

# Unit 29: Photography Location Techniques

<b>Unit code:</b>	<b>Y/502/5232</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to introduce learners to the equipment and techniques needed to photograph on location. Learners will develop their location photography skills when using equipment and techniques to create their own location photography.

## ● Unit introduction

Location photography can be very rewarding and requires skilful use of technique when operating equipment on location and when producing the finished photographs. Successful location photography also requires skilful use of the techniques associated with visual language.

In the workplace, location photography is created using either digital technology or traditional wet based methods, or a mixture of both. Decisions about the equipment and techniques to be used will depend on the requirements of the client and the creative intentions of the photographer. For example if paper prints are required, the decision to use digital or traditional wet-based media may be based on the creative technique the photographer wishes to use to fulfill their intentions. If location photography is to be integrated with moving images and form part of a multimedia presentation the final outcome will be appropriately sized digital files in a suitable format.

This unit introduces the equipment and techniques associated with location photography. Learners will develop their location photography skills and extend their visual skills as they develop their ideas with reference to key practitioners and published examples of location photography. Learners will analyse and review their work from technical and aesthetic perspectives.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to use equipment to produce location photography
- 2 Be able to use techniques to make location photography
- 3 Be able to develop ideas in response to location photography briefs
- 4 Be able to review own location photography

# Unit content

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## 1 Be able to use equipment to produce location photography

*Equipment:* small format cameras eg compact, SLR; lenses eg wide angle, standard, telephoto; digital optical zoom; TTL metering; camera accessories eg tripod, lens hood, filters; lighting eg automatic flash, reflectors, diffusers; recording technology eg flash cards, hard drives, pixel resolution, file formats (jpeg, tiff, raw); processing; output eg film (types, handling), software, ink-jet printers, dpi, ppi, photographic enlargers, tanks, dishes, transparent media, paper types, surfaces

## 2 Be able to use techniques to make location photography

*Techniques:* exposure eg ISO, aperture, shutter speed; TTL exposure methods eg average, spot, centre weighted; light eg natural, artificial, ambient light direction, use of reflectors, diffusers, flash; visual language eg composition, viewpoint, perspective, framing, cropping; formal elements eg line, colour, contrast, pattern, shape; subject isolation techniques eg depth of focus, bokeh, differential focus, blur motion, freeze motion, panning; processing; output eg digital, chemical

## 3 Be able to develop ideas in response to location photography briefs

*Develop ideas:* eg client requirement, creative intention, intended audience, output specifications, constraints, content, styling, key practitioners, current practice, past practice, ideas refinement; planning eg equipment, location characteristics, layout, roughs, test images

## 4 Be able to review own location photography

*Review product and process:* fitness for intended purpose eg client requirement, creative intention, aesthetic qualities, technical qualities, use of techniques, use of equipment, effectiveness of planning

## 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:
<b>P1</b> produce location photography using equipment to realise planned intentions [CT, IE, RL]	<b>M1</b> produce location photography using equipment and techniques effectively to fully realise planned intentions	<b>D1</b> show a high level of creativity and independence in the development, production and critical analysis of own refined location photography.
<b>P2</b> create location photography using techniques to realise planned intentions [CT, IE, RL]	<b>M2</b> present coherent ideas and evaluate own location photography showing a clear understanding of the attributes of own work in comparison to published examples of location photography.	
<b>P3</b> present ideas for own location photography [SM, IE, RL, CT]		
<b>P4</b> explain own location photography. [RL]		

**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.

<b>Key</b>	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

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## Delivery

For this unit learners need access to appropriate equipment such as cameras, media and accessories for location photography. Equipment may include digital, traditional wet based or a mixture of both. The learning outcomes can be achieved using either medium.

For this unit to be delivered successfully learners need to experiment with the equipment and techniques associated with location photography and create photographs on location. Learners also need to explore published examples of location photography and use this to develop their visual language and personal approaches to assignment briefs.

To enable learners to use equipment to produce location photography, they need to be introduced to what is available and how it may be used.

For learning outcome 1, tutors need to demonstrate equipment and provide technical material and directions to appropriate reference material. Learners also need to be taught how to select equipment with reference to the specified purpose of the photography. Formative practical tasks in which learners are actively engaged in using the equipment will assist in delivering effective learning for this outcome. Evidence for this outcome should be included in the sketchbooks and should include annotated researched technical material, notes from workshops and findings from learners' own location photography experiments.

