

Unit 30: Location Photography

Unit code:	Y/502/5229
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to introduce learners to the characteristics of location photography. Learners will create photographs on location whilst developing their ability to use the technology, media and techniques associated with location photography.

● Unit introduction

Location photography can be exciting and rewarding. Photographs of news and sports events seen in newspapers and on the internet will have been made by photographers who have the skills and knowledge to photograph successfully at the site of the event. Social photography, for example wedding and location portraiture, requires the ability to manage the environment to create successful images. Similarly, photographers making self-initiated work on location about issues which inspire them, for example artists or documentary photographers, need to be sensitive to their environment whilst having well developed technical and visual skills. Successful professional photographers use visual language skillfully to make their own work distinctive. Confident selection and skilled use of appropriate tools enables the photographer to concentrate on the specific qualities of the location and its potential to offer a unique visual environment. Professional photographers make an informed choice when selecting digital or film-based methods of making photographs. Both methods have validity for specific purposes although digital is by far the most dominant method. A well-informed choice of tools for a specific task may involve purely digital or purely film-based photographic technology and media, or a combination of both.

Learners will explore historical and contemporary examples of location photography and key practitioners to develop their understanding of the characteristics of location photography. Learners will plan personal responses and develop their location photography skills when using photographic technology, techniques and media on location. Learners will analyse and review their work from technical and aesthetic perspectives.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the characteristics of location photography
- 2 Be able to use photographic technology, techniques and media that are used to make photographs on location
- 3 Be able to make photographs on location
- 4 Understand location photography

Unit content

1 Know about the characteristics of location photography

Characteristics: distinctive features; subject, eg architecture, sport, social, travel, advertising, fashion, commercial, industrial, documentary, reportage, portraiture, editorial, fine art; historical and contemporary practice, eg leading photographers, styles, influences, subject type; approach, eg lighting, composition, presentation, professional practice

2 Be able to use photographic technology, techniques and media that are used to make photographs on location

Technology: camera types eg SLR, range finder, view; camera formats eg small, medium, large, compact; lens types eg wide angle, standard, telephoto, angle of view, covering power, focal length, format; camera accessories eg tripod, remote release, cable release, lens hood, filters; exposure measurement devices eg TTL, hand held; lighting eg wavelength, colour temperature, reflection, refraction, absorption; lighting equipment eg flash, continuous, fluorescent, reflectors, diffusers, screens

Recording media: eg digital (flash cards, hard drives), digital file formats (RAW, JPEG, TIFF) film (monochrome, colour, negative, transparency) film characteristics (speed, contrast, grain, resolution, colour balance, spectral sensitivity)

Techniques: eg fill-in flash, motion blur, freezing movement, camera movements, panning, differential focus, depth of field, bokeh; visual language eg composition, scale, framing, contrast, colour, shape, line, texture; exposure measurement methods eg reflective, incident, subject brightness range, spot and centre weighted, matrix, multi-zone, compensation

3 Be able to make photographs on location

Develop ideas: client requirements eg creative intention, target audience, content, styling; output requirement eg screen, print, size; constraints eg financial, technology, location; practices eg historical, contemporary; influences eg commercial, political, professional practice, subject types, presentation

Capture: use controls eg aperture, shutter speed, focusing, depth of field, depth of focus, hyperfocal, distance, viewpoint, perspective; film selection eg monochrome, colour, characteristics; digital file management eg speed, resolution, file format, back up

Produce: process eg film-based (darkroom, film processing, print processing), digital (file format, transfer, storage, post production; manipulation eg cropping, contrast management, montage

4 Understand location photography

Product: fitness for intended purpose eg comparison with intentions, comparison with client requirements, aesthetic qualities, technical qualities, technical competence

Production process: ideas generation eg planning, research sources, ideas refinement

Assessment and grading criteria

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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the characteristics of location photography [IE, EP]	M1 analyse the characteristics of location photography	D1 evaluate the characteristics of location photography
P2 use photographic technology, techniques and media to make photographs on location [IE, CT]	M2 use photographic technology, techniques and media coherently and effectively to make photographs on location	D2 use photographic technology, techniques and media to independently create location photographs that imaginatively realise planned intentions
P3 create location photographs that realise planned intentions [CT, RL]	M3 create location photographs that consistently realise planned intentions	D3 explain own location photography with considered reflection on the production process using correct technical language.
P4 review own location photography. [RL]	M4 discuss own location photography with considered reflection upon the production process.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

For this unit learners need access to appropriate image capture devices, media and lighting equipment for photography on location. Technology for image capture, processing and output will depend on the chosen media and may include access to traditional darkroom or digital image capture, processing and output facilities.

