

Unit 31: Specialist Location Photography

Unit code:	F/502/4978
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' skills through experience in selected types of specialist location photography. Learners will create specialist location photographs whilst developing their understanding of the types of specialist location photography. Learners will review their own work with reference to the professional requirements of the identified types of specialist location photography.

● Unit introduction

This unit enables learners to gain experience in selected types of specialist location photography. Professional photographers who work on location usually specialise in particular types of photography and are highly skilled in meeting the needs of their particular client groups. Photographers may be commissioned to work at an interior or exterior location, providing photographs for many purposes. Examples might include a fashion article, a travel brochure, a scientific survey or corporate portraiture for a company report. There will be many considerations for the photographer at the planning stage. For example, to realise the creative intention, arrangements may need to be made for the hire and transport of complex portable lighting equipment and a generator to provide power.

To be able to produce effective photographs a professional photographer must select and use appropriate photographic tools skillfully. Comprehensive knowledge of the specialist subject and well-developed visual skills are also important. For example, a successful sports photographer will understand the sport, be able to anticipate the action and have fast reactions in order to capture exciting moments of tension and achievement. The sports photographer may be using specialist lenses and managing exposure in existing light conditions skillfully to capture key moments in an event. A documentary photographer will research the subject and consider carefully what, how and when to photograph. Photographs may then be presented in a carefully planned sequence to present a point of view powerfully. In addition to photographic skill and knowledge of their specialist subject, the photographer needs to understand their working environment. A good appreciation of the qualities of typical locations allows the photographer to use the characteristics of the environment effectively to create a unique result.

Learners will explore their own potential for creating specialist location photographs by examining contemporary and historical published examples. Learners will develop ideas and create specialist location photographs as they develop their understanding of the contexts in which specialist location photographers may operate. Learners will review their own work from technical and aesthetic perspectives with reference to the professional requirements of the type specialist location photography.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the types of specialist location photography
- 2 Be able to create specialist location photographs
- 3 Be able to review own specialist location photographs.

Unit content

1 Understand the types of specialist location photography

Specialist types: commercial; industrial eg public relations, corporate reports, technical reports; social eg portraiture, wedding; photojournalism; press eg sport, events; documentary eg issues; advertising; editorial eg fashion, food, products, travel; technical; scientific eg natural history, forensic, medical

Typical locations: interior; exterior eg workplaces, transport, entertainment; landscape eg rural, urban, marine, aerial, industrial, architectural, domestic

2 Be able to create specialist location photographs

Develop ideas: client requirement eg specialist type, location characteristics, applied technique, creative intention, target audience, content, styling, output requirement, constraints, contemporary practice, historical practice, published examples, visual language; approaches; influences eg commercial, political, professional practices, subject types, presentation

Preparations: selection eg equipment, recording media, props, techniques; arrangements eg transport, bookings, equipment protection; atmospheric considerations eg weather conditions, cloud cover, direction relative to sunlight, sunrise, sunset; contingency planning eg insurance; legal eg model release, location permission, documents, health and safety, risk assessments, public safety; ethical

Production: technology eg capture devices, camera type, lens type, accessories; recording media eg flash card, portable hard drive, film types; lighting eg ambient light, portable lighting; colour temperature; techniques eg exposure measurement, camera movements, fill in flash, motion blur, freezing movement, panning, differential focus, aerial, macro, underwater, time lapse, high speed; visual language eg composition, scale, framing

3 Be able to review own specialist location photographs

Product: eg creative intention, client requirement, aesthetic qualities, technical qualities, technical competence

Production process: ideas development; research sources; ideas refinement; fitness of preparations; information sources eg self-evaluation, peer evaluation, reference to published examples

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 categorise different types of specialist location photography [CT, IE, RL]	M1 compare different types of specialist location photography with reference to typical locations	D1 evaluate different types of specialist location photography with well-documented reference to typical locations
P2 present ideas for specialist location photography [SM, CT, IE, RL]	M2 present developed ideas, for specialist location photography which are planned effectively	D2 present innovative and comprehensively planned ideas for specialist location photography
P3 produce specialist location photographs that realise planned intentions [SM, CT, RL]	M3 produce specialist location photographs which are planned effectively	D3 produce imaginative specialist location photographs which fully realise planned intentions
P4 review and describe own working practices. [SM, RL]	M4 justify ideas and working practices.	D4 evaluate ideas and practices.

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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

For this unit learners will need access to appropriate image capture devices, media and lighting equipment for specialist location photography. The 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. Image capture devices, processing and manipulation software should be of a recognised industrial standard, as should media and lighting equipment.

