Year 4 – Photo editing

Unit introduction

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.

Overview of lessons

Lesson	Brief overview	Learning objectives
1 Changing digital images	In this lesson, you will introduce learners to the concept of editing images. They will go on to explore when we need to rotate and crop an image as well as how to use an image editor to make these changes. Learners will then discuss image composition.	To explain that the composition of digital images can be changed ● I can improve an image by rotating it ● I can explain why I might crop an image ● I can use photo editing software to crop an image
2 Recolouring	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 images using different effects to suit two different scenarios.	To explain that colours can be changed in digital images ● I can explain that different colour effects make you think and feel different things ● I can experiment with different colour effects ● I can explain why I chose certain colour effects

3 Cloning	In this lesson, learners will be introduced to the cloning tool and its use in both changing the composition of a photo and photo retouching. They will see how parts of a photo can be removed or duplicated using cloning. Learners will consider what parts of an image can be retouched and learn techniques to make this as unnoticeable as possible. Finally, they will consider when it is necessary to edit photographs in this way.	To explain how cloning can be used in photo editing ● I can add to the composition of an image by cloning ● I can identify how a photo edit can be improved ● I can remove parts of an image using cloning
4 Combining	In this lesson, students learn how to use different tools to select areas of an image. Learners then use copy and paste within one image and between two images to produce a combined image. Finally, learners will consider when it's appropriate to edit an image and discuss some of the ethics around retouching photos.	To explain that images can be combined ● I can experiment with tools to select and copy part of an image ● I can use a range of tools to copy between images ● I can explain why photos might be edited
5 Creating	In this lesson, learners will apply all the skills they have learnt in the unit so far. They will start by reviewing some images and considering what makes an image look real or made up. Learners will then plan their own image. They will search for and download images that they will then use to create their own project.	To combine images for a purpose ● I can describe the image I want to create ● I can choose suitable images for my project ● I can create a project that is a combination of other images
6 Evaluating	This lesson is the final lesson in the unit on photo editing. Learners will review the image that they created in Lesson 5. After they have reviewed their image, they will have the opportunity to make changes to their image based on their review. Learners will then add text to their image to complete it as a publication.	To evaluate how changes can improve an image ● I can review images against a given criteria ● I can use feedback to guide making changes ● I can combine text and my image to complete the project

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.

Curriculum links

Computing national curriculum links

- 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

Education for a Connected World links

Self-image and identity

- I can describe ways in which people might make themselves look different online

Copyright and ownership

- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it