

Unit 8: Exploring Digital Photography

Unit reference number: D/601/2170

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit is an introduction to digital photography and is intended to enable learners to explore basic techniques, equipment and materials in order to produce digital photographs.

Unit introduction

Photography has a wide range of applications within the media sector, including photo-journalism, advertising and fashion photography, as well as applications such as wedding and portrait photography.

Learners will explore the processes involved in digital photography and will develop ideas for their own photographic work inspired by an agreed theme. This will encourage them to create a range of photographic images. They will then review their work.

Essential resources

Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit.

The following equipment would be appropriate at this level:

- digital cameras
- lighting equipment – Tungsten halogen lamp units, electronic flash units, reflectors
- computers and printers
- software for the manipulation of digital images
- flatbed scanners.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Know photography technology and materials	1.1	Identify uses of photography equipment <ul style="list-style-type: none"> • <i>Digital equipment:</i> types, e.g. suitable computer, digital camera, scanner, ink jet printer • <i>Other equipment and facilities:</i> tripod, artificial light • <i>Techniques:</i> e.g. framing, lighting, focus; editing techniques using software, e.g. changing colours, removing objects
		1.2	Identify uses of digital materials and software <ul style="list-style-type: none"> • <i>Digital materials and software:</i> types, e.g. memory cards, image manipulation software, types of printing methods and paper
2	Be able to generate ideas for photographic images	2.1	Collect information from different sources to generate ideas for digital photography <ul style="list-style-type: none"> • <i>Sources:</i> subject, e.g. landscape, portrait, buildings; use e.g. decorative, illustrative, documentary advertising • <i>Methods:</i> e.g. individual notes and group discussion, thoughtshower, development exercises; reviewing professional practice in different mediums, e.g. press, advertising, fashion, reportage, documentary, exhibition • <i>Resources:</i> equipment selection; availability of equipment; budget; time; availability • <i>Limitations:</i> types, e.g. availability of resources, timescales, cost
		3.1	Produce a plan for producing photographic images
3	Be able to produce photographic images	3.1	Produce a plan for producing photographic images
		3.2	Capture images according to agreed plan <ul style="list-style-type: none"> • <i>Planning:</i> methods, e.g. shooting schedule, studio booking, choice of location • <i>Image capture and printing:</i> image selection and framing; digital technology, e.g. use of available memory, image control using camera

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Select and print final images	settings, downloading images to a computer, image manipulation to improve quality; selecting images for printing; printing of final images <ul style="list-style-type: none"> • Exhibiting: mounting; framing; selecting space; gathering feedback
4 Be able to review own work	4.1	Collect feedback on work from different sources	<ul style="list-style-type: none"> • <i>Collecting feedback</i>: asking questions; listening to others; feedback from peers, from tutor
	4.2	Review aspects that went well	<ul style="list-style-type: none"> • <i>Format of review</i>: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
	4.3	Review aspects that could be improved	<ul style="list-style-type: none"> • <i>Performance</i>: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit requires a structured approach to the development of skills and the exploration of and digital photographic techniques for the production of photographs. Any briefs agreed should give learners enough detail to encourage them to research themes, and should include information on requirements, limitations, and deadlines. Learners need the opportunity and freedom to explore photography at this introductory stage but would also benefit from guidelines set by the tutor in order to harness the technology.

Health and safety is very important when working in a photographic studio, or on location. Learners must understand the health and safety issues associated with the use of photographic equipment.

Learners should be encouraged to approach photography as a means of visual expression and communication. An introduction into understanding narrative imagery could be of benefit to the learner.

Learners should be encouraged to investigate a range of photographic techniques, equipment and materials. As an introduction to photography learners should explore the simplest forms and develop their ideas within the framework of a carefully agreed theme.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led delivery – uses of photography, equipment, materials and software. Learners record use of different photography equipment, digital materials and software on worksheet. (learning outcome 1)
Investigation into professional work. Presentation of learner findings. Learner investigation into sources to generate ideas for photographic images. One-to-one discussion with tutor to discuss findings. (learning outcome 2)
Workshops – digital techniques. Introduction to assignment – plan and produce a series of photographs for an exhibition promoting the local area based on the theme 'old meets new'. Assignment work – planning, sketching ideas and deciding locations and resources. Assignment work – taking photographs. Assignment work – choosing, cropping, editing and printing final images. Exhibiting work. (learning outcome 3)
Group discussion with peers and tutor to receive feedback and comment on work. (learning outcome 4)

Assessment

To achieve a pass, learners need to demonstrate an exploration of photographic techniques, equipment and materials. They should develop a range of ideas for photographic images and produce appropriate photographic images. Learners should be able to comment appropriately about the final outcome. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify uses of types of equipment used for digital photography and identify types of digital materials and software. Evidence could be in the form of completed worksheets, blogs or discussions with the tutor with a signed witness statement.

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas for digital photography. This could be evidenced through observation of group discussions or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criterion 3.1, learners must produce a plan for producing photographic images including materials and equipment to be used, the subject of photographs, location, lighting and constraints; for example, time, budget, availability of resources. Evidence for assessment criterion 3.2 can be the images

captured. Evidence for assessment criterion 3.3 can be the final images edited and printed out appropriately.

Evidence for criterion assessment criterion 4.1 could take the form of learners' review of the group feedback. This should be evidenced through learners' reflections on their work and the changes they could make to their photographic images. A group discussion where the learner gathers feedback on work from peers and the tutor. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes. Observation sheets showing evidence of each members contribution for group discussions should be retained.

Suggested resources

Books

Andrews P – Adobe PhotoShop Elements 7: *A Visual Introduction to Digital Photography* (Focal Press, 2008) ISBN 978-0240521572

Andrews P and Langford M – *Langfords Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Journals

Professional Photographer – www.professionalphotographer.co.uk (Archant Specialist)

The British Journal of Photography – www.bjp-online.com (Incisive Media Ltd)

Websites

www.magnumphotos.com

Magnum Photos is a photo cooperative owned by its photographer members

www.rps.org

The Royal Photographic Society was founded to promote the art and science of photography

www.thebppa.com

The British Press Photographers' Association