

Build your digital montage

40 minutes

Following My Interests Online

Outcome 3.8

WHAT THIS LESSON DOES

In this lesson you will use your plan and gathered materials to assemble a digital montage sequence in your chosen editing tool. Focus on placing the pieces in order without adding captions or credits yet.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.8	create a digital montage on a specific topic of interest from images sourced online while applying learning regarding copyright, fair use, plagiarism, and intellectual property ownership

WHAT STUDENTS SHOULD BE ABLE TO DO

- Assemble your planned montage using image, audio, video and animation skills from this unit (LO 3.8)
- Apply editing craft to your own interest topic
- Stop with the sequence assembled, ready for captions next

BEFORE THE BELL

- Put the four points that define assembled on the board (they are on the Assembled checklist step): the pieces are in the tool in the order the plan said; each piece is roughly the right length or size for its place; the sequence runs or reads through from start to finish without huge gaps or missing files; and no time has gone on captions, full credits or polish.
- Have student plans and source logs available for reference during the lesson.
- Start Canva sign-in as students enter so accounts are live before the build block. AudioMass, Snip Studio and Wick Editor need no account.
- Skim the Tool walls: 30-second fixes list so you can unblock Canva, AudioMass, Snip Studio and Wick Editor without leaving a student idle.
- Sticky notes, one per student, for the one-fault note

Build your digital montage

HOW THE LESSON RUNS

4 min	introduction	Start
2 min	content	Assembled checklist
18 min	activity	Hands-on: open and place your sequence
10 min	activity	Your turn: reach assembled
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Circulate with the question: What fault did your test catch?
- Display the definition of assembled on the board before students start building and leave it up.
- Pair only same-tool peers for unblocks.
- Give a whole-class save reminder five minutes before the end of the second build step.
- Steer the make sense discussion towards editing decisions such as order and length.
- If the build runs long, take the time back from placing rather than from Make sense and What you covered, because that is where students name what they did and hear the handover to captions.

WHAT TO WATCH FOR

- Students may add captions too early: remind them the stop point is sequence assembled only.
- Files may not load correctly: use the tool-walls fixes and the source log for file locations.
- Sequence may not match the plan: prompt students to refer back to their plan during assembly.
- Students may skip the test pass: name it as checking against the four board bullets, with the one fault written down on the plan.

DIFFERENTIATION

- Support: point students at the four assembled points in the key point on step 2; strip blocked plans to three beats only.
- Extension: Ask students who finish early to tighten one transition or crop for clarity, still with no captions.
- Support: Allow same-tool peer unblock for students stuck on tool navigation, then return both to independent work.
- Support: Anyone still on a password reset gets the three-beat recovery path immediately so they are not idle.