



## Higher National Unit Specification

### General information

**Unit title:** Photography: Image and Sound (SCQF level 8)

**Unit code:** HN7A 35

**Superclass:** KJ

**Publication date:** September 2017

**Source:** Scottish Qualifications Authority

**Version:** 2

### Unit purpose

This unit is designed to enable learners to make and create moving image work to explore the combination of image and sound. Using a Digital Single Lens Reflex (DSLR) camera and ancillary sound recording equipment or devices, learners can explore and experiment to develop creativity and skills in these areas.

This unit is a mandatory unit in the Professional Development Award for Moving Image. It can also be taken as a free-standing unit.

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Identify and apply a range of lighting and camera techniques for moving image.
- 2 Apply appropriate sound to a moving image sequence.

### Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

### Recommended entry to the unit

Entry is at the discretion of the centre, however it would be expected that candidates would normally have experience of basic digital camera handling at SCQF level 6 or equivalent.

## Higher National Unit Specification: General information (cont)

**Unit title:** Photography: Image and Sound (SCQF level 8)

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Information and Communication Technology at SCQF level 6
Core Skill component	Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6

### Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. The group award PDA may be delivered as an addition or alongside an HNC/HND level course in Photography.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Identify and apply a range of lighting and camera techniques for moving image.

#### Knowledge and/or skills

- ◆ Lighting equipment and techniques
- ◆ Current lighting styles
- ◆ Appropriate lighting for moving image work
- ◆ Camera techniques to support moving image work

### Outcome 2

Apply appropriate sound to a moving image sequence.

#### Knowledge and/or skills

- ◆ Application of sound
- ◆ Current sound styles
- ◆ Identification and application of sound capture techniques
- ◆ Source effects, music or footage
- ◆ Current copyright legislation
- ◆ Sound techniques
- ◆ Post production techniques

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Photography: Image and Sound (SCQF level 8)

### Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

#### Outcome 1

Identify and apply a range of lighting and camera techniques for moving image.

- ◆ Identify current lighting equipment and techniques from a range of current practitioners.
- ◆ Produce a workbook/document/online resource of moving image examples that explore techniques that may include, light quality, colour temperature, exposure control, mixed lighting control and application of camera techniques.
- ◆ Produce a series of moving image sequence exercises that show how the techniques can be applied.

#### Outcome 2

Apply appropriate sound to a moving image sequence.

- ◆ Research and evaluate how sound is applied to different moving image sequences.
- ◆ Identify and use sound capture techniques and approaches that display an understanding of sound capture.
- ◆ Source effects, music or footage from appropriate sources and understand the implications of current copyright legislation
- ◆ Apply and edit sound to moving image sequence(s).
- ◆ Use effective post production techniques to prepare the final work for presentation.



## Higher National Unit Support Notes

**Unit title:** Photography: Image and Sound (SCQF level 8)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this unit

This specialist unit part of the Professional Development Award (PDA) in Moving Image at SCQF level 8. It is also a stand-alone unit which can enhance the skills and knowledge gained from units in the HND Photography. It is designed to enable learners to identify a range of lighting and camera techniques that can be used to create moving images and to apply appropriate sound to a moving image sequence.

This unit will build upon skills gained in digital single-lens reflex camera (DSLR) use and provide a strong base for photographers intending to use moving image within the photographic industry. This could be applied to a range of genres of photography including advertising, fashion, social, portraiture, documentary and photojournalism. The moving image capabilities of DSLRs has led to an expanded use for photographers who now use moving image within their chosen photographic field. Industry demands require photographers to have the skills to use their DSLR for moving image sequences from social to press. This unit will enhance any existing photographic qualification.

