OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 8

Photography for digital media products

K/507/6394

Guided learning hours: 60

Version 2 September 2016

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Photographs have been an inspiration for many artists and media practitioners. They can also be an essential part of creating historical records together with being the core elements of advertising in print and graphics industries.

This unit enables you to develop your photographic skills and produce portfolios of images that are ready for use by a client. You will be encouraged to develop your own photographic style following an investigation into the work of professional photographers. You will use this knowledge to plan your own photographic shoot and take a series of photographs in order to meet an assignment brief. You will need to create a portfolio of the best images and apply image processing techniques before saving them in a suitable format for use.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes The Learner will:	Teaching content Learners must be taught:
1. Understand professional photographers and their work	1.1 to explore the work of well-known photographers and their visual styles, e.g. • McCurry • Lange • Liebovitz • Bailey • Bresson • Capa 1.2 to explore different types of photography, e.g. • documentary • event • sport • war • landscape • fashion • portraits • nature 1.3 to investigate the different uses and purpose of photography, e.g. • to illustrate news and events • advertise a product • entertain the viewer
2. Know how to plan a photographic shoot for a client brief	2.1 to define the purpose of the photographic shoot, e.g. • photojournalism • news reporting (in print and online formats) • advertising • record keeping (e.g. crime, historical, archaeological, environmental) • stock photography • commissioned photography

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**
	2.2 to choose photographic equipment, i.e. • type of camera and features • lenses • filters • tripod or monopod • lighting accessories (e.g. flash, umbrella, softbox, reflector) • camera accessories (e.g. batteries, memory cards) 2.3 to identify resources for the photographic shoot, i.e. • props • models • makeup 2.4 the health and safety considerations for photography location, i.e. • identify hazards and risks • use of a risk assessment • follow safe working practices • recces of indoor or outdoor locations for photographic work • legal and ethical considerations (e.g. model releases, parental consent for child models, privacy, and inappropriate images).

3. Be able to take photographic images for a client brief	3.1 camera settings for taking photographic images, i.e.
	• exposure mode (e.g. P, S, A,M, Av, TV, auto, scene)
	• shutter speed and aperture
	• ISO speed
	• exposure control and compensation
	• white balance (WB)
	• selecting and using different lenses
	• selection of file format i.e.
	   ◦ jpg
	   ◦ raw
	
	3.2 techniques to ensure image sharpness, e.g.
	• selecting shutter speed to freeze subject movement and minimise effect of camera shake
	• selecting aperture to control depth of field
	• use of focus, focus mode and focal points
	• use of tripod or monopod for camera stability
	• camera/lens features such as image stabilisation and vibration reduction
	
	3.3 composition, i.e.
	• where to place the subject in the frame
	• rule of thirds and when to break it
	• perspective and lines
	• settings for moving and static subjects
	• control of foreground and background
	• photographic viewpoints

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**
	3.4 lighting, i.e. • lighting sources (e.g. natural, artificial, flash) • colour temperature of light sources • lighting techniques (e.g. direct, diffuse, reflected, backlit, high and low key) 3.5 photographic image file setup and management, e.g. • use of single/dual memory cards • geotagging and embedded Global Navigation Satellite Systems (GLONASS/GPS) data • image transfer methods (e.g. USB, card readers, WiFi connections, NFC support (near field communication)) • social media connectivity • remote control options (e.g. smartphone, tablet)
4. Be able to select and edit photographic images for a client brief	4.1 considerations for selecting photographs, i.e. • visual elements and impact • composition, technical/aesthetic quality • image sharpness • fitness for purpose 4.2 image processing and editing techniques, e.g. • cropping • exposure adjustment/correction • colour adjustment/correction • retouching (e.g. cloning, blemish removal) • adding/editing metadata (e.g. author, copyright status, GPS location, keywords) • enhancements (e.g. using filters, masks and effects) • producing multiple-layer images (e.g. superimposition of images and text, Chroma key techniques) • saving and exporting in formats for different uses and purposes, i.e. print, online and interactive media
5. Be able to export photographic images for a client brief	5.1 purposes, e.g. • interactive media • news and event reporting • portfolio • digital presentation • exhibition 5.2 use of captions, descriptions and filenames, i.e. • title • date • location • event depicted

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	5.3 how to export photographic images in different formats and properties, i.e. • file format, i.e. ○ jpg ○ tiff ○ png • properties i.e. ○ pixel dimensions ○ dpi resolution 5.4 colour profile

