

# WORKING WITH IMAGES

## Desirable features (DRAFT)

- If pupils are working in the area of working with images these are some of the characteristics they may demonstrate...

<b>LEVEL 1 typically, pupils may...</b>
<ul style="list-style-type: none"><li>• Select digital image, for example, drag and drop own photograph from a picture bank (Explore)</li><li>• Create picture using default tools, such as pencil, paintbrush (Express)</li><li>• Insert a picture by using stamp tool (Express)</li><li>• Print their work (Exhibit)</li></ul>
<b>LEVEL 2 typically, pupils may...</b>
<ul style="list-style-type: none"><li>• Use a wider range of tools, for example, fill, shape, special effects, etc. (Express)</li><li>• Use colour appropriately (Express)</li><li>• Begin to use tools appropriately, for example, thin/thick pencil (Express)</li><li>• Move an image (Express)</li><li>• Talk about how to improve their work (Evaluate)</li><li>• Save their work (Exhibit)</li></ul>
<b>LEVEL 3 typically, pupils may...</b>
<ul style="list-style-type: none"><li>• Access images from a range of given sources, (guided by teacher) e.g. camera, internet, clipart, own artwork scanned by teacher (Explore)</li><li>• Select appropriate tools and tool options, for example, size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper, and repeat options (Express)</li><li>• Scale an image proportionally (Express)</li><li>• Insert a picture and move it around (Express)</li><li>• Make changes to work if necessary (Evaluate)</li><li>• Save work and give it a suitable file name (Exhibit)</li><li>• Save work to a specified location (Exhibit)</li></ul>
<b>LEVEL 4 typically, pupils may...</b>
<ul style="list-style-type: none"><li>• Access and select images (give a verbal observation or comment on why e.g. I found this on Google and made it smaller) (Explore)</li><li>• Work with images that may include photo, own scanned image, still from film, clip art or stock image (Express)</li><li>• Use borders, text boxes, background and WordArt, if appropriate (Express)</li><li>• Crop an image (Express)</li><li>• Edit an image to enhance it (Express)</li><li>• Explain changes to an image (observation/ verbal) (Express)</li><li>• Demonstrate awareness of file format of resolution of scanned images (Exhibit)</li></ul>
<b>LEVEL 5 typically, pupils may...</b>
<ul style="list-style-type: none"><li>• Demonstrate awareness of audience and purpose (Express)</li><li>• Demonstrate awareness of audience for screen and print e.g. understand resolution of image (Express)</li><li>• Use layers (Express)</li><li>• Demonstrate the process of enhancing through design, drafting and versions (Evaluate)</li><li>• Understand file formats, for example, for faster download (Exhibit)</li></ul>
<b>LEVEL 6 typically, pupils may...</b>
<ul style="list-style-type: none"><li>• Develop work independently (Explore)</li><li>• Use multiple images/layers (Express)</li><li>• Retain record of experimentation (Evaluate)</li><li>• Reference sources/review/justify choices (Evaluate)</li><li>• Control resolution of images (Exhibit)</li><li>• Choose file formats (Exhibit)</li></ul>

**LEVEL 7 typically, pupils may**

- Work independently, no longer reliant on teacher input (Explore)
- Plan and execute course of action to meet user needs and taking account of context (Explore)
- Cut and paste from within groups of layers (Express)
- Create complex (multi-layer) images (Express)
- Exploit a range of tools in a sophisticated and discerning way, e.g. 'extract' from background (Express)
- Review their use of ICT and make adjustments as necessary (Evaluate)
- Gather feedback from other users and respond to this as necessary (Evaluate)
- Understand implications and exercise control of file size (Exhibit)