### Guidance on approaches to delivery of this unit

This unit could be delivered on a holistic basis and will demonstrate DSLR skills. An investigative approach could be adopted by the centre to encourage creativity and independent learning from learners as they approach sound and image making techniques. This moving image practice and research can explore context, history, style, light and sound qualities within the production and editing of sound and image ideas. Access to sound recording equipment compatible with DSLR will be required. This may include specialist microphones attached directly to DSLR or to an ancillary device. This unit should promote experimentation in both sound and image separately and together. The gathering of sound may include found sounds, created sounds, music and improvised sound, vocal, speech which should be gathered and saved. This could be demonstrated by a tutor and developed and explored in groups and individually. Moving image sequences should also be openly explored using existing camera techniques and introducing camera movements. A fluid or smooth head tripod would assist if camera movements are to be fully explored and controlled. A workshop approach to gathering of sound and image could assist candidates in becoming more familiar with new equipment and techniques. File management and saving and naming of files for future access is important.

## Higher National Unit Support Notes (cont)

**Unit title:** Photography: Image and Sound (SCQF level 8)

Sound and image experiments may be gathered within a studio or external space and guidance to the different considerations of these environments could be provided through demonstration. A workshop approach with demonstration and practical experimentation will support learners to explore new equipment and techniques and discover its capabilities.

Group work both for practical and research tasks can support peer learning and maximise use of equipment during delivery. Creativity and experimentation should be encouraged, as learners explore their first steps into using sound and technical equipment. The range of sound and lighting options should not be limited to industry standard equipment, but should allow a degree of experimentation and creative approaches. Current trends in online methods for sharing research could be utilised by learners.

For Outcome 1 learners should be given scope to explore the practical and research element of this outcome. Learners may wish to collaborate with others during the formative stages of this outcome to become familiar with a range of techniques and approaches.

In Outcome 2 learners should plan sound requirements alongside a moving image piece.

Learners should consider the effects of the environment on the quality of the sound recording. Sound effects could be captured or sourced from stock. Development and creativity should be encouraged during this stage

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners. .

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

In Outcome 1 learners will provide both practical and written (and/or oral) evidence to demonstrate their knowledge and skills for researching and application of current lighting and camera techniques utilised in moving image sequencing. This could be through a workbook/digital document/online resource. Practical research should be encouraged in making sound and moving image examples.

In Outcome 2 learners will produce, capture and apply appropriate sound to moving image sequences which contribute to their production value.

Work should be carefully considered to combine image and sound and edited using a suitable platform. Work should be exported and presented in a suitable format.

Instruments of assessment may take the form of a media portfolio of sound, moving image files, written research which could be included and edited into a final moving image sequence.

Tutor observation and metadata may authenticate students work.

## Higher National Unit Support Notes (cont)

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### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

This unit has the Core Skill of Information and Communication Technology embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Information and Communication Technology at SCQF Level 6.

This unit has Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6, and Planning and Organising at SCQF level 6.

## History of changes to unit

Version	Description of change	Date
2	Core skill Information and Communication Technology at SCQF level 6 embedded Core Skill components Critical Thinking at SCQF level 6 and Planning and Organising at SCQF level 6 embedded	19/09/17

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## General information for learners

### Unit title: Photography: Image and Sound (SCQF level 8)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

You will undertake research, looking and listening to the effect when image and sound are combined in a moving image project. This research can then be applied to learners own explorations in image and sound work.

On completion of the unit you will be able to:

- 1 Identify and apply a range of lighting and camera techniques for moving image.
- 2 Apply appropriate sound to a moving image sequence.

### Outcomes 1 and 2

You will research a range of moving image and sound techniques and approaches using a DSLR and sound recording equipment. Research may include current and historical moving image approaches which show examples of image or sound that could inform your own image and sound explorations. Your findings will include notes on the combination of image and sound through lighting, composition, approach, techniques, type of sound, qualities of sound, methods of sound making and concepts or themes. Moving image research can be gathered in digital form including online or as an electronic document.

This research will assist you in your own moving image experiments. Your own work should be carefully considered to combine image and sound and edited using a suitable platform. Work should be exported and presented in a suitable format.

This unit has the Core Skill of Information and Communication Technology embedded in it, so when you achieve this unit your Core Skills profile will be updated to show that you have achieved Information and Communication Technology at SCQF Level 6.

This unit also has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when you achieve the unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 6, and Planning and Organising at SCQF level 6.