**Year 2 Computing Curriculum – Summer 1**

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| **Theme: Digital Photography** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| - Use technology purposefully to create, organise, store, manipulate and retrieve digital content- Recognise common uses of information technology beyond school- Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies  | **Keyword** | Definition | background | The area around the main aspect of an image | [**Art and design**](https://assets.publishing.service.gov.uk/media/5a7ba810ed915d4147621ca0/PRIMARY_national_curriculum_-_Art_and_design.pdf)* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space (Lessons 4 and 5)
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| photograph | A still picture taken by a camera | focus | To sharpen specific areas of an image |
| digital | Something in electronic form | editing | Changes that can be made |
| image | Picture | filter | Artificial adjustments made to the image to enhance its appearance |
| capture | To take a picture  | framing | How the outline of the shape impacts the image |
| compose | To create | lighting | How light impacts the image |
| **Prior Knowledge:**Year 1 – Digital Painting, Digital Writing | **Future Knowledge:**Year 2 – Making Music; Year 3 – Animation, Desktop Publishing; Year 4- Audio Production, Photo Editing; Year 5 – Vector Drawing, Video Production; Year 6 – 3D Modelling, Web Page Creation |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1 Taking photographs | This lesson introduces the concept that many devices can be used to take photographs. In the lesson, learners begin to capture their own photographs.  | To use a digital device to take a photograph* I can recognise what devices can be used to take photographs
* I can talk about how to take a photograph
* I can explain what I did to capture a digital photo
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| 2 Landscape or portrait? | A photograph can be taken in either portrait or landscape format. In this lesson, learners explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer may favour one over the other. | To make choices when taking a photograph* I can explain the process of taking a good photograph
* I can take photos in both landscape and portrait format
* I can explain why a photo looks better in portrait or landscape format
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| 3 What makes a good photograph? | A photograph is composed by a photographer. In this lesson, learners discover what constitutes good photography composition and put this into practice by composing and capturing photos of their own. | To describe what makes a good photograph* I can identify what is wrong with a photograph
* I can discuss how to take a good photograph
* I can improve a photograph by retaking it
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| 4 Lighting | This lesson introduces the concepts of light and focus as further important aspects of good photography composition. In this lesson, learners investigate the effect that good lighting has on the quality of the photos they take, and explore what effect using the camera flash and adding an artificial light source have on their photos. They also learn how the camera autofocus tool can be used to make an object in an image stand out.  | To decide how photographs can be improved* I can explore the effect that light has on a photo
* I can experiment with different light sources
* I can explain why a picture may be unclear
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| 5 Effects | This lesson introduces the concept of simple image editing. Learners are introduced to the image editing software and use the ‘Adjust’ tools to change the colour effect of an image. | To use tools to change an image* I can recognise that images can be changed
* I can use a tool to achieve a desired effect
* I can explain my choices
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| 6 Is it real?  | This lesson introduces the concept that images can be changed for a purpose. Learners are introduced to a range of images that have been changed in different ways and through this, develop an awareness that not all images they see are real. To start the lesson, learners are first challenged to take their best photograph by applying the photography composition skills that they have developed during the unit. | To recognise that photos can be changed* I can apply a range of photography skills to capture a photo
* I can recognise which photos have been changed
* I can identify which photos are real and which have been changed
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| **Themes and links** |
| **Computing themes** | **Where these are covered:** |
| **Technology around us** Autumn 1  | * The use of Robots in our 21st century world
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| **Digital painting** Autumn 2  | * To use robots for artwork
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| **Programming A** Spring 1  | * Programming and giving commands to the robots
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| **Data /information** Spring 2  | * Storing the Algorithms and understanding clear and precise instructions
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| **Creating media** Summer 1  | * Decomposition and Debugging of Algorithms
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| **Programming B** Summer 2  | * Variables in programming and what to do to debug
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