The outcomes in this unit may be delivered sequentially within a programme of assignments which guides learners through each outcome. An alternative approach would be an integrated delivery where all outcomes are delivered concurrently. Specialist location photographs may be produced and presented in different ways, for example screen presentation, electronic or paper print. Reference to current vocational practice will assist in supporting decisions about presentation. Similarly, the emphasis placed on digital and traditional wet-based modes of production can also best be covered by considering current vocational practice. Learners should be encouraged to work independently and develop personal approaches when developing ideas for their specialist location photography. 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 develop understanding of the types of specialist location photography and typical locations for learning outcome 1 tutors will need to support learners in their independent research by guiding them to appropriate research sources. This will include examining the work of specialist location photographers and should be developed through class discussion to include analysis of the characteristics of different types specialist location photographs. Learner research should be supported by tutor-led presentations of contemporary and historical practice which address the main features and vocational contexts of different sectors of specialist location photography. To enhance learner understanding of vocational practice related to specialist location photography visits from professional practitioners, and visits to appropriate vocational settings, should form part of delivery where possible. A structured process of tutorials group discussion and presentations to consolidate learning will support learners to find their own area of specialism and in their continued explorations of specialist location photography. Learners should use sketchbooks to collate and annotate their research material to enable them to reflect on their learning.

For learning outcome 2, learners need to present their ideas for specialist location photography. Ideas development should be undertaken considering preparations. A client brief or scenario, given or developed in negotiation with learners, will be helpful to focus attention on a specified purpose. A structured process of tutorials, group discussion and presentations will support learners in their explorations and ideas development. Tutor presentation on the work of practitioners from different specialist fields can be used to stimulate learner investigation. Learners should develop their ideas with reference to researched examples of specialist location photography. Collated annotated research material in their sketchbooks will enable learners to reflect on their learning and use contextual reference material when generating their own personal approaches to specialist location photography. Learners will need to be taught about the preparations needed when planning and undertaking location photography. Tutors need to provide an input on the responsibilities associated with different types of specialist location photography so learners understand all the implications. Learner must be aware that essential preparation includes health and safety, plus values, ethical and legal considerations and documentation, in addition to equipment related practical components. To support learners in their preparation tutors may use group activities to discuss the necessary preparations for given examples of specialist location photography. When producing specialist location photographs which realise planned intentions, learners will support to create technically sound specialist location photographs through a tutor demonstration of specialist location techniques. Demonstrations may also need to include the use of image processing software and darkroom practice if learners are new to these techniques.

For learning outcome 3, learners will need to review their own specialist location photography reflecting on their production process and their ability to realise their creative intention. If tutors establish an ongoing structured approach to critique, through which an evaluative approach to working practices is encouraged, learners will be supported in their reflection on the production process. Learners will be able to make oral presentations describing their own specialist 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 types of specialist location photography – whole class.
<p>Assignment 1: Aspirations and Opportunities – types of specialist location photography. Learners work in groups to discuss and present information. Learners work individually to gather information for a short presentation to show the characteristics of different types of specialist location photography and typical locations.</p> <p>Individual research sketchbook to include:</p> <ul style="list-style-type: none"> • Examination of different types of specialist location photography • Typical locations • Constraints and opportunities • Comparisons, influences, priorities, aspirations and challenges • Selection of own specialist location photography area of interest • Summary of findings.
Preparations for specialist location photography – whole class.
<p>Assignment 2: Set Brief – Specialist Location Photography for an Identified Purpose. Learners work in groups to discuss and present information. Learners work individually to prepare their sketchbook to include:</p> <ul style="list-style-type: none"> • Research for location photography briefs • Developing ideas for location photographs • Consideration of preparations for location tasks • Reflection and refinement of ideas for specialist location photographs including test images • Production, presentation and review of own specialist location photographs.
Create location photographs for an identified purpose – whole class.
<p>Assignment 3: Negotiated Brief – Specialist Location Photography for an Identified Purpose. Learners work in groups to discuss and present information. Learners work individually to prepare their sketchbook to include:</p> <ul style="list-style-type: none"> • Research for location photography briefs • Developing ideas for location photographs • Consideration of preparations for location tasks • Reflection and refinement of ideas for specialist location photographs including test images • Production, presentation and review of own specialist location photographs.
Review of unit and assessment.

