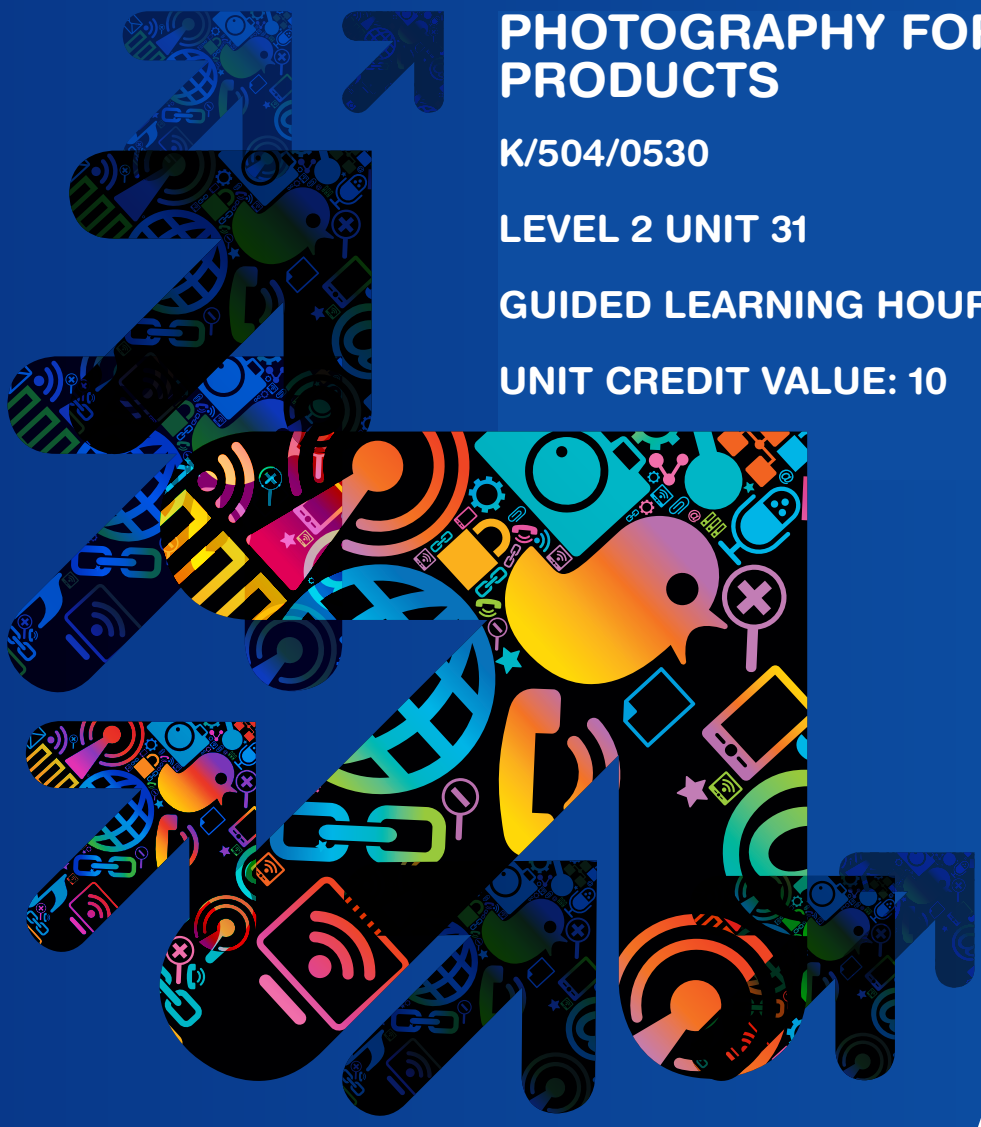
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



PHOTOGRAPHY FOR MEDIA PRODUCTS

K/504/0530

LEVEL 2 UNIT 31

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

PHOTOGRAPHY FOR MEDIA PRODUCTS

K/504/0530

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will understand professional photographs used in media products. Learners will understand how to plan to take photographs for a specific media product, including how to take and edit a range of photographs. Learners will also understand how to review the final photographs produced.

