to learn what a video is, identify features of videos and compare features in different videos. Ask the children to write down on a post-it note their response to the question 'What is video?'. (Do not prompt the learners at this point as we will revisit this question at the end of the lesson). Show the next slide on the Powerpoint. Check that the children know what all the items are. Explain to the children that some of these devices are cameras, some have cameras inside of them, and some are not cameras at all. The devices with cameras 'can take photos', while the ones without can't. Work together to sort the pictures into two groups: 'can take photos' and 'cannot take photos'. Using the link on the next slide, show the children an example of a video. The video is from CBBC and shows YouTuber DanTDM playing a selection of vintage games. Encourage the children to think about the questions on the slide while they are watching the video: • Describe the video – what is happening? • What can you see in the video (describe in as much detail as you can) • If you were to make a similar video, what would you do differently? Once they have seen the video (only need to watch approximately two minutes of the video), ask the children to record their reactions in their books) Explain that by the end of this unit we will be creating our own video, inspired by this example. The content does not need to be the same but the style will be similar (someone being filmed talking about something they are interested in, with props) Show the children three short clips from the video (https://www.bbc.co.uk/cbbc/watch/bp-dan-tdm-old-fashioned-games)	Ipads Examples of cameras Lesson Powerpoint	Video Audio Camera Talking head Panning Close up	Set of picture steps to create a sandwich which the children must put in correct order.

		Clip 1 (0:01-0:11), Clip 2 (0:14-0:20) and Clip 3 (0:45-0:48) After each clip, encourage the children to discuss what they have seen, using the slides as a prompt. Once they have discussed show each slide to explain the different techniques shown. Play the video that is linked on the next slide. Ask the children to think about how this is different to the DanTDM video (think, pair, share). This is another video hosted on the CBBC website. It has a different format; instead of a piece to camera it is a music video. There are a number of different scenes and several people in front of the camera. In this example the audio has been added after filming. Ask the children: • Can they think of three different types of videos they've seen? (answers could be watching people pay video games, livestreams, reaction videos, video lessons, advertisements, TV / films, product review, Vlogs) • What do they have in common? (audio? Music ? credits? Talking to camera? Different camera angles? Scripted?) • What was unique about them and why do you think they did that differently? (consider the video's purpose. Shot differently depending on whether they have the purpose of informing, entertaining, educating etc) Ask the children to review their post it notes from the start of the lesson. Is there anything they want to add or change ? Explain that video is the recording, reproducing or broadcasting of moving visual images.			
2	- I can use a digital device to record video.	**Computing is the use of devices to create, store and manipulate data** In this lesson we are going to explore the capabilities of a digital device that can be used to record video, experimenting with camera angles and how they can be used for different purposes. Introduce the children to the devices they will be using to film their videos (black ipads). Give them the opportunity to turn the ipads on and off, record some video, and view a playback of the video they have recorded to ensure they are familiar with the device. (Note, all filming should be done in landscape mode. Ensure the children know what this means and that they orientate their device accordingly) Show children the next slide and introduce the concept that photographs can be taken in landscape and portrait formats. Use an ipad to demonstrate taking a photograph in both formats. Display the next slide to reinforce the terminology, and ask the children to consider the main difference between the two images. Explain that the first image (left) is a photograph that has been taken in **portrait format** with the device held upright, whereas the second image (right) is a photograph taken in **landscape format** with the device held sideways. Use the next two sildes to explain that in this activity they will be introduced to a number of basic filming techniques that will be useful for their video project. Click on the slides and reveal the filming techniques: • Close up – filming one person, emphasising the expression on their face • Mid range – filming one person with some background detail • Long shot – filming one person, showing their whole body and where they are • Moving subject – a person moving from one place to another • Side by side – filming two people at the same time • High angle – makes a person look smaller than they are • Low angle – makes a person look bigger than they are • Normal angle – makes a person look their actual size Ask the children to work in pairs and have a go at using each of these techniques. Emphasise that they will not use these videos for their projects so they can experiment. Show the next silde, when using close up, mid range and long shots ask the children to record the subject speaking and make a note of what they think of the audio quality.	Lesson Powerpoint Class set of ipads	Video camera Microphone Lens Close up Mid range Long shot Moving subject Side by side High angle Low angle Normal angle	

