



Lowerhouse Junior School Computing Overview Sheet



Year 5 – Video Editing

National
Centre for
Computing
Education

Rationale: This unit gives learners the opportunity to learn how to create short videos in 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. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit.

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

Overview:

Lesson 1: To recognise video as moving pictures, which can include audio
Lesson 2: To identify digital devices that can record video
Lesson 3: To capture video using a digital device
Lesson 4: To recognise the features of an effective video
Lesson 5: To identify that video can be improved through reshooting and editing
Lesson 6: To consider the impact of the choices made when making and sharing a video

Subject Knowledge

Lesson 1: In this lesson, learners have the opportunity to explore a brief history of moving images and video. Through the lesson, they learn that the purpose of recorded video is to engage the audience and share a message. Learners explore the benefits of adding audio to a video and, in groups, begin to develop ideas for their own video project.

Lesson 2: This lesson provides learners with opportunities to explore devices and apps that record audio and video. Opportunities are included for learners to investigate the pros and cons of audio devices such as dictation machines or mobile sound recorders versus fully integrated AV (audiovisual) devices. Learners can explore devices and locate working features.

Lesson 3: Learners explore devices and apps, becoming familiar with the devices, functions, and apps. Working collaboratively, they begin to record their video content, considering the use of zoom, angle, and movement (pan).

Lesson 4: This lesson provides learners with opportunities to investigate further the features of an effective video, including the use of theme, setting, characters, colour, sound, and dialogue. They learn to apply their knowledge as they record their video content in their groups.

Lesson 5: This lesson focuses on the technical aspects of exporting video to a computer. It guides learners through the process of making edits to their video, including choosing the best recording, clipping videos, and adding transition effects. It provides learners with opportunities to add images and overlay text.

Lesson 6: The unit concludes by enabling learners to review the content of their videos and finalise them by adding special effects, titles, and end credits. The latter part of the lesson prompts learners to discuss what was good about the videos and content, what could be done to improve them, and what did not work so well.

Assessment/Key Skills

Formative assessment

Assessment opportunities are detailed in each lesson plan. The learning objectives and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

Summative assessment

Learners are invited to assess how well their videos met the objectives of the unit. Please see the assessment rubric document for this unit.