

# Year 5 – Photo editing

## Unit introduction

In this unit, 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, learners will be introduced to the online editor, and changes that can be made to images using a range of tools. They will look at changing the composition of images using the 'crop' tool, and evaluate the effect that this can have on an image.	To explain that digital images can be changed <ul style="list-style-type: none"><li>• I can identify changes that we can make to an image</li><li>• I can compare two photo editing applications</li><li>• I can explain the effect that cropping can have on an image</li><li>• Know where to find copyright-free content</li></ul>
2 Changing images for different uses	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 same original image using different effects to suit two different scenarios, and compare the two versions.	To describe how images can be changed for different uses <ul style="list-style-type: none"><li>• I can talk about changes made to images</li><li>• I can choose effects to make my image fit a scenario</li></ul>

		<ul style="list-style-type: none"> <li>I can explain why my choices fit a scenario</li> </ul>
3 Retouching images	This lesson is based on editing images by using retouching tools. Learners will consider why people may choose to retouch images, and the positive and negative effects that retouching can have on images. They will use retouching tools to improve images, and consider which tools are appropriate for retouching.	<p>To make good choices when selecting different tools</p> <ul style="list-style-type: none"> <li>I can identify how an image has been retouched</li> <li>I can give examples of positive and negative effects that retouching can have on an image</li> <li>I can choose appropriate tools to retouch an image</li> </ul>
4 and 5 Fake images	This lesson is based on the concept of fake images. Learners will sort images into 'fake' and 'real', and give reasons for their decisions. They will create their own fake images and reflect on how easy it is to digitally alter images, and what this might mean for the images that they see around them. This takes a long time so it will be split over 2 lessons to give children the time to work on their images.	<p>To recognise that not all images are real</p> <ul style="list-style-type: none"> <li>I can sort images into 'fake' or 'real' and explain my choices</li> <li>I can combine parts of images to create new images</li> <li>I can talk about fake images around me</li> <li>Consider the audience when designing and creating digital content.</li> </ul>
6 Making and evaluating a publication	This lesson is the final lesson in the unit on photo editing. Learners will use the 'fake' image that they created in lesson 5 to make a publication designed to advertise their imaginary place. They will add elements such as text, shapes, and borders. They will design a survey for gaining feedback on their work, and compare their completed publications with the original images.	<p>To evaluate how changes can improve an image</p> <ul style="list-style-type: none"> <li>I can consider the effect of adding other elements to my work</li> <li>I can compare the original image with my completed publication</li> <li>I can evaluate the impact of my publication on others through</li> </ul>

		feedback
7	<p><a href="https://www.common sense.org/education/uk/digital-citizenship/lesson/beyond-gender-stereotypes">https://www.common sense.org/education/uk/digital-citizenship/lesson/beyond-gender-stereotypes</a></p> <p>This lesson explores how people can be stereotyped by their gender, race, religion and how this may lead to people retouching or faking not only images of themselves, but also their identity.</p>	<ul style="list-style-type: none"><li>• Define "gender stereotypes" and describe how they can be present online. Understand that they can lead to unfairness or bias.</li><li>• I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</li><li>• I can explain ways in which someone might change their identity depending on what they are doing online</li><li>• (e.g. gaming; using an avatar; social media) and why.</li></ul>

## Progression

Learners should have experience of making choices on a tablet/computer. They should be able to navigate within an application.

This unit progresses students' skills through editing digital images and considering the impact that editing can have on an image. Learners will also consider how editing can be used appropriately for different scenarios, and create and evaluate 'fake' images, combining all of their new skills.

Please see the learning graph for this unit for more information about progression.

## 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.

## Assessment

### **Formative assessment**

Assessment opportunities are detailed in each lesson plan. The learning objective 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**

Please see the assessment rubric document for this unit.

## Subject knowledge

### **All lessons**

- You will need to be familiar with the tools used throughout the unit in paint.net or your chosen image editor, and know how to save a new version of an image from within the editor. You can find a guide to all tools in paint.net at [www.getpaint.net/doc/latest/index.html](http://www.getpaint.net/doc/latest/index.html).
- You should consider how the learners will access the editor. For example, you may wish to create a shortcut to the program for them.

### Lesson 1

- You will need to be familiar with the effect that cropping can have on an image. You can find more information at [www.dpreview.com/forums/post/56318241](http://www.dpreview.com/forums/post/56318241).
- You will need to know how to search for and save an image from [pixabay.com](http://pixabay.com).

### Lesson 2

- You will need to be familiar with how to make image adjustments and change effects in paint.net or your chosen image editor.

### Lesson 3

- You will need to be familiar with the following tools in paint.net or your chosen image editor. For more information about tools in paint.net, visit the following websites:
  - The 'clone stamp': [www.getpaint.net/doc/latest/CloneStamp.html](http://www.getpaint.net/doc/latest/CloneStamp.html)
  - The 'recolor' tool: [www.getpaint.net/doc/latest/RecolorTool.html](http://www.getpaint.net/doc/latest/RecolorTool.html)
  - The 'magic wand' tool: [www.getpaint.net/doc/latest/MagicWand.html](http://www.getpaint.net/doc/latest/MagicWand.html)

### Lesson 4/5

- You will need to be familiar with the 'lasso select' tool in paint.net or your chosen image editor. For more information about this tool in paint.net, visit [www.getpaint.net/doc/latest/LassoSelectionTool.html](http://www.getpaint.net/doc/latest/LassoSelectionTool.html).

### Lesson 6

- You will need to be familiar with the text and shape tools in paint.net or your chosen image editor. For more information about these tools in paint.net, visit [www.getpaint.net/doc/latest/TextShapeTools.html](http://www.getpaint.net/doc/latest/TextShapeTools.html).

Enhance your subject knowledge to teach this unit through the following training opportunities:

### Online training courses

- [Raspberry Pi Foundation online training courses](#)

### Face-to-face courses

- [National Centre for Computing Education face-to-face training courses](#)

Resources are updated regularly — please check that you are using the latest version.

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