



Raspberry Pi

Year 5 – Video production

Unit introduction

Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.

Overview of lessons

| Lesson | Brief overview | Learning objectives |
|----------------------|---|---|
| 1 What is video? | Learners will be introduced to video as a media format. They will see examples of videos featuring production and editing techniques that they will work towards using their own videos. Learners will begin by explaining what the medium of video is before analysing and comparing examples of videos. | To explain what makes a video effective <ul style="list-style-type: none">• I can explain that video is a visual media format• I can identify features of videos• I can compare features in different videos |
| 2 Filming techniques | Learners will explore the capabilities of a digital device that can be used to record video. Once they are familiar with their device, learners will experiment with different camera angles, considering how different camera angles can be used for different purposes. | To use a digital device to record video <ul style="list-style-type: none">• I can identify and find features on a digital video recording device• I can experiment with different camera angles• I can make use of a microphone |

| | | |
|-------------------------------|---|--|
| 3 Using a storyboard | Learners will use a storyboard to explore a variety of filming techniques, some of which they will use in their own video project later in the unit. They will evaluate the effectiveness of these techniques before offering feedback on others' work. | To capture video using a range of techniques <ul style="list-style-type: none"> • I can suggest filming techniques for a given purpose • I can capture video using a range of filming techniques • I can review how effective my video is |
| 4 Planning a video | Learners will plan a video by creating a storyboard. Their storyboard will describe each scene, and will include a script, camera angles, and filming techniques. Learners will use their storyboards to film the first scene of their videos. | To create a storyboard <ul style="list-style-type: none"> • I can outline the scenes of my video • I can decide which filming techniques I will use • I can create and save video content |
| 5 Importing and editing video | Learners will film the remaining scenes of their video, and then import their content to video editing software. They will then explore key editing techniques and decide whether sections of their video can be edited or need to be shot again. | To identify that video can be improved through reshooting and editing <ul style="list-style-type: none"> • I can store, retrieve, and export my recording to a computer • I can explain how to improve a video by reshooting and editing • I can select the correct tools to make edits to my video |
| 6 Video evaluation | Learners will complete their video by removing unwanted content and reordering their clips. They will then export their finished video and evaluate the effectiveness of their edits. Finally, they will consider how they could share their video with others. | To consider the impact of the choices made when making and sharing a video <ul style="list-style-type: none"> • I can make edits to my video and improve the final outcome • I can recognise that my choices when making a video will impact the quality of the final outcome • I can evaluate my video and share my opinions |

Progression

This unit progresses learners' knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The 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. By the end of this unit, learners will have developed the skills required to plan, record, edit, and share a video.

Curriculum links

[National curriculum links](#)

Computing

- 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

Internet safety

- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour

Resources are updated regularly — the latest version is available at: ncce.io/tcc.

This resource is licensed under the Open Government Licence, version 3. For more information on this licence, see ncce.io/ogl.