



Working with Images

Level 1

Typically, pupils should show evidence of being able to:

- Take part in a teacher-led discussion about the range of features included in a bank of sample images and explore basic features of the image editing software (Explore)
- Use basic software tools, such as the pencil or paintbrush, with the teacher's help. (Express)
- Be aware that digital methods can be used to communicate. (Exchange)
- Talk about their image, prompted by the teacher. (Evaluate)
- Present their image with the teacher's help. (Exhibit)

Level 2

Typically, pupils should show evidence of being able to:

- View and choose images from a range of given digital sources. Carry out a series of instructions using image manipulation tools to change the appearance of an image. *This might include cropping and/or resizing.* (Explore)
- Use some of the tools to make and change images with the teacher's help. *This might include changing background colour or applying a filter.* (Express)
- Identify and talk about how to use different digital methods to communicate. (Exchange)
- Talk about how to improve their work, prompted by the teacher. (Evaluate)
- Save their image and/or show it to the class or group with the teacher's help. (Exhibit)

Level 3

Typically, pupils should show evidence of being able to:

- Access images from a range of given digital sources and experiment with a range of tools to manipulate images. Carry out and edit a series of instructions using the features of the software package. *This might include scaling, using the posterize tool or selecting sections of the image using the magic wand.* (Explore)
- Open an image in an image editor and apply some manipulations. *This might include adjusting colours, adding a text layer or applying a filter.* (Express)
- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might include sending an email or making a post to a wiki, blog or discussion thread. The email or post might be to a teacher.* (Exchange)
- Make some modifications to improve their image. *This might include using a more appropriate colour in a particular section.* (Evaluate)
- Save their image with a filename and/or show it to the class or group. (Exhibit)



Level 4

Typically, pupils should show evidence of being able to:

- Select images from a range of digital sources and experiment with a range of tools and controls to make and manipulate images. *This might include accessing images from a digital camera, the internet or scanned artwork, and using drawing tools, using transformation tools, adding layers, or selecting several areas using the magic wand tool.* (Explore)
- Open and edit an image that demonstrates an awareness of the audience and purpose defined in the task brief. *This might include adding additional layers, controlling layers' transparency or adjusting filter settings to ensure that the image is suitable for the audience and purpose.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and collaborate in supervised online activities. *This might include sending an email with an attachment or making several relevant posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve their work. *This might include experimenting with different approaches before choosing the most effective method.* (Evaluate)
- Save the image in a named folder or class e-portfolio. (Exhibit)

Level 5

Typically, pupils should show evidence of being able to:

- Research and select, with audience and purpose in mind, more relevant images for the product from a range of digital sources, and experiment with a range of tools and controls to make and manipulate images. Use the software to solve the problem set in the task brief. *This might include working between raster and vector approaches when making shapes, or preparing text for an image project.* (Explore)
- Make a collage by combining images in layers, manipulating the images to enhance them, taking account of audience and purpose. *This might include repositioning individual layers' content, using masks to hide and reveal parts of an image, or blending between layers.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating online with their peers. *This might include working online to create an image, or discussing, debating and/or negotiating online about the features to include in their image.* (Exchange)
- Use the 'plan, do, review' cycle to improve their work. *This might include designing, drafting and refining their work to make it relevant for the audience and purpose defined in the task brief. It might also include asking peers to give feedback on their image.* (Evaluate)
- Organise, store and maintain the image and any associated files and/or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)



Level 6

Typically, pupils should show evidence of being able to:

- Research, select and evaluate, with audience and purpose in mind, images to include in their product, using a range of digital sources, and providing references where appropriate. Investigate a range of tools and features in the image editing software, taking account of the audience and purpose defined in the task brief. (Explore)
- Assemble a completed image or sequence of images by manipulating and integrating component parts such as text, multiple layers, photographic images, and drawn and/or vector images. Control multiple layers, manipulate images and make adjustments to meet the requirements of a specific client, audience or purpose. (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users. *This might include collaborating on the image or product with peers, for example sharing it in a discussion forum and allowing contributors to use collaborative features of the software, such as track changes, to add quality comments and justifications directly onto the image or product.* (Exchange)
- Justify the application they chose to complete the task, the alternatives they considered and the process they carried out in producing the publication. *This might include identifying and describing the development process and identifying key points where they made value judgements that enhanced the final version of the image or product. They will be able to justify how their product meets the requirements of the specified audience and purpose.* (Evaluate)
- Organise, store and maintain their image and any associated files and/or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

Level 7

Typically, pupils should show evidence of being able to:

- Research, select and evaluate systematically assets from a range of digital sources, found and created, discriminating between these for relevance, reliability and accuracy, and justifying and referencing their sources. Select and justify the most appropriate features to use to meet the requirements of the end user defined in the task brief. *This might include researching and selecting assets and experimenting systematically with a range of advanced features of the software, deciding on the most appropriate to meet the end user's requirements, using a development cycle to routinely test and adjust their prototype image(s), and justifying choices and decisions based on their original intentions, group discussions and end users' feedback.* (Explore)
- Construct a completed image or sequence of images by manipulating and integrating component parts to create a visual impression that meets the needs of the end user defined in the task brief. *This might include integrating component parts such as photographic and drawn and/or vector images, controlling multiple layers, and/or manipulating and making adjustments to images to meet the requirements of a specific client, audience or purpose.* (Express)



- Exploit contemporary communication methods to exchange, share and collaborate on their information and developed ideas with peers, experts and end users, contributing to a collaborative global environment. *This might include uploading the image or product to a blog to gather feedback from peers, experts and end users, acting on this in a discriminating way to further enhance the high quality and suitability of the product or information for the end user defined in the task brief. (Exchange)*
- Identify, with increasing discernment, the end user's requirements and the task's purpose at the outset, and review systematically the final image or product against the requirements at the end of the process, clearly identifying which have been met and which have not. *This might include gathering end user feedback and making further refinements or setting out recommendations for improvement. (Evaluate)*
- Manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning. *This might include backing up files to an alternative location, managing multiple versions, and choosing appropriate formats and resolutions. (Exhibit)*

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety, including acceptable online behaviour.