Cambridge TECHNICALS

OCR LEVEL 3 CAMBRIDGE TECHNICAL

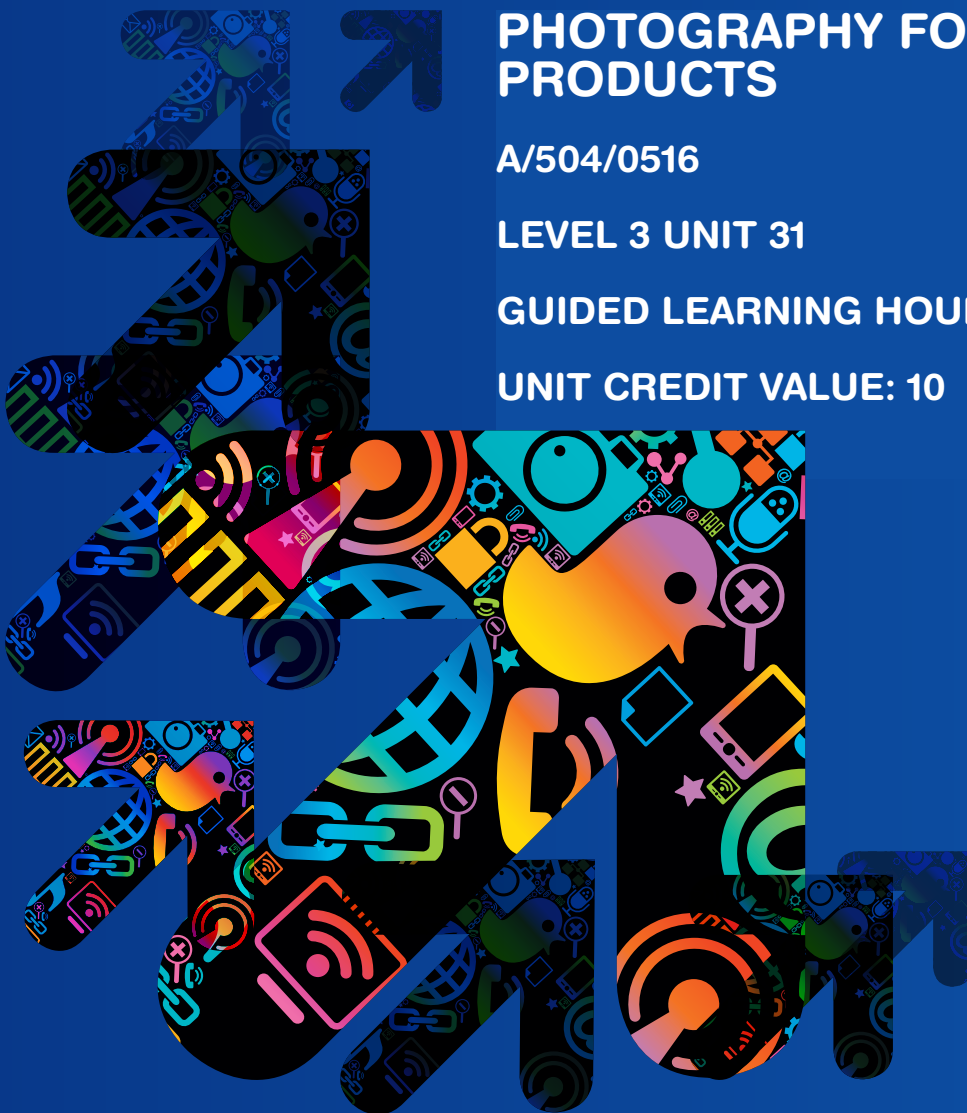## CERTIFICATE/DIPLOMA IN

MEDIA

PHOTOGRAPHY FOR MEDIA PRODUCTS

A/504/0516

LEVEL 3 UNIT 31

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

PHOTOGRAPHY FOR MEDIA PRODUCTS

A/504/0516

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand the use of professional photographs in media products. Learners will understand how to plan for a photographic shoot, and take and edit a range of photographs for a specific media product.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand professional photographers and their work	P1 Learners analyse a range of professional photographers and their photographic work, including: a) photographic category b) purpose c) image analysis d) meaning		
2 Be able to plan a photographic shoot	P2 Learners plan a photographic shoot, including: a) specific media product photos will be used for b) theme for photo shoot c) relevant equipment, props, costume d) recce of shoot location e) risk assessment f) shooting schedule g) legal/ethical considerations	M1 Learners create a detailed plan for a photographic shoot They provide a detailed shooting schedule and risk assessment for use of equipment and shooting on location. Relevant contingency plans are included for activities listed in the shooting schedule. Learners ensure that all relevant permissions have been sought, such as permission to shoot on location, model release etc.	
3 Be able to take a range of photographic images for a specific media product safely	P3 Learners work safely to produce a minimum of ten competent unedited photographic images for a specific media product that demonstrate technical skills in controlling exposure, focus and framing	M2 Camera settings, lighting and other photographic equipment are used appropriately and effectively by learners to produce photographs that are generally of a good technical quality. The photographic images are fit for purpose and convey meaning that is appropriate for the media product	D1 Learners use manual camera settings, lighting and other photographic equipment and/or techniques creatively to produce photographic images that are generally of a high technical and aesthetic quality. They demonstrate understanding of complex photographic compositional rules
4 Be able to edit a range of photographic images for a specific media product	P4 Learners select at least five photographic images for a specific media product on the basis of technical quality. They apply editing techniques to produce competent finished images	M3 Learners consider the fitness for purpose of the photographic images when making their selection. They competently apply editing techniques that enhance the images. The quality of editing is generally of a good technical standard	D2 Learners consider the aesthetics of the photographic images when making their selection. They skilfully use well-considered and relevant editing techniques, and explain how the techniques used enhance the meaning conveyed in the photographic images. The finished photographic images are generally of a high technical and aesthetic standard