Assessment

To achieve a pass grade, learners will demonstrate the ability to categorise the characteristics of different types of specialist location photography. At pass level this is likely to be a brief articulation of the key characteristics of some specialist types of location photography with associated typical locations. Reference to typical locations will be accurate but may be literal, brief and lack analysis. Learners will be able to give examples and categorise the basic features of the work of relevant practitioners. Sketchbooks will provide evidence for assessment and will include learner annotations and reviews of examples of specialist location photography. Learners may also include reviews and annotations of their own practical experiences of exploring specialist location photography. Ideas presented may be literal, lack development or clear underpinning by research. In considering the preparations for specialist location photography learners may list the essential preparations but give limited detail about what is entailed. For example, a learner may plan to photograph a building during daylight when the sun is shining but recognition of the importance of the time of day in relation to the direction of the sun, and the direction the building faces, may be omitted. Learners will produce specialist location photographs which realise planned intentions. The specialist location photographs may be limited in sophistication but will demonstrate technical competence and relevance to the identified specialist location area. The specialist location photographs will show an understanding of the identified specialist location photography area and be presented in a format appropriate to contemporary practice in that area. Learner descriptions of their own specialist location photography may be limited to a literal account of production activities, with reference to the positive and negative aspects of the experience. Reference to researched material, including the work of professional practitioners in the specialist location area, may be made with limited comparison to the strengths and areas of improvement in their own work.

To achieve a merit grade, learners will compare different types of specialist location photography with reference to typical locations. Learners should identify the characteristics of different types of specialist location photography with some exploration of these characteristics and how they contribute overall. Reference to typical locations should be contextualised with some evidence of understanding of how typical locations may impact on the characteristics of specialist location photographs. When presenting developed ideas for specialist location photography learners will be able to show their ideas development through research materials in their sketchbooks. Considered reference to essential preparations will include details of the specific preparations related to the idea and some examples of how these preparations will assist on location. There may also be some reference to contingency planning such as suggestions of alternative locations. Learners will produce specialist location photographs using technology and techniques skilfully. Some imagination and a personal approach will be demonstrated in specialist location photographs which realise planned intentions. When explaining their specialist location photographs learners will make some links between the relevance of the work produced and the context of the selected specialist location photographic area. There may be some comparison between researched material on the work of professional practitioners and the strengths and areas of improvement in their own work. Relevant annotated research material of published examples of specialist location photography in learner sketchbooks will support some assertions. Learners may be able to justify some of the decisions made in the production process and use this information in evaluating their own specialist location photographs.

To achieve a distinction grade, learner evaluations will be detailed in addressing the characteristics of different types of specialist location photography. Detailed evaluations will be supported by collated sketchbook material which shows perceptive comment on the annotated examples.

Reference to typical locations will be contextualised and comprehensive with exploration and evaluation of the characteristics of typical locations and how they may contribute to the characteristics of specialist location photographs. Learners will present innovative ideas for specialist location photography. Learners will be able to show their well-considered ideas development through the research materials in their sketchbooks. Evidence of their own experiments with specialist location photographs may also be included with evaluative comments which contribute to ideas development. Well-considered reference to preparations will include a detailed explanation of specific preparations related to the idea presented. Examples of how these preparations will assist on location, including reference to contingency planning, will be detailed and justified. Vocationally relevant examples may be given to support assertions about preparations. Learners will produce specialist location photographs which have been prepared with a high level of skill. In fully realising planned intentions learners will demonstrate creativity and flair in their personal approach and this will be evident in the specialist location photographs produced. When evaluating their own specialist location photographs learners will make clear the relationship between own work and the selected specialist location photographic area. Strengths and areas of improvement will be identified with a clear comparison with researched material on the work of professional practitioners. Assertions will be justified and well supported by perceptive annotations of relevant published examples of specialist location photography in learner sketchbooks. Perceptive analysis of the production process will enable learners to justify decisions made and relate this information in a well-considered manner to the evaluation of their own specialist location photographs.

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: Aspirations and Opportunities – Specialist Types of Location Photography	A freelance photographer choosing from different locations and approaches for an assignment.	Oral presentation. Written evidence including annotations of research material in individual research sketchbook.
P2, P3, P4, M2, M3, M4 D2, D3, D4	Assignment 2: Set Brief – Develop Ideas and Create Specialist Location Photographs Relative to Set Brief	Sports photographer assigned to photograph local team in action.	Oral presentation. Written evidence including annotations of research material in individual research sketchbook. Specialist location photographs.
P2, P3, P4, M2, M3, M4 D2, D3, D4	Assignment 3: Negotiated Brief – Develop Ideas and Create Specialist Location Photographs Relative to Negotiated Brief	Landscape photographer assigned to interpret section of river for a tourist brochure.	Oral presentation. Written evidence including annotations of research material in individual research sketchbook. Specialist 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	Photography Techniques	Media, Techniques and Technology
	Location Photography	Darkroom Practice
	Working with Photography Briefs	Location Photography

National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

CCSkills Sector Skills Council

Design (revisions in draft form June 2009)

- DES2 Apply design industry knowledge to inform your own design work practice and work
- DES38 Manage design realisation
- DES39 Manage a design project

Skillset Sector Skills Council

Photo Imaging

- P2 Organise and Carry Out Photographic Assignments
- P4 Take Standardised Still-Life Photographs
- P5 Take Specified Photographs
- P6 Conceive and Take Photographs
- C1 Contribute to Effective Performance At Work
- C3 Contribute to The Maintenance of Health, Safety And Security At Work
- C6 Contribute to The Development of The Photo Imaging Brief.

