Year 2 – Digital photography

Unit introduction

Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

It is recommended that you use digital cameras to take photographs in these sessions, so that learners can experience a range of devices. However, tablets or other devices with cameras will also work. This unit uses screenshots from the website https://pixlr.com/x/, but you could also use the Pixlr app if you're using tablets.

Overview of sessions

Session	Brief overview	Learning objectives
1 Taking photographs	This session introduces the concept that many devices can be used to take photographs. In the session, 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
2 Landscape or portrait?	A photograph can be taken in either portrait or landscape format. In this session, 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
3 What makes a good photograph?	A photograph is composed by a photographer. In this session, 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
4 Lighting	This session introduces the concepts of light and focus as further important aspects of good photography composition. In this session, 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	To decide how photographs can be improved • I can explore the effect that light has on a photo

	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.	• I can experiment with different light sources • I can explain why a picture may be unclear
5 Effects	This session introduces the concept of simple image editing. Learners are introduced to the Pixlr image editing software and use the 'Adjust' tool 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
6 Is it real?	This session 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 session, 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

Progression

This unit begins the learners' understanding of how photos are captured and can be manipulated for different purposes. Following this unit, learners will develop their photo editing skills in Year 4.

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

Curriculum links

[National curriculum computing links](#)
Computing
- 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

[Further national curriculum links](#)
Art and design
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space

[Education for a Connected World links](#)
- To identify that some images are not real (fake)

Assessment

Formative assessment opportunities are provided throughout each of the session plan documents and the learning objectives and success criteria can be used to observe learners' progress for summative assessment.

Subject knowledge

You should be familiar with the basic principles of photography, including composition, framing, lighting, and how to reduce blur. Session 5 uses an online photo editing tool, Pixlr, and knowledge of using photo editing software to apply filters to images is required to use this effectively; you should also be familiar with saving and downloading images.

Enhance your subject knowledge to teach this unit with 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 — the latest version is available at: ncce.io/tcc.

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