

Unit 16: Photography and digital imaging (LEVEL 3)

Learning outcomes

By completing this unit candidates will develop the skills to be able to:

- take photographs for specific purposes
- plan photo shoots
- use a range of techniques in camera use, processing film or electronic images.

Candidates will be able to apply their creativity and aesthetic skills when composing shots and editing.

Assessment objectives	Knowledge, understanding and skills
1 Plan a photo shoot to take photographic images for a specific product	<p>One product used chosen from:</p> <ul style="list-style-type: none"> • products using photojournalism, eg portraits of celebrities, pictures of crime scenes, images of sporting events • products using advertising, eg magazine features, web pages, brochures, movie stills <p>Plan:</p> <ul style="list-style-type: none"> • type of photograph, eg portrait, action shot • whether on location or in studio • equipment to be used, eg camera, tripods, lighting, lenses • time • budget based on professional rates • people, eg models • safety considerations • legal and ethical considerations, eg gaining parental permissions for child photography, use of shocking photographs of violence or death • development, eg in a darkroom, digitally, quality of paper • editing techniques
2 Demonstrate skills in taking photographs for a specific product	<p>Take ten photographs of one subject to demonstrate:</p> <p>Skills in composition: eg</p> <ul style="list-style-type: none"> • framing the image • the thirds rule • foreground/background balance • perspective • moving and static images • photographic viewpoints <p>Skills in controlling image exposure, focus and using lenses chosen from: eg</p> <ul style="list-style-type: none"> • shutter speeds vs aperture • film types and film speed • exposure determination and control • manual and automatic exposure • manual and automatic focus

(continued overleaf)

Assessment objectives	Knowledge, understanding and skills
2 Cont Demonstrate skills in taking photographs for a specific product	<ul style="list-style-type: none"> • focal length and depth of field • selecting and using different lens types Skills in using lighting: eg <ul style="list-style-type: none"> • direct light • diffuse lighting • reflected lighting • high and low key lighting • lighting sources
3 Select and produce images to edit for a specific product	Produce images: <ul style="list-style-type: none"> • develop in a darkroom • display electronically Select four best photographs Four editing techniques chosen from: eg <ul style="list-style-type: none"> • cropping and scaling • changing resolution • making enhancements • producing multiple images • juxtaposition and superimposition of images and text • adding effects, eg morphing, using filters, layers, masks
4 Present photographs in a portfolio and evaluate	Present to gain feedback: eg <ul style="list-style-type: none"> • to a client • to a marketing team • to a user of the product, eg newspaper reader Evaluate product: <ul style="list-style-type: none"> • quality • fitness for purpose • compare with professional photographs Evaluate production process: <ul style="list-style-type: none"> • effectiveness of plan for photo shoot • effectiveness of own management of the photographic process

Assessment

This unit is centre-assessed and externally moderated.

In order to achieve this unit, candidates must collate a portfolio of evidence showing that they can meet all the assessment objectives.

Portfolios of work must be produced independently. They will need to be made available, together with witness statements and any other necessary supporting documentation, to the OCR Visiting Moderator when required.

Guidance on assessment and evidence

The main aim of this unit is for the candidate to have good practical knowledge of photography and be able to independently produce images across a range of media applications. It is envisaged that this unit will not only act as a stand-alone unit, but the knowledge gained by the candidates can be used to complete projects in other units such as Unit 15: The publishing process. A practical example of use might be shooting photos for articles for the college magazine. Alternatively, the candidate could shoot production stills for a video or film. Candidates should

have the opportunity to analyse the photographic work of professional photographers. Visits to photographic studios or location shoots can give candidates an invaluable insight into the professional world of photography.

Although the photographic industry is becoming rapidly digital and candidates should gain knowledge of the new technology, candidates' cameras need not be digital but should have a range of settings and capabilities. Similarly candidates should have an understanding of darkroom processes as well as being able to transfer images onto a computer. Centres must have a range of lighting equipment.

For Assessment Objective 1 candidates should produce a **written plan** for a photo shoot. They should aim to follow professional working practices and budgets should be based on professional rates. Visiting speakers such as photo journalists or studio photographers can give up-to-date information of the industry.

For Assessment Objective 2 candidates should take a series of photographs on **one** subject. For Assessment Objective 3 candidates should choose to take some of these photographs to the editing stage. Both edited and unedited photographs should be placed in their **portfolio**. A **tutor witness statement** should support the portfolio work.

Candidates select photographs on the basis of aesthetic and technical qualities as well as fitness for purpose. They apply a complex editing techniques that clearly enhance the images.

For Assessment Objective 4 candidates should present the photographs in a **portfolio** to a client. This could be the tutor using role play. The evaluation could take the form of a **written report** or a **verbal report** supported by **taped evidence** or a **tutor witness statement**.

Signposting to Key Skills

- 4 The unit contains opportunities for developing the Key Skill, and possibly for generating portfolio evidence, if teaching and learning is focused on that aim.

