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.

Software and Hardware requirements

To teach this unit, you will need video recording equipment such as digital/video cameras or tablets with video capabilities. The lesson videos show Windows Video Editor which, unfortunately is no longer available, however the skills within this unit can be transferred and it can be delivered with any video editing software. For those schools with access to iPads, iMovie is a suitable alternative to complete the unit.

Video editing is also possible on Canva Video Editor, which is web based can be used on any device. There is more advice on Canva, and on setting up Canva for Education accounts, as part of the unit guide for Year 3 Desktop publishing.

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	To explain what makes a video effective • I can explain that video is a visual media format

	using their own videos. Learners will begin by explaining what the medium of video is before analysing and comparing examples of videos.	• I can identify features of videos • I can compare features in different videos • I know what to do if I see any content online that makes me feel uncomfortable
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 • 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 • 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 • 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	Learners will film the remaining scenes of their video, and then import their	To identify that video can be improved

video	content to video editing software. Learners will be introduced to the job role of a video producer and will take on the role of a video producer to edit their creations. They will then explore key editing techniques and decide whether sections of their video can be edited or need to be shot again.	through reshooting and editing • 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 • 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

Request a computing ambassador

This unit is ideal for linking to the world of careers, and a computing ambassador can support this. Through the STEM ambassador platform, you can search for a computing ambassador. If you cannot find a computing ambassador with an offer to support this unit, then the following request will help to match you with the right person. You will need to edit the areas in red to ensure the request is right for your school.

Year 5 (ages 9-10) are learning about video production though the Teach Computing Curriculum unit of six lessons. Within these lessons, pupils will learn how to create their own short videos.

*Our lessons are taking place from *date* to *date* and we would appreciate someone with skills in this area to offer some real-world experience to this unit. The unit uses https://www.getpaint.net/*insert software* on *insert devices* and focuses on the following areas:*

- *understanding the different production and editing techniques for creating videos, such as camera angles and framing, and static cameras, zoom, pan and tilt*
- *understand storyboards as tools for planning videos*
- *filming and improving a video by reshooting and editing*
- *evaluating our video creations*

*We require an ambassador who can support in any of these areas. We are hoping for an ambassador who would be willing to join us *in the classroom/virtually* to support our learning by *providing some handy hints and tips for our projects/giving us constructive feedback on our final projects/discussing how video production is used within their profession and in the real-world.**

Subject knowledge and CPD opportunities

This unit focuses on the skills associated with planning, recording, editing, and creating a video. You will need to be able to explain that video is the recording, reproducing, or broadcasting of moving visual images. You will also need to be familiar with a number of shot types and filming techniques, which are introduced in Lessons 2 and 3. A storyboard is used as a planning tool. It will be useful if you are familiar with the format of the storyboard.

Once learners begin filming, you will need to be familiar with the device they are using, including how to start and stop recording, how to zoom in and out, and how to download content from the device to a computer for editing. It is important that you are familiar with the devices and apps or programs that you will use to import and edit video content. You need to know where to locate the video files and where to save them for easy retrieval.

Once recording has been completed, learners will need to import their video files to the video editing software, so you will need to be familiar with this process, including where videos will be stored. You will need to have a clear understanding of how to edit and complete the video creation process, deleting or reordering clips. Finally, you should be able to demonstrate how to export the video project into an *.mp4 format for viewing.

Continual Professional Development

Enhance your subject knowledge to teach this unit through the following free CPD:

- Getting started in Year 5 – short course
- Introduction to primary computing remote or face to face

Teach primary computing certificate

To further enhance your subject knowledge, enrol on the teach primary computing certificate. This will support you to develop your knowledge and skills in primary computing and gain the confidence to teach great lessons, all whilst earning a nationally recognised certificate!

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 Photo editing unit 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.

Common Misconceptions

Learners may believe that editing is just about cutting out mistakes, however this unit will show that it is a creative process that involves arranging clips, adding effects, transitions, audio and ensuring the video flows coherently. They may have the misconception that the pre-production elements (planning, scripting, and storyboarding), are unnecessary, but it is crucial for the structure and vision of the project. Learners may assume that any footage taken with a camera will look good, but this unit will highlight that good footage requires an understanding of camera angles, framing, lighting and steady camera movements. When editing, they may assume that must edit the film in the order it was shot, however this process does not have to be linear, and reshooting can take place at any point. They may assume that adding lots of special effects will automatically make a video better, however overusing these can make a video look cluttered and distract from the content.

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

Education for a Connected World links

Online relationships

- I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

Assessment

Formative assessment

Assessment opportunities are detailed in each lesson plan. The learning objectives and success criteria are introduced in the slide decks 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

Please see the assessment rubric document for this unit. The rubric can be used to assess student's work from lessons 4 to 6.