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 photographs used in media products	P1 Learners explore a range of professional photographs used in media products, including: a) photographic category b) purpose c) image content d) meaning		
2 Be able to plan to take photographs	P2 Learners plan to take photographs for a specific media product, including: a) theme for photo shoot b) recce of shoot location c) risk assessment d) shooting schedule e) legal/ethical considerations	M1 Learners create a detailed plan for a photographic shoot that includes information on the specific media product that the photos will be used for and location of the shoot. They provide a detailed shooting schedule and risk assessment for use of equipment and shooting in studio or on location. Learners ensure that all relevant permissions have been sought, such as permission to shoot on location, model release etc	
3 Be able to take and edit photographs for a specific media product safely	P3 Learners work safely to produce a minimum of five competent photographic images for a specific media product. Learners' photographic images demonstrate basic technical skills in controlling exposure, focus and framing	M2 Learners use camera settings, lighting and other photographic equipment appropriately and effectively to produce photographs that are generally of a good technical quality. The photographic images are fit for purpose	D1 Learners use camera settings and lighting creatively to produce photographic images that are generally of a high technical and aesthetic quality. They demonstrate understanding of rule of thirds, and at least one image demonstrates understanding of depth of field
	P4 Learners select at least three photographic images for a specific media product on the basis of technical quality. They apply basic editing techniques to produce competent finished images	M3 Learners consider the fitness for purpose of the photographic images when making their selection. They proficiently apply editing techniques that enhance the images. The quality of editing is generally of a good technical standard	D2 Learners consider the visual appeal of the photographic images when making their selection. They skilfully use appropriate editing techniques, and explain how the techniques used improve the visual appeal of the photographic images. The finished photographic images are generally of a high technical standard
4 Be able to review final photographs produced	P5 Learners review the final edited photographs produced, including: a) fitness for purpose b) quality of images produced		

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 photographs used in media products

For example:

- large scale, fashion, nature, event, sport
- it's function (e.g. to illustrate a news story, advertising a product)
- composition, lighting, focus, framing, cropping
- narrative, visual language, audienec appeal etc.

Be able to plan to take photographs

A specific media product could be for example, poster, flyer, CD/DVD cover, specialist/lifestyle magazine, news website, newspaper, advertisement.

- fashion, music, historical, science fiction, crime, environmental, factual/fictional
- recces – suitability of 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, photographs
- risk assessment of location, safe working practices – identifying hazards/risks i.e. a potential burn risk from the lighting source – adequate signage, etc. find resolutions to any problems

production plan –

- resources (e.g. props, makeup), equipment (e.g. camera, tripods, lighting, lenses, computers), timescales, completion date, people involved (e.g. photographer, models)
- copyright, intellectual property rights, slander/libel, royalities, offensive material, gaining parental permissions for child models, model release, privacy, permission to work in chosen location, etc.

Be able to take and edit photographs for a specific media product safely

Consider, for example:

- aperture/shutter, manual vs automatics controls
- composition/framing, rule of thirds, forground/background balance, use of perspective
- lighting – type, methods of lighting
- use of film-based or digital cameras
- setting up appropriate equipment
- following safe working practices, working within the scope of the risk assessment and health and safety guidelines

Editing techniques such as:

- cropping and scaling
- making enhancements by adding effects, eg morphing, using filters
- superimposition of text on images
- following safe working practices, working within the scope of the risk assessment and health and safety guidelines.

Be able to review final photographs produced

For example:

- is it suitable for intended product
- in terms of technical and aesthetic qualities.

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 print units 14, 30, 32 and 34.

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 exhibitions, or for the Centre 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 explore 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 work to a deadline. Risk assessments should be conducted for each location for the photographic shoot, learners could include photographic evidence in addition to written notes, where 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 the appropriate model release forms and if relevant copies should be included with their planning material and any other legal or ethical issues.

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 practises and should be evidenced by a tutor witness statement. Suggested evidence could include photographic diary, audiovisual record with commentary, screen grabs, blog, album of photographs with notes supported by witness statements from their tutor.

P4/M3/D2: learners should demonstrate their ability to apply a range of editing techniques that clearly enhance their photographs. 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: learners should consider the planned intention for the 3 selected photographs when reviewing the final edited photographs and considering if the photographs are fit for purpose. The review should also take into consideration the technical quality of the photographs as well as the appeal of the photograph to the target audience. The review 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 the quality of the images.

Learners should be encouraged wherever possible to evidence the grading criteria through a variety of mediums (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) aiming to highlight their particular strengths, whilst being encouraged to develop their existing 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 – 12 Process Exposed Films

PI – 13 Print Photographic Images by Hand

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.

Telephone 02476 851509
Email cambridgetec@ocr.org.uk
www.ocr.org.uk