5 Be able to present a range of photographic images for a specific media product	P5 Learners present a minimum of five edited photographic images for a specific media product in an appropriate format, along with a description for each image	M4 Learners present their finished photographic images appropriately for display. The description for each image conveys the photographer's intentions for the image	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work though these do not need to be the same ones specified in the unit content.

Understand professional photographers and their work

Look at well-know photographers such as Liebovitz, Bresson, Talbot, Snowden, Bailey etc.

For example:
- large scale, fashion, time-lapse, nature, documentary, event, sport, war
- what medium that type of photography would be used in (e.g. online, magazines, newspapers), it's function (e.g. to illustrate a news story)
- composition, lighting, focus, framing, cropping, fitness for purpose
- narrative, visual language.

Be able to plan a photographic shoot

For example:
- specialist/lifestyle magazines, news website, newspapers, advertisement
- historical, science fiction, crime, environmental, factual/fictional
- health and safety considerations for location, safe working practices. Appropriate solutions for identified risk/hazard included on risk assessment
- resources (e.g. props, makeup), equipment (e.g. camera, tripods, lighting, lenses, computers), timescales, completion date, people involved (e.g. photographer, models)
- gaining parental permissions for child models, model release, privacy, use of long-lens photography, accuracy, inappropriate images
- suitable props and costumes for the proposed theme, use of tripod, monopods, film format camera/lens type etc.

Learners conduct recces of suitable indoor or outdoor locations for production work.

Take notes and pictures for the rest of the production team. Evidence could take the form of written notes, proforma, audio notes, photograph.

Be able to take a range of photographic images for a specific media product safely

For example:
Skills in composition: e.g.
- framing the image
- rule of thirds
- foreground / background balance
- perspective
- moving and static images
- photographic viewpoints.

Skills in controlling image exposure, focus and using lenses chosen from: e.g.
- shutter speeds vs aperture
- film types and film speed
- exposure determination and control
- manual and automatic exposure
- manual and automatic focus
- focal length and depth of field
- selecting and using different lens types.

Skills in using lighting: e.g.
- direct light
- diffuse lighting
- reflected lighting
- high and low key lighting
- lighting sources.

Be able to edit a range of photographic images for a specific media product

When selecting photographs, consider, for example:
- technical/aesthetic quality
- fitness for purpose.