For learning outcome 2, tutors need to demonstrate techniques through workshop activities, as shown in *specific techniques sections* of assignments 1 to 4. These workshops should incorporate health and safety information, and technical guidance. For some techniques learners need to be shown how to use equipment controls to achieve specific effects, therefore effective learning for this outcome can be usefully linked with the formative practical tasks for learning outcome 1. Techniques can also be related to published examples of location photography in which specific effects, including those related to visual language, are evident. Sketchbooks should include annotated researched location photography, notes from workshops and findings from learners' own location photography experiments.

To enable learners to develop ideas in response to location photography briefs, they need to be supported by tutor-led group discussion and presentation of examples of key practitioners and published location photography. When developing their own ideas for learning outcome 3 learners need to reflect on published examples and use their knowledge of photographic equipment and techniques. Collating annotated researched published examples of location photography and presenting their own ideas and location photography experiments in sketchbooks will enable learners to reflect and refine their ideas. This can be effectively coupled with a structured process of critical review in which learners present practical work in progress and tutors support learners in their ideas generation.

To enable learners to review their own location photography for learning outcome 4 they need to reflect on the degree to which the final product meets the original client requirements, the production process and their ability to realise their creative intention. If the tutor has established an ongoing structured approach to critique learners will be familiar with an evaluative process of reflection of both product and process. Oral presentations in which their own location photography is explained with reference to published examples will enable learners to review their work 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
Workshops; equipment and techniques to produce location photography – whole class
Developing ideas in response to location photography briefs – whole class
<b>Assignment 1:</b> Location Photography Theme – Contrast (Shape and Texture) Learners work individually to prepare a sketchbook to include: <ul style="list-style-type: none"><li>• ideas development including researched photography, workshops notes and annotated tests. Planning to include reference to equipment and techniques to realise creative intention. Specific techniques: exposure control, lighting, visual language</li><li>• production: location photography, process and output</li><li>• post production: present and review own location photography and process</li></ul>
Review own photographic location photographs – whole class
<b>Assignment 2:</b> Location Photography Theme – Movement (Apparent and Real) Learners work individually to prepare a sketchbook to include: <ul style="list-style-type: none"><li>• ideas development including researched photography, workshops notes and annotated tests. Planning to include reference to equipment and techniques to realise creative intention. Specific techniques: prioritise shutter speed in exposure control, subject isolation techniques and visual language</li><li>• production: location photography, process and output</li><li>• post production: present and review own location photography and process</li></ul>
Review own photographic location photographs – whole class
<b>Assignment 3:</b> Outdoor Location Photography Theme – Journey (Route, Distance and Destination) Learners work individually to prepare a sketchbook to include: <ul style="list-style-type: none"><li>• ideas development including researched photography, workshops notes and annotated tests. Planning to include reference to equipment and techniques to realise creative intention. Specific techniques: exposure methods, ambient light controls, visual language particularly viewpoint, and subject isolation</li><li>• production: location photography, process and output</li><li>• post production: present and review own location photography and process</li></ul>
Review own photographic location photographs – whole class

## Assessment

For P1, learners must produce location photography using equipment to realise planned intentions. At pass level the learner's final artefact, for example a print or digital file should show that equipment has been used appropriately, although learners may require some support. For example, evidence of accurate exposure and use of an appropriate shutter speed to exclude camera shake will demonstrate an able approach to using equipment.

For P2, learners must create location photography using techniques to realise planned intentions. Learner work at pass level may demonstrate basic techniques, such as the use of a fast shutter speed to freeze the motion of a fast car. There will be limited evidence of further exploration, such as the combination of a fast shutter speed with panning to isolate the subject from the background.

For P3, learners must present ideas for their own location photography. At pass grade learners will typically demonstrate ideas development which is literal and shows limited evidence of refinement or reflection. However, learners should show clear understanding of client requirements and be able to make some links between client requirements, their own ideas and examples of current and past practice.

For P4, learners' explanations of their own location photography may be limited to a literal account of their activities. However learners should be able to consider their success in using equipment and techniques. Learners should also be able to explain how their own work compares with client requirements, their own creative intention and published examples of location photography.