		Using the link on the next slide, explain that we are going to build on our video analysis skills. Show the video from the timepoints shown on the slide and ask the children to identify which techniques they think are being used. Ask them to note their thoughts on a whiteboard and then discuss their answers as a class. • 0:00: The video begins with a close up, which emphasises the subject's make-up. • 0:20: A long shot is used so that the movement of the subjects can be kept in shot, it also includes details in the background of the shot. • 1:01: This is a side by side shot, taken from mid range. This enables you to see the movement of the subjects and some of the details on their costumes. Ask the children to think about any other techniques that could be used when filming a video. They can draw on videos they have watched, or think about other ways in which the camera could be held or moved. Ask learners to record their ideas on a sticky note and retain them for the next lesson.			
3 / 4	- I can plan a video by creating a storyboard	**Computing is the use of devices to create, store and manipulate data** In this lesson we are going to plan a video using a storyboard. The storyboard will describe each scene, will include a script, camera angles and filming techniques. We will also film at least the first scene of our videos. Show slide 1 and explain to the children that in this lesson they will be planning and starting to record their own video. Working in pairs they will • Choose their theme • Write a script • Choose filming techniques • Complete a storyboard **Choose your theme** Remind the children that they will be producing a video inspired by the DanTDM video they analysed in the first lesson of this unit. Explain that they will produce the video in pairs and that all members of the group should have the opportunity to film content and be filmed (unless otherwise agreed). The video will be a piece to camera and should include a prop. Discuss some of the ideas on the slide and ask the children if they have any other ideas. Ensure that they choose a theme that is realistic and that they have access to any props that they might require. **Create your storyboard** The children will now have an opportunity to modify and create their own storyboard. Distribute the storyboard handout (A2 Handout – Storyboard) and explain to the learners that for the first three scenes, parts of the storyboard have been completed and that learners can plan the final three scenes themselves. Remind the class that each stage of the storyboard should include: • An image indicating what the scene will look like • A description of the filming techniques used • A script Give the pairs time to create their storyboard. **Film your first scene** Using the first section of their storyboard, ask the children to film the first scene of their video. Once they have filmed their content, ensure they have saved their video to their device. **Review your content** Ask the class to review their content by completing the evaluation section under the first part of the storyboard. Ask learners to consider: • The quality of the video • The quality of the audio • Does the content match what is on the storyboard?	• Black set of ipads • A2 storyboard template • Lesson powerpoint	Storyboard Filming Rewiew Script	

		Ask the chiildren what they think they could do to fix any issues they have with their video. Explain that in the next lesson they will have the opportunity to complete and improve their videos.			

5	- I can store, retrieve and export my recording to a computer.	**Computing is the use of devices to create, store and manipulate data**
		In this lesson we are going to film the remaining scenes of our videos, then import the content into video editing software where we will explore key editing techniques and decide whether sections of the video can be edited or need to be shot again.
		
		Show slides 1-4. For each slide, ask the children to reflect on their knowledge and understanding of video by reviewing the scenario and deciding if they think the statement is always true, sometimes true, or never true (always, sometimes, never). Allow for some discussion by the class as they try to convince their peers and reach an agreement.
		
		The statements are:
		    ● Slide 1 – An effective video must always have audio. (Think about silent movies.)
		    ● Slide 2 – Colour is very important in video. (Think about noir/black-and-white movies.)
		    ● Slide 3 – An effective video must always be planned.
		    ● Slide 4 – It is important to watch your recording to ensure you are happy with it.
		
		Creating videos
		Show slide 5. By now, the children should have some initial video that they can use in their final project. Remind the classs that they can watch what they have back on the device screen and retake the video if necessary.
		
		However, they need at least one recording of each of their scenes by the end of the time. Show slide 6 when the time is up.
		
		Uploading videos to Video Editor
		Show slide 6. The children will have many videos that may not be needed. Encourage them to keep them in case they are useful at the editing stage.
		
		1. Ask the children to locate and open iMovie on the ipad.
		2. Demonstrate how to upload videos and photos into iMovie.
		3. The preview window will allow learners to watch the entire sequence of videos.
		
		Reshoot or edit?
		Show slide 7. Explain to the class that there are two options if they feel the content they have filmed could be improved — it can either be reshot or edited depending on the issue.
		
		In this activity, the children will be introduced to five scenarios and will decide if videos should be reshot or edited.
		
		Display slide 8, which introduces the scenario that there is too much background noise to hear what's being said. Give learners an opportunity to decide whether the video should be reshot or could be edited. When they have made a decision, show slide 9 and explain that the video would need to be reshot. Using the tools available, it would not be possible to filter out background noise.
		
		Repeat this process for each scenario.
		
		    ● Slides 10 and 11 – The video can be edited. The order of scenes can be moved around during editing.
		    ● Slides 12 and 13 – The video can be edited by removing a short section of video.
		    ● Slides 14 and 15 – The video would need to be reshot, with improved lighting.
		    ● Slides 16 and 17 – The video can be edited. Content can be cut from scenes, or scenes can be cut altogether.
		
		Improving your content
		
		Ask the children to consider if they think any of the content they have created in this lesson could be improved by reshooting or editing.
			Black set of ipads
			Powerpoint
				Import
				Split
				Trim
				Clip
				Edit
				Reshoot	

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