Editing techniques such as:
- cropping and scaling
- making enhancements by adding effects, e.g. morphing, using filters, masks
- producing multiple-layer images
- superimposition of images and text
- green screen photography.

Be able to present a range of photographic images for a specific media product

For example:

- portfolio
- digital presentation
- exhibition
- descriptions can include title, date, event depicted, what the photographer wished to convey.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with the other units for instance 13, 14, 15, 23, 30, 32, 34 and 35.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: It may be helpful for learners to look at a variety of different photographic categories supported by teacher led discussions. Where possible learners could undertake a visit to photographic studios, exhibitions, or the centre may be able to arrange visits from guest speakers or practitioners. Learners should be taught the principles of image analysis so that they understand the theory relevant to signification such as denotation and connotation, so that they are able to analyse the chosen photographic products. Learners may also find it helpful to look at company or photographers websites , there may also be information available in published material. Their findings could be evidenced by outcomes such as a written image analysis, annotated material, a slide presentation with supporting notes, commentary over audiovisual material.

P2/M1: When planning a photographic shoot, learners should, where possible, adopt appropriate industrial practices and work to a deadline. Recces and risk assessments should be conducted for each location for the photographic shoot, which identify contingency plans for perceived risks. Learners could include photographic evidence in addition to written notes, were possible industry standard risk assessment formats should be adopted. Learners may work in a team, however if working as a group it is important that their individual contribution to the photographic shoot is identifiable, this could take the form of a witness statement from the teacher. It is important that learners understand the necessity for obtaining relevant permission for both the locations in which they plan to work and the appropriate model release forms for any models included in the shoot and, if relevant, copies should be included with their planning material and any other legal or ethical issues. When completing the shooting schedule, learners may find it helpful to have clear headings for each section so that the shooting schedule becomes a useful working document as well as providing evidence for this grading criteria.

P3/M2/D1: Learners should be introduced to a number of styles and techniques for taking photographs. Photographic processes could include wet photography or digital photography depending on the resources available at the centre. Learners should be taught appropriate photographic skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the centre. It is an opportunity for learners to demonstrate their particular skills. Learners should adopt safe working practices this can be evidenced by a tutor witness statement. Photographs could be evidenced in a photographic diary, photographs with audiovisual record and commentary, photographs with screen grabs, photographs on a blog with notes/supporting evidence, album of photographs with notes.

P4/M3/D2: Learners select photographs on the basis of aesthetic and technical qualities as well as fitness for purpose. They should demonstrate their ability to apply a range of editing techniques that clearly enhance their photographs and increase their fitness for purpose. These skills could be developed in skills workshops led by the tutor or visiting guest practitioners. Learners could evidence their work through the photographs, screen grabs with supporting annotations, a slide show with supporting notes.

P5/M4: This could take the form of a written or verbally recorded report with supporting images, annotated photographs, including a summary of the fitness for purpose of the photographs and a comparison of the quality with regard to professional photographs.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners 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 production.

Books

Jaeger, A-C (2007)	*Image Makers, Image Takers: the Essential Guide to Photography by Those in the Know* Thames & Hudson
Bailey, D (2009)	*David Bailey: Eye* Steidl
Varis, L (2003)	*Digital Photography for Creative Professionals: From Photo Shoot to Image Output* Rockport Publishers Inc
Freeman, M (2007)	*The Photographer's Eye: Composition and Design for Better Digital Photos* ILEX
Ang, T (2002)	*Digital Photographer's Handbook* DK ADULT (1st edition)
Eismann, K (2003)	*Real World Digital Photography (2nd Edition)* Peachpit Press (2nd edition)

Websites

www.reuters.com/news/pictures

LINKS TO NOS

Skillset – Photo Imaging (2007)

PI – 3   Plan and Organise Photographic Assignments

PI – 7   Undertake Photographic Assignments

PI – 16   Undertake Technical Adjustment of Images

ENTO – Health and Safety Standalone Units

HSS1   Make sure your own actions reduce risks to health and safety

HSS6   Conduct a health and safety risk assessment of a workplace

CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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