For successful delivery of this unit learners need to explore the characteristics of location photography and create photographs on location. Learners should be encouraged to develop personal approaches and use visual language effectively when developing ideas for location photographs. Assignment work for this unit requires learners to undertake research activities which will develop their understanding through exploration and experimentation.

To enable learners to develop an understanding of the characteristics of location photography, independent research of published examples of location photography should be a key feature of delivery. Learning outcome 1 can be delivered through assignment 1 in the outline learning plan, where learners research aspects of location photography and present their results. It may also be effectively delivered when combined with formative practical tasks in which learners actively explore the characteristics of different locations by making their own photographs. The scenario for this could be when producing working images for a client to generate ideas to market a specific product, eg fashion accessories from a new designer. Learners' research should be supported by teacher-led presentations of the location work of historical and contemporary practitioners. Learners should be involved in group discussion and presentations in which they can explore and express their views on the published examples of location photography are. Evidence for this outcome can be collated in sketchbooks and will include annotations to demonstrate understanding of the characteristics of the researched examples of published location photography. Research material should include annotations of published written material and findings related to learners' own photographic work. Reviewing this collated information will enable learners to reach informed judgements about the characteristics of location photography. Annotations should evidence understanding of visual language together with a technical appreciation.

To select appropriate photographic technology, techniques and media to make photographs on location, learners need to know what is available and how it may be applied, through examples discussed. Tutors should provide demonstrations and direct learners to appropriate research sources and technical material. Learners need to be taught how to select photographic technology, techniques and media with reference to the characteristics of the location and the specified purpose of the photography. Learning for this outcome can be effectively delivered if combined with formative practical tasks in which learners are actively engaged in using technology and media and exploring techniques. The scenario for this could be personal research work undertaken when developing ideas to market a specific product for a client, eg photographs to market a new band. Evidence for this outcome should be included in learners' sketchbooks and include annotated research material which evidences an informed approach to making appropriate selections. The sketchbooks should also include findings from learners' own location photography experiments.

For learning outcome 3 learners will make photographs on location. There are two scenarios – outdoor and indoor – that are highlighted in assignments 2 and 3 respectively. To be able to make photographs on location learners need to understand the characteristics of location photography. Learners need to use their knowledge of photographic technology, techniques and media during ideas development, image capture and production. A structured process of tutorial, group discussion and presentation will support learners in their ideas development. Presentation of their ideas through material collated in sketchbooks will enable learners to reflect on their learning and use contextual reference material when generating their own approaches to location photography. Learners should reflect upon their ability to realise their creative intentions in addition to their skills acquisition. Tutors could support learners in their skills acquisition through group critiques and one to one tutorials where learners present and review practical work in progress. Tutors must address

the health and safety considerations of working on location matters related to access to private spaces or specific areas. Learners should include their annotated test images and record findings from their own location photography experiments in their sketchbooks as they progress their work and produce their final photographs.

To review their own location photography for learning outcome 4, learners need to reflect on the production process and their ability to realise their creative intention in the final product. Both Assignments 2 and 3 contain tasks that enable learners to reflect on and review their outcomes. Tutors could establish an ongoing structured approach to critique to encourage an evaluative approach to working practices. Learners will be able to make oral presentations describing their own location photography with reference to the evidence collated in their sketchbooks. Learners should review their photographs from technical and aesthetic perspectives.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and structure of the programme – whole class
Introduction to the characteristics of location photography – whole class and group work
Technology, media and techniques for making photographs on location – whole class and group work
Creating photographs on location whole class and group work
Review own location photography – whole class and group work
<p>Assignment 1: Characteristics of Location Photography</p> <p>Learners work in groups to present and discuss:</p> <ul style="list-style-type: none"> • characteristics of outdoor location photography • characteristics of indoor location photography <p>Learners collate their annotated research material from discussion above, independent research and findings from their own practical experiences in a sketchbook to include comparisons, eg advantages, disadvantages, strengths</p>
<p>Assignment 2: Outdoor Location Photography</p> <p>Set brief – themes, eg public event outdoors</p> <p>Learners work in groups to present and discuss:</p> <ul style="list-style-type: none"> • technology, media and techniques to produce photographs at an outdoor location <p>Learners work independently to:</p> <ul style="list-style-type: none"> • develop ideas • select technology, media and techniques for specified purpose • produce location photographs. <p>Learners work in groups to:</p> <ul style="list-style-type: none"> • review location photography

Topic and suggested assignments/activities and/assessment

Assignment 3: Indoor Location Photography

Set brief – theme, eg public event indoors.

