

Caption and credit your montage

40 minutes

Following My Interests Online

Outcome 1.4

Outcome 3.8

WHAT THIS LESSON DOES

Finish your montage by adding clear captions for each section and full credits for all borrowed materials drawn from your source log. Work with a partner to verify that every element is properly credited before finalising the piece.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.4	debate the ethical and legal issues around sourcing and sharing content from the internet (including the concepts of copyright, fair use, plagiarism and intellectual property ownership)
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

- Caption your montage so a viewer knows what they are looking at (LO 3.8)
- Credit everything borrowed from the source log (LOs 1.4, 3.8)
- Partner-check one montage against its source log for anything uncredited

BEFORE THE BELL

- There is nothing to print for the credit examples: the weak and strong credit lines are already on screen in Examine and discuss, so put them on the board from that step.
- Students who kept their source log on paper need it with them.
- Decide the class way for pairs to open each other's montage and source log (shared folder, shared screen, or swap seats) so partner checks start promptly.
- Student devices with montage drafts and source logs saved the class way

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HOW THE LESSON RUNS

4 min	introduction	Start
8 min	content	Examine and discuss
14 min	activity	Hands-on: caption and credit your montage
8 min	activity	Partner check: montage against source log
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Circulate the room during the hands-on section to spot missing credits and vague captions.
- Call the eight-minute checkpoint so students leave time for credits, not only captions.
- Keep the in-class bar clear: captions on every part and full credits drafted in the log; placement on the piece starts only if time allows, with the music first and then the main image, and unfinished placement finishing in partner time or as homework the class way.
- Before the partner five-minute check clock, allow one minute only for pairs to open both files the class way; move stuck pairs to a shared screen straight away.
- Model one example of a partner flag on the board to guide the check activity.
- Facilitate a brief whole-class discussion on common gaps identified during partner checks.
- Keep the partner check moving quickly as a verification task; only one top flag is fixed in the room.

WHAT TO WATCH FOR

- Omitting music or background sounds from the credit list: direct students to cross-check the entire source log in the partner step.
- Using file names instead of descriptive captions: encourage adding what the item shows and its purpose.
- Leaving credits in the log but not on the montage: have partners flag these discrepancies clearly; unfinished placement is expected if time ran short and can finish as homework the class way.
- Trying to fix every partner flag in the few minutes after the five-minute check: require only the top credit flag; park the rest on the source log.
- Spending the partner window on file troubleshooting: give one minute only to open files, then start the check.

DIFFERENTIATION

- Support: Point students to the two sentence starters given in the hands-on step for captions and credit entries.
- Extension: Rewrite one weak caption so it carries both what the part is and why it is in the sequence, in fewer words.
- Support: Strategically pair students for the check to maximise productive feedback.