Key Skill reference		Key Skill reference		Key Skill reference	
C3.1a		N3.1		IT3.1	
C3.1b		N3.2a		IT3.2	
C3.2	4	N3.2b		IT3.3	
C3.3		N3.2c			
		N3.2d			
		N3.3			

Mapping to National Occupational Standards

Occupational Standards	Unit Number	Title
Photo Imaging and Photo Processing	D4	Carry out specified image editing
	D6	Prepare for, and produce, image output
	K10	The operation of equipment, material and systems
	K11	Photography
	K12	Processing
	K13	Printing
Standards for Using IT (e-skills UK)	Level 3	Artwork and imaging software

Resources

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some suggested resources are intended for Tutor use. The resources in this section were current at the time of print. For the most up to date list of resources please refer to our website:

www.ocr.org.uk

Publications

- | | |
|---------------------------|---|
| Busselle, Michael. (2002) | <i>Creative Digital Photography</i>
David & Charles |
| Hedgecoe, John. (2003) | <i>The New Manual of Photography</i>
DK Publishing Inc |
| Langford, Michael. (1997) | <i>101 Essential Tips on Photography</i>
DK Publishing Inc |
| Renner, Eric. (1995) | <i>Pinhole Photography</i>
Butterworth Heinemann |

Journals/magazines

Incisive Media.

British Journal of Photography
Incisive Media

IDG Communications.

Digit
IDG Communications

B&W Magazine.

B & W Photography
B&W Magazine

Museums

The Science Museum

National Museum of Film, Photography and Television
(Bradford, Yorkshire)

Grading

Assessment Objective	Pass	Merit	Distinction
<p>AO1 Plan a photo shoot to take photographic images for a specific product</p>	<p>Candidates identify the type of photograph they plan to take and the product for which they are intended. They identify how they will be developed and suggest some basic editing techniques. Their plans are basic and identify the main resources. They make a rough estimate of the budget. They show a limited awareness of safety, legal and ethical considerations.</p>	<p>Candidates describe the type of photograph they plan to take and the product for which they are intended. They explain their choice of development method and suggest a range of basic editing techniques. Their plans identify a range of resources. They make a realistic estimate of the budget. They show a good awareness of the main safety, legal and ethical considerations.</p>	<p>Candidates describe and justify the type of photograph they plan to take and the product for which they are intended. They explain their choice of development method and suggest a range of basic and more complex editing techniques. Their plans identify a comprehensive range of resources. They make a realistic estimate of the budget based on professional rates. They show a good awareness of a wide range of safety, legal and ethical considerations.</p>
<p>AO2 Demonstrate skills in taking photographs for a specific product</p>	<p>Candidates produce a range of simple images that show a grasp of compositional rules. The photographs demonstrate a basic level of skills in controlling exposure and focus and in selecting and using appropriate lighting.</p>	<p>Candidates produce a range of images that show a strong understanding of compositional rules. The composition of the photographs is well balanced. The photographs demonstrate a sound understanding of photographic techniques for controlling exposure and focus and in selecting and using appropriate lighting. Candidates' work shows an understanding of the relationship between focal length and depth of field in producing images.</p>	<p>Candidates produce a range of images that show creativity and demonstrate a strong understanding of compositional rules. The composition of the photographs shows balance and enhances the subject being photographed. The photographs demonstrate a creative and technically competent use of photographic techniques for controlling exposure and focus and in selecting and using appropriate lighting. Candidates' work shows an understanding of the relationship between focal length and depth of field to produce complex images. The photographs show that the candidates understand the relationship between light, film speed</p>

			and camera settings.
AO3 Select and produce images to edit for a specific product	Candidates select photographs on the basis of technical quality rather than fitness for purpose. They apply basic editing techniques, though it may not be apparent why these techniques were chosen.	Candidates select photographs on the basis of technical quality and fitness for purpose. They apply basic editing techniques that clearly enhance the images.	Candidates select photographs on the basis of aesthetic and technical qualities as well as fitness for purpose. They apply complex editing techniques that clearly enhance the images.
AO4 Present photographs in a portfolio and evaluate	Candidates present the edited and unedited photographs in a portfolio and gain limited feedback. The photographs are not presented to give the best effect and are accompanied by short annotations identifying the techniques used in creating and editing the images. In their evaluations candidates provide a review of their work covering quality rather than fitness for purpose. They make few comparisons between their own work and that of professional photographers. Their evaluations show a basic grasp of the photographic process and how it is used professionally in the media industry. Candidates do not identify improvements to their photo shoot plan and to their work.	Candidates present the edited and unedited photographs in a portfolio and gain feedback with some detail. The photographs are clearly presented and accompanied by annotations describing the techniques used in creating and editing the images. In their evaluations candidates provide a review of their work covering quality and fitness for purpose. They make some comparisons between their own work and that of professional photographers. Their evaluations show a sound understanding of the photographic process and how it is used professionally in the media industry. Candidates describe a limited range of improvements to their photo shoot plan and to their work.	Candidates present the edited and unedited photographs in a portfolio and gain detailed feedback. The photographs are presented in an interesting and creative way and accompanied by annotations describing and justifying the techniques used in creating and editing the images. In their evaluations candidates provide a detailed analysis of their work in terms of quality and fitness for purpose. They make critical comparisons between their own work and that of professional photographers. Their evaluations show a complete understanding of the photographic process and how it is used professionally in the media industry. Candidates describe a range of improvements to their photo shoot plan and to their work.