Learners work in groups to present and discuss:

- technology, media and techniques to produce photographs at an indoor location

Learners work independently to:

- develop ideas
- select technology, media and techniques for specified purpose
- produce location photographs

Learners work in groups to:

- review location photography.

Assessment

To achieve a pass grade, learners must review the characteristics of location photography. Sketchbook content must provide evidence for assessment and will include examples of location photographs and written texts, for example editorial articles in periodicals.

For P1, learners must review and annotate of researched material as well as explain and review their own practical experiences. At pass grade the level of detail in the review can be limited to the essential characteristics of the location.

For P2, learners must use photographic technology with associated media when implementing techniques for making photographs on location. When making selections learners may demonstrate knowledge limited to the basic features of the identified technology and techniques, for example, a named image capture device with an appropriate simple technique for controlling lighting.

For P3, learners must create location photographs that realise planned intentions. Work assessed at P3 will typically demonstrate ideas development which may be literal and show limited evidence of refinement or reflection. Learners should demonstrate technical competence in their capture and production of location photographs, for example accurate exposure during image capture coupled with simple image processing and output.

When describing their own location photography for P4, learner descriptions of location photography may be limited to a literal account of their activities.

For M1, learners must analyse the characteristics of location photography.

The sketchbook evidence for assessment should demonstrate some criticality in the annotations of material about location photography. The sketchbook may also demonstrate evidence of experimentation with annotations and learners' thoughts about their own location photography. Learners may also contrast and compare the strengths of different locations for location photography for similar specified purposes.

For M2, learners must show coherence in developing ideas for potential imagery, ideas that will be effectively realised in the photo-shoots on location. There should be a clear link between the choice of cameras, equipment and lighting and the creative intention behind the photographs. There should be considered application in all technical aspects of the work.

For M3, learners must create location photographs that realise planned intentions with consistent demonstration of skill in capture. Ideas should demonstrate individuality and have been reached following refinement. Links with researched findings should clearly relate to the ideas presented. Learners must demonstrate skill and work with independence in their production of location photographs.

For M4, learner discussion of their own photography must demonstrate considered reflection on the production process. Learners should articulate their engagement with the process through reference to research and present their photographic outcomes coherently.

For D1, learners must demonstrate an evaluative approach to their enquiries about the characteristics of location photography. Sketchbook evidence for assessment must show perceptive evaluations about the characteristics of location photography including a review of learners' own location photography experiences. Evaluations should be fluent, detailed and conclusions formed with clear reference to evidence. Learners must describe photographic technology with associated media comprehensively using correct technical language when identifying techniques for making photographs on location.

For D2, when creating location photographs that realise planned intentions, learners must demonstrate independent use of technical skills during capture. Ideas are likely to demonstrate imagination and individuality. Ideas should be refined following reflection on research findings. Learners must demonstrate a high level of skill in their production of location photographs. When generating ideas for their own location photographs, learners must demonstrate a high level of responsiveness in refinement and reflection.

For D3, learners' explanations of their own location photography must demonstrate considered reflection on the production process and must be articulated using correct technical language. Learners should express their engagement with the process through clear reflection on research and present their photographic outcomes coherently with sophisticated arguments.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1: Characteristics of Location Photography	Photographer investigating new area of work.	Oral presentation Written evidence including annotations of research material in individual research sketchbook
P2, M2, D2 P3, M3, D3 P4, M4	Assignment 2: Outdoor Location Photography	Photographer briefed to record street entertainment, carnival.	Oral presentation Written evidence including annotations of research material in individual research sketchbook Location photographs
P2, M2, D2 P3, M3, D3 P4, M4	Assignment 3: Indoor Location Photography	Photographer briefed to record sports event, dance, wedding.	Oral presentation Written evidence including annotations of research material in individual research sketchbook Location photographs

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Photography	Working With Photography Briefs	Photographic Media, Techniques and Technology
	Location Photography	Darkroom Practice
		Specialist Location Photography

This unit also links with some of the requirements of units in the Skillset National Occupational Standards in Photo Imaging as follows:

- P1-2 Agree the Photo Imaging Brief
- P1-3 Plan and Organise Photographic Assignments
- P1-4 Evaluate and Select Technology and/or Equipment
- P1-7 Undertake Photographic Assignments
- P1-16 Undertake Technical Adjustments of Images
- P1-17 Prepare Image Output
- P1-23 Research and Access Images

Depending on the resources available and the media used to generate images, learners may also undertake some of the requirements of units in the Skillset National Occupational Standards in Photo Imaging as follows:

- P1-6 Take Standardised and Official Document Photographs
- P1-8 Start up and Shut Down Laboratory Equipment
- P1-10 Edit and Enhance Images Using a Digital Kiosk
- P1-12 Process Exposed Films
- P1-10 Print Photographic Images by Hand
- P1-10 Print Photographic Images by Machine
- P1-15 Produce Scanned Images

Essential resources

Learners need access to appropriate image capture devices, media and lighting equipment for photography on location. Technology for image capture, processing and output will depend on the chosen media and may include access to traditional darkroom or digital image capture, processing and output facilities.