Essential resources

For this unit learners will need access to appropriate image capture devices, media and lighting equipment for specialist location photography. The 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. Image capture devices, processing and manipulation software should be of a recognised industrial standard, as should media and lighting equipment.

Employer engagement and vocational contexts

Centres should develop links with specialist location photographers and those employed by organisations such as the local press. Learners will need to understand the characteristics of working on location in different contexts. This unit contains theory and practice which relates to other units in the photography pathway.

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience.

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

Vocational learning support resources include:

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

Business and finance advice:

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

Assignments should be vocationally relevant. Centres should consider the delivery of 'live projects' to support the vocational content of the unit and programme.

Creative & Cultural Skills (www.ccskills.org.uk), the sector skills council for arts, crafts and design have launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Skillset, the sector skills council for creative media (www.skillset.org), provide details pages (www.skillset.org/photo) about careers advice and industry information, plus a regularly updated news and events page.

Indicative reading for learners

Textbooks

Blissi A and Langford M – *Langfords Advanced Photography, 7th Edition* (Focal Press, 2008)
ISBN 978-0240520384

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

Davies A – *Nature: Digital Photographers' Handbook* (RotoVision, 2004) ISBN 978-2880467807

Farace J – *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

Frost L – *The Complete Guide to Night and Low-Light Photography* (Focal Press, 2000) ISBN 978-0817450410

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 and 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

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 Incisive Media

Digital Photo EMAP

Practical Photography EMAP

Websites

www.bjphoto.co.uk	British Journal of Photography
www.eastmanhouse.org	George Eastman House: International Museum of Photography and Film
en.wikipedia.org/wiki/Henri_Cartier-Bresson	Information on Henri Cartier-Bresson
www.hse.gov.uk/coshh	Control of Substances Hazardous to Health
www.hse.gov.uk	Health and Safety Executive
www.karenbrett.com	Artist Karen Brett
www.lauriecampbell.com	One of Britain's top wildlife and landscape photographers.
www.masters-of-photography.com	Photographers such as Man Ray, Ansel Adams, Diane Arbus, Walker Evans, and Alfred Steiglitz. Including Victorian portraits, New York street photography, and images of the Ethiopian famine
www.nmpft.org.uk	National Museum of Photography, Film and TV
www.npg.org.uk	National Portrait Gallery
www.npg.siedu/exh/cb/index.htm	Portraits by Henri Cartier-Bresson. Including portraits of Coco Chanel, Truman Capote and William Faulkner. Accompanied by a narrative explaining Cartier-Bresson's place in the history of photography
www.nypl.org/research/chss/spe/art/photo/photo.html	200,000 original photographic prints representing an international range of photographers, and comprising a survey of processes. Online photography exhibitions are available to give a flavour of the collection
www.opsi.gov.uk	Office of Public Sector Information
www.pbs.org/ktca/americanphotography	American Photography: A Century of Images – Centres on the power and critical appreciation of photography and uses specific photographs to make points about cultural identity, social change, and war. An 'Image Lab' provides an interactive educational presentation which is available on video, with transcriptions for teachers. Author: Public Broadcasting Service
www.photonet.org.uk	Photographers' Gallery
www.sebastiaosalgado.com	Sebastiao Salgado
www.skillsset.org	The Sector Skills Council for Creative Media
www.womenphotographers.com	Women's photographic portfolios

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 different types of specialist location photography and typical locations researching and generating ideas for own specialist location photographs
Creative thinkers	generating ideas for own specialist location photographs
Reflective learners	reviewing own specialist location photographs
Self-managers	selecting resources and organising own time when creating own specialist location photographs.

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 specialist location photography
Creative thinkers	exploring different approaches to making specialist location photographs
Reflective learners	evaluating experiences when making specialist location photographs and using these to refine ideas and inform progress
Self-managers	using opportunities to explore specialist location photography independently
Effective participators	working in a group to critically review work in progress
Team workers	discussing different types of specialist location photography and typical locations.

● 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 different types of specialist location photography and typical locations
Manage information storage to enable efficient retrieval	preparing own specialist 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 different types of specialist location photography and typical locations
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 specialist location photographs if using digital techniques
Mathematics	
Identify the situation or problem and the mathematical methods needed to tackle it	calculating angles, distances and focal lengths when planning a location shoot at a race track
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	justifying their ideas to others.
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	