

Year 5 – Video editing

Unit introduction

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. 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?	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.	To recognise video as moving pictures, which can include audio • I can explain that a video can include both visual and audio media • I can explain the benefits of adding audio to a video • I can plan a video project using a storyboard

2. Identifying devices	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 such as the on/off button, record button (start/stop), volume, camera lens, and zoom. Opportunities are provided to develop their project through the storyboard and script.	To identify digital devices that can record video • I can identify and name digital devices that can record video and sound • I can choose the most suitable digital device for recording my project • I can locate and identify the working features of a digital device that can record video
3. Using a device	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).	To capture video using a digital device • I can select a suitable device and software to capture my video • I can demonstrate suitable methods of using a digital device to capture my video • I can demonstrate the safe use and handling of devices
4. Features of an effective video	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.	To recognise the features of an effective video • I can list some of the features of an effective video • I can record a video that demonstrates some of the

		features of an effective video • I can explain why lighting and angle are important in creating an effective video
5. Importing and editing video	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. This lesson may be broken down into two smaller parts depending on the available time and the location of the computers that will be used for importing content.	To identify that video can be improved 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	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. Learners are encouraged to both give and respond to feedback from their peers and teacher using a peer-assessment rubric. Time permitting, videos could be presented to a wider audience at a red carpet assembly.	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 on 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. By the end of the unit, learners will have developed the skills required to plan, record, edit, and finalise a video.

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

Curriculum links

[National curriculum links](#)

Computing

<https://www.computingschool.org.uk/data/uploads/CASPrimaryComputing.pdf> (page 12)

- 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

Internet safety

- Recognise inappropriate content, contact, and conduct and know how to report concerns
- 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](#) (Years 7–11)

Self-image and Identity

- I can explain how I can represent myself in different ways online
- Knowing this, I can describe the right decisions about how I interact with others and how others perceive me

Online relationships

- I can recognise some ways in which the internet can be used to communicate
- I can give examples of how to be respectful to others online

Online reputation

- I can search for information about an individual online and create a summary report of the information I find
- I can explain ways that some of the information about me online could have been created, copied, or shared by others

Managing online information

- I can evaluate digital content (and can explain how I make choices from search results)

Assessment

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.

Subject knowledge

This unit focuses on the skills associated with planning, recording, editing, and creating a video.

Lesson 1: You will need to have a brief understanding of the history of video (and animation) by way of introduction. As learners will progress through this unit in working groups, a sound understanding of the role of groups in conventional roles is essential. Learners could be assigned roles such as facilitator, recorder, summariser, presenter, and timekeeper. Prepare for the lesson by having some appropriate video clips ready. This should include animation/CGI, black-and-white video, silent movie, and/or full-colour video.

Lesson 2: You will need to have access to some devices and be able to identify their key features (buttons, microphone, on/off switches) and know how to demonstrate effective use.

Lesson 3: You will need to confidently use a range of devices for recording and where necessary, link the devices to your interactive whiteboard to demonstrate to the learners. Prepare a selection of short videos that demonstrate each of the techniques, e.g. [videos](https://blog.storyblocks.com/video-tutorials/7-basic-camera-movements/) (<https://blog.storyblocks.com/video-tutorials/7-basic-camera-movements/>).

Lesson 4: You will need to have a good understanding of what makes an effective video. This lesson makes reference to YouTubers and YouTube influencers and you should reference or use videos from appropriate YouTube channels to support the learning.

Lesson 5: You will need to have a clear understanding of the various devices and apps or programs that are used to import and edit video content, such as Windows Movie Maker. You need to know how to store, transfer, and retrieve files and be able to demonstrate video editing techniques.

Lesson 6: You will need to have a clear understanding of how to edit and complete the video creation progress by adding titles, end credits, and transitions. Finally, you should be able to demonstrate how to export the video project into an .mp4 format for viewing.

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.

This resource is licensed under the Open Government Licence, version 3. For more information on this licence, see [ncce.io/ogl](https://www.ncce.io/ogl).