For M1, learners must produce location photography using equipment and techniques skilfully to fully realise planned intentions. At merit level learners' final artefacts should show that equipment and techniques have been used skilfully, for example evidence of careful lens selection and use combined with skilful use of framing, viewpoint and perspective. Learners' location photography should fully realise intentions which have been carefully planned and are likely to have been refined with reference to their own exploratory work.

For M2, learners must present coherent ideas and evaluate their own location photography, showing a clear understanding of the attributes of their own work in comparison to published examples of location photography. At merit grade learners should typically demonstrate well considered ideas development although ideas may be limited in originality and creativity. Typically learners should show a clear understanding of client requirements and be able measure the success of their own work in comparison to published examples of location photography.

For D1, learners must show a high level of creativity and independence in the development, production and critical analysis of their own refined location photography. At distinction level learners' location photography will demonstrate highly-skilled use of equipment and techniques, for example skilful handling of ambient lighting, perhaps using reflectors, fill-in flash, or long exposures to capture movement combined with sophisticated use of visual language. Learners' location photography should be highly refined and fully realise planned intentions.

Learner evaluation of their own location photography should be critical and analytical showing a clear understanding of the attributes of their own work in comparison to published examples of location photography.

## 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 P2, M2 P3 P4	<b>Assignment 1:</b> Location Photography Theme eg Contrast (Shape and Texture)	Photographer producing personal essay on specific location.	Sketchbook: annotated research material, own ideas and associated planning. Location photography. Oral presentation reviewing process and product.
P1, M1, D1 P2, M2 P3 P4	<b>Assignment 2:</b> Location Photography Theme eg Movement (Apparent and Real)	Photographer briefed to photograph changes in a particular landscape.	Sketchbook: annotated research material, own ideas and associated planning. Location photography. Oral presentation reviewing process and product.
P1, M1, D1 P2, M2 P3 P4	<b>Assignment 3:</b> Outdoor Location Photography Theme eg Journey (Route, Distance and Destination)	Photographer working for a travel company.	Sketchbook: annotated research material, own ideas and associated planning. Location photography. Oral presentation reviewing process and product.

## 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	Photography Media, Techniques and Technology
	Location Photography	Specialist Location Photography
		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:

### Skillset Sector Skills Council

Photo Imaging

- P1-2 Agree the Photo Imaging Brief
- P1-3 Plan and Organise Photographic Assignments
- P1-7 Undertake Photographic Assignments

Depending upon 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:

- P1-12 Process Exposed Films
- P1-10 Print Photographic Images by Hand

### Essential resources

Learners need access to appropriate equipment such as cameras, media and accessories for location photography. Equipment may include digital, traditional wet based or a mixture of both. The outcomes of this unit can be achieved using either medium.

### Employer engagement and vocational contexts

Centres should develop links with practising photographers to deliver assignments to learners or to provide work experience.

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](http://www.vocationallearning.org.uk)

Business and finance advice:

- local and regional Business Link – [www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Skillset, the Sector Skills Council for Creative Media ([www.skillset.org](http://www.skillset.org)), provides details ([www.skillset.org/careers](http://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 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

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 978-0756609474

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

Ingledeew 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, 2009) ISBN 978-0500288306

Langford M, Fox A, Sawdon Smith R – *Langford's Basic Photography: The Guide for Serious Photographers*, (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: Digital Imaging, Theory and Applications History and Science* (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

### Journals

*British Journal of Photography* – Incisive Media

*Digital Photo* – EMAP

*Practical Photography* – EMAP

### Websites

[www.skillsset.org](http://www.skillsset.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 ...
<b>Independent enquirers</b>	researching published examples of location photography exploring techniques to make location photography developing ideas for their own location photography
<b>Creative thinkers</b>	exploring different techniques for making location photography developing ideas for their own location photographs
<b>Reflective learners</b>	reviewing their own location photography
<b>Self-managers</b>	organising own their time when creating own 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 ...
<b>Reflective learners</b>	evaluating their experiences and those of others in the group and using these to inform future progress
<b>Effective participators</b>	discussing location photography when participating in group critical review of work in progress.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching published examples of location photography
Manage information storage to enable efficient retrieval	preparing their own location photographs, if using digital techniques
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching examples of location photography and written information
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	preparing their own location photographs, if using digital techniques
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting results of research presenting to clients
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	compiling notes and technical information.