Unit Title: Photography Techniques

Unit Credit Value: 10
Unit Level: Two
Unit Guided Learning Hours: 60
Ofqual Unit Reference Number: K/600/6517
Unit Review Date: 31/12/2016
Unit Sector: 9.3 Media and Communication

Unit Summary
This unit aims to develop learners' skills in photography. The unit covers generating ideas for photographic images, producing images and producing final prints. Learners will also explore past and current photographic practice, including techniques and styles, in order to inform their own photographic work.

This unit will enable learners to explore and develop their understanding of the techniques, equipment and materials used in the production of photographs. Learners will investigate both film-based photographic methods and the processes involved in digital photography. They will look at historical and contemporary practice and will develop ideas for their own photographic work and create a range of photographic images.

Unit Information
It is expected that before the unit is delivered, the tutor will have read the Qualification Specification to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled. Additional guidance is available below as Assessment Guidance for Learning Outcomes and Assessment Criteria in bold.

This unit has 3 learning outcomes

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<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
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<td>The learner will:</td>
<td>The learner can:</td>
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<tr>
<td>1. Be able to generate ideas for photographic images informed by photographic practice</td>
<td>1.1. Present an idea for photographic images which shows some relationship to photographic practice</td>
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<td>2. Be able to use photographic technology to create photographic images</td>
<td>2.1. Use photographic technology to create photographs that partially realise intentions</td>
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<td>3. Be able to review own photography work</td>
<td>3.1. Review strengths and weaknesses of own photographic work</td>
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Assessment Guidance

Learning Outcome 1
Generate ideas for photographic images informed by photographic practice:

Idea generation: creative thinking, e.g. brainstorming, group discussion, development exercises; recording ideas, e.g. notes, sketches, collages, trial shots; limitations, e.g. resources, time, costs.

Photographic practice: past practice; contemporary practice; forms, e.g. press, documentary, portraiture, advertising, fashion, studio, location, gallery; techniques, e.g. available lighting, artificial lighting, posed, snapshot, differential focus, manipulation of grain, manipulation of tonal range, manipulation of colour, masking, collage; styles, e.g. reportage, painterly, punk, surrealist, experimental.

Learning Outcome 2
Use photographic technology to create photographic images:

Photographic equipment: camera; tripod; artificial lights, e.g. flash, floods, spots, diffusers.

Photographic technology: film-based (film camera, aperture and shutter speed, film stock, printing paper, equipment for film processing and printing, chemicals for processing and printing); digital (digital camera, camera functions, memory chips, computer, image manipulation software, scanner, printers, printing paper).

Planning: e.g. shooting schedule, studio booking, equipment booking, locations, models.

Image quality: technical, e.g. sharpness, depth of field, control of blur, exposure, contrast, colour saturation, light effects; aesthetic, e.g. composition; point of view, impact.

Presentation of final prints: mounting and finishing materials; exhibition mounting; portfolio mounting; titling.

Health and safety: e.g. using electrical equipment, handling chemicals, darkroom protocols, working on computer screens.

Learning Outcome 3
Review own photography work:

Finished product: realisation of intentions; technical qualities; aesthetic qualities.

Production process: technical competencies; creative ability; time management.
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*Sources of information:* self-evaluation; documentation, e.g. ideas notes, sketches, trial shots, notes on professional photographers; comments from others, e.g. audience, peers, tutors, client.

**Delivery**

This unit requires a structured approach to the development of skills and the exploration of photographic and digital techniques for the production of photographs. Learners should look at both digital and film-based photographic techniques, technology and materials even though they need use only one of them (though there is no reason why they should not use both if facilities permit that).

It is essential that learners are aware of the historical and contemporary work of professional photographers and that they develop an understanding of the skills and techniques associated with traditional (film-based) methods and digital processes. Film-based methods would give learners experience of studio and darkroom practices for the production of black and white photographs. Digital photography would give learners an opportunity to create images using digital technology and manipulate these images using computer software.

Learners should be introduced to the range of photographic types and styles from the beginning of photography (Daguerre and Fox Talbot) to contemporary photography (Martin Parr, Richard Avedon, Henri Cartier-Bresson) and the range of digital photographic artists that can be found on websites such as [www.lensculture.com](http://www.lensculture.com).

Learners should be introduced to a range of photographic forms that they might encounter every day such as press, advertising, fashion, portraiture, documentary and experimental. They are likely to be passive consumers of photography and need to become active and critical thinkers. The ideas they generate will be informed by their investigations into types and styles of photography. However, their ideas might also be informed by their use of a particular technology.

When they are introduced to the camera and its controls, learners should be shown a range of cameras. The development of digital technology means that cameras for both film-based and digital photography can have identical bodies and lenses. Learners need to be aware of the similarities and differences, and the advantages and disadvantages of film-based and digital cameras. Where possible, learners should have easy access to a range of both types of camera so that they can experiment with ideas in film-based and digital photography.

Initial exercises should show learners how to use the shutter and aperture to give them control of the camera. Automatic functions should, of course, be switched off at this stage. Simple exercises in composition can also be set, such as looking for shapes and structures or mirror images. When film processing and printing is undertaken this should be kept simple at this stage – there is no need to teach learners about push-processing or dodging and
burning techniques. That said, learners who show aptitude and a desire to learn such things should not be held back

The same rule should be applied to digital techniques. What is formally taught need not go much beyond such techniques as saving files, erasing, cropping, layering, and use of the colour palette.

As they move towards their own production work, learners should be encouraged to approach photography as a means of visual expression and communication as well as a technical tool. As such they should have access to a wide range of imagery from the past and the present, produced on both film-based and digital equipment. They should be encouraged to experiment with photographic techniques and technology.

Learners should be encouraged to exhibit their work using appropriate display techniques. This could lead to a critique session where the learners comment on each other’s work or an invited audience could review their work.

Learners would then be able to review their own work in light of comments from their peers or the audience and present their review in an appropriate way

**NB**: Care over health and safety is vital when working in a photographic studio, darkroom, on location or using computer screens. Learners must thoroughly understand the health and safety issues associated with the use of photographic chemicals and equipment.

**Evidence Requirements**
Evidence of practical ability must be demonstrated.

**Resources**

**Equipment**
The following types of traditional equipment would be appropriate for this unit:
- basic cameras – 35 mm compact, basic 355 mm single lens reflex camera
- lighting equipment – tungsten halogen lamp units, electronic flash units, reflectors
- darkroom (darkroom workstations should be available on the basis of one per two learners).

The following digital equipment would be appropriate for this unit:
- computers and printers (computer workstations should be available on the basis of one for each learner)
- software for the manipulation of digital images
- digital cameras
- flatbed scanners
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Books


Langford M – 101 Essential Tips on Photography (Dorling Kindersley, 1997)

Langford M – Basic Photography (Focal Press, 2000)


Wignall J – Kodak’s Most Basic Book of 35mm Photography (Kodak Books, 1996)

Journals
The British Journal of Photography – www.bjp-online.com

Pixel Magazine – www.pixelmagazine.co.uk

Professional Photographer – www.professionalphotographer.co.uk

Websites
www.magnumphotos.com Magnum Photos, a photo library cooperative

www.rps.org The Royal Photographic Society

www.thebppa.com The British Press Photographers’ Association