Employer engagement and vocational contexts

Centres should develop links with practising photographers to, who work on location, for example wedding and social photographers and those employed by organisations such as the local press. They could deliver assignments or provide work experience to learners. Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Skillset, the Sector Skills Council for Creative Media (www.skillset.org), provides details (www.skillset.org/careers) on careers and the industry and has plus a regularly updated news and events page.

Indicative reading for learners

Textbooks

Davies A – *Focal Digital Imaging A to Z* (Focal Press, 2005) ISBN 978-0240519807

Farace – *Getting Started with Digital Imaging: Tips, Tools and Techniques for Photographers*, (Focal Press, 2007) ISBN 978-0240808383

Faris Belt A – *The Elements of Photography: Understanding and Creating Sophisticated Images* (Focal Press, 2008) ISBN 978-0240809427

Freeman M – *The Photographer's Eye: Composition and Design for Better Digital Photos* (Focal Press, 2007) ISBN 978-0240809342

Harman D and Jones D – *The Digital Photography Handbook* (Quercus, 2007) ISBN 978-1847244451

Hedgecoe J – *John Hedgecoe's Photography Basics* (Sterling, 2006) ISBN 978-1402735653

Hedgecoe J – *The Book of Photography* (Dorling Kindersley, 2005) ISBN 978-1405304382

Hedgecoe J – *John Hedgecoe's Complete Guide to Black and White Photography* (Collins & Brown, 2005) ISBN 978-1402728129

Hirsch R – *Light and Lens: Photography in the Digital Age* (Focal Press, 2007) ISBN 978-0240808550

Ingledew J – *Photography* (Portfolio Series), (Laurence King, 2005) ISBN 978-1856694322

Jeffrey I – *The Photo Book* (Phaidon Press, 2005) ISBN 978-0714844886

Kelby S – *The Digital Photography Book, Volume 2* (Peachpit Press, 2008) ISBN 978-0321524768

Lardinois B – *Magnum Magnum* (Thames & Hudson, 2008) ISBN 978-0500288306

La Grange A – *Basic Critical Theory for Photographers* (Focal Press, 2005) ISBN 978-0240516523

Langford M, Fox A, Sawdon Smith R – *Langford's Basic Photography: The Guide for Serious Photographers, 8th Edition* (Focal Press, 2007) ISBN 978-0240520353

Marr D – *Beginner's Guide to Photographic Lighting: Techniques for Success in the Studio or On Location* (Amherst Media, 2004) ISBN 978-1584281337

Peres M – *The Focal Encyclopedia of Photography, 4th Edition* (Focal Press, 2007) ISBN 978-0240807409

Read S – *Exhibiting Photography* (Focal Press, 2008) ISBN 978-0240809397

Tarrant J – *Understanding Digital Cameras: Getting the Best Image from Capture to Output* (Focal Press, 2008) ISBN 978-0240520247

Worobiec T – *The Complete Guide to Digital Night and Low-Light Photography* (David & Charles, 2009) ISBN 978-0715330128

Journals

British Journal of Photography

Digital Photo

Practical Photography

Websites

www.skillset.org

The Sector Skills Council for Creative Media

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	researching characteristics of locations researching photographic technology, techniques and media used to make photographs on location researching and generating ideas for their own location photographs
Creative thinkers	generating ideas for their own location photographs
Reflective learners	reviewing their own location photography
Self-managers	selecting resources and organising their own time when creating their own location photographs
Effective participators	discussing characteristics of locations in group activities.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	undertaking research and planning their own location photography
Creative thinkers	exploring different approaches to making photographs on location
Reflective learners	evaluating their experiences and using these to inform future progress
Self-managers	using opportunities to explore characteristics of locations independently
Team workers	Taking on different roles in a collaborative location shoot
Effective participators	working in a group to critically review work in progress.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching examples of location photography
Manage information storage to enable efficient retrieval	preparing their own location photographs, if using digital techniques
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching examples of location photography and written information
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	preparing own location photographs if using digital techniques
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to discussions about location photography
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	writing notes about their use of photographic techniques, technology and media evaluating their outcomes.