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand professional photographers and their work	P1: Describe professional photographers and their photographic work	M1: Describe own photographic style and influences	
2. Know how to plan a photographic shoot for a client brief	P2*: Plan a photographic shoot for client brief *(*Synoptic assessment from Unit 2 Pre-production and planning)*	M2: Explain legal and ethical considerations for the photographic shoot	
3. Be able to take photographic images for a client brief	P3: Manipulate camera settings to control exposure and focus	M3: Apply different compositional techniques to the photographs taken	D1: Evaluate the techniques used to control photographic image sharpness
4. Be able to select and edit photographic images for a client brief	P4: Organise the photographic images and apply image processing techniques to meet the client brief	M4: Classify the photographic images by embedding metadata	D2*: Apply editing techniques to enhance the visual impact of the photographic images *(*Synoptic assessment from Unit 1 Media products and audiences)*
5. Be able to export photographic images for a client brief	P5: Produce a portfolio of exported photographic images to meet the client brief		

*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

LO1 Understand professional photographers and their work

P1: Learners could approach the study of professional photographers and their work using books and websites and attending exhibitions. Their findings can be evidenced by outcomes such as a written report or slide presentation that includes examples of photographers' work with annotations and commentaries.

M1: Following the work in P1, learners could begin to develop ideas on what their own photographic style will be. This should be a natural progression from what inspires them in the study of professional photographers and form the basis of their ideas when planning their own photographic shoot. Evidence could be in the form of a report or presentation that includes sample photographic trials and test shots to demonstrate their style.

LO2 Know how to plan a photographic shoot for a client brief

P2: Depending on the pathway being followed and the types of interactive media, planning should be relevant and representative. One example would be news, event and photojournalism content for a website. Learners should use an industry-standard form for location recce or risk assessment. This could be completed for either an indoor location such as a studio or an outdoor location where an event is taking place. Evidence will be in the form of documents that identify the event date, time, location, vantage points, access and photographic equipment needed. These can be supported by risk assessments and a recce where appropriate.

M2: Legal and ethical considerations should include reference to the use of people and locations for the photographic shoot. Evidence will be in the form of a report or presentation that identifies the legal restrictions and ethical considerations for the taking and use of the photographs. This activity will be supported by model and property releases that are signed and dated where necessary.

LO3 Be able to take photographic images for a client brief

P3: When taking their photographs, learners could be videoed or photographed using the equipment on location. All of these should be saved and supplied for evidence purposes. Where necessary, a witness statement may be used to support this learning outcome but this should not replace the actual photographic images. The primary evidence will be a wide range of photographs that are taken before the final selection of images to be used in the portfolio.

M3: Learners will apply a range of composition techniques and ideas in the photographs taken to demonstrate creative control. This will include the application of the rules of photography where appropriate and may also examples of when these can be broken. Evidence will be in a wide range of photographs using different subjects, settings and viewpoints.

D1: Learners will need to apply camera techniques to control sharpness of the photographs taken. Blurred, out of focus images or those suffering from camera shake will not demonstrate this. Techniques will need to be evidenced in the form of using suitable shutter speeds to freeze movement, a tripod to hold the camera steady, accurate focus on the main subject and selection of aperture to control the depth of field. Evidence could be in a report or presentation with annotations that evaluate these techniques in the photographs that they have taken.

LO4 Be able to select and edit photographic images for a client brief

P4: Learners should organise the photographic images taken and select the best that could be used in the final portfolio. Any low-quality photographs can be identified at this stage and rejected. Evidence of the image processing and editing could be provided in the form of screenshots, before and after images or a screen recording of the process. Note that this is a photographic unit so the final outcome should be a photographic portfolio and not media products such as magazine covers, etc. Evidence will be a minimum of 10 photographic images, all of which should be suitable for use in meeting the client brief.

M4: Learners will need to edit the image properties and add key information to each photograph. This should include the copyright status, author, location and any keywords that describe the content of the photograph (which is used to categorise photographic images). Evidence will be embedded in the digital image files that are supplied although screen shots of the image metadata fields may also be provided.

D2: Learners will enhance the visual impact of the photographic images using software-editing techniques, such as cropping, retouching or modifying the lighting, contrast or colour. Evidence will be in the form of 'before' and 'after' versions or through the use of an illustrated process diary/log.

LO5 Be able to export photographic images for a client brief

P5: The final selection of photographs should be presented in a format that will meet the assignment brief. For the interactive media pathway, this is likely to be in web or online formats so the export of high resolution images should be appropriate to this. Evidence will be in the form of the actual digital image files with suitable file and folder names.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: http://www.ocr.org.uk/i-want-to/skills-guides/.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a pathway optional unit in the Digital Content for Interactive Media specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Work experience with local photographic studios and photographers. Work placements in interactive media organisations that use photographic images (e.g. website builders with retail sales that use product photos, edited and captioned for use)
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Photographic assignments and walking tours such as: • local events • documentary style images of local architecture • portraits
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Guest lectures by local photographers and website builders.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Web developers who review the final portfolios of images for interactive media use. This may be based on a specific brief that they initially provided.

To find out more
ocr.org.uk/digitalmedia
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**