

National Unit specification: general information

Unit title: Photography: Creative Image Making Techniques
(SCQF level 6)

Unit code: F8KK 12

Superclass: KE

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Summary

This Unit is designed to enable candidates to develop an understanding of a range of image manipulation techniques and the underpinning knowledge behind them. Candidates will also develop good practice in order to produce and evaluate their own original and well planned images. Successful completion of this Unit should prepare candidates for more advanced photographic training/study.

This Unit has been designed as an optional Unit of the Photography Course at SCQF level 6. It may also be taken as a freestanding Unit.

Outcomes

- 1 Investigate manipulative processes used in photography.
- 2 Produce a series of manipulated images.
- 3 Utilise equipment to produce a series of manipulated images.
- 4 Utilise selected techniques or chemicals to produce manipulated images.

Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

F8KH 12 *Photography: Basic Camera Techniques*
F8KM 12 *Photography: Digital Imaging*

General information (cont)

Unit title: Photography: Creative Image Making Techniques
(SCQF level 6)

Credit points and level

1 National Unit credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skills component in this Unit.

National Unit specification: statement of standards

Unit title: Photography: Creative Image Making Techniques
(SCQF level 6)

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.

Outcome 1

Investigate manipulative processes used in photography.

Performance Criteria

- (a) Identify manipulative processes used in a range of given images.
- (b) Describe the procedures used for manipulating the given images.

Outcome 2

Produce a series of manipulated images.

Performance Criteria

- (a) Use appropriate camera equipment manipulation to demonstrate zooming or panning to achieve desired effect in images.
- (b) Use effective manipulation of shutter speeds to obtain controlled movement within the images.
- (c) Apply appropriate special effect filters to achieve the desired effect within the images.
- (d) Explain the procedures used for manipulating images, across all specified techniques.

Outcome 3

Use equipment to produce a series of manipulated images.

Performance Criteria

- (a) Apply appropriate texture screens or layers for achieving the desired effect in images.
- (b) Use selected equipment to manipulate the image and effectively demonstrate distortion in images.
- (c) Use the procedure of double exposure technique correctly to achieve desired effect in images.
- (d) Explain the procedures used for manipulating images through the use of the enlarger or appropriate software, across all specified techniques.

National Unit specification: statement of standards (cont)

Unit title: Photography: Creative Image Making Techniques
(SCQF level 6)

Outcome 4

Use selected techniques or chemicals to produce manipulated images.

Performance Criteria

- (a) Demonstrate effective control of the action of chemicals or techniques on images and show its appropriateness to specific toning technique.
- (b) Use equipment and/or chemicals safely at all times and in accordance with current health and safety regulations.
- (c) Explain the procedures used for manipulating images through use of selected chemicals or techniques, across all specified techniques.

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria for this Unit.

Written and/or oral evidence and product evidence is required.

It would be appropriate for this evidence to be in the format of a traditional or electronic annotated work.

Outcome 1

Written and/or oral evidence is required to demonstrate the candidate's ability to identify and describe the manipulative processes of zooming and panning, use of shutter speeds and use of special effect filters from a wide selection of given images exemplifying these techniques.

Outcome 2

One image must also be produced by candidates for each of the following three techniques:

- (i) Camera equipment manipulation — zooming or panning.
- (ii) Manipulation of shutter speeds.
- (iii) Application of special effect filters.

In the production of each of the three images candidates must demonstrate their ability to utilise the relevant techniques.

Prints will be a minimum size A5.

Written and/or oral explanation of procedures used for manipulating images, across all techniques specified is required.

National Unit specification: statement of standards (cont)

Unit title: Photography: Creative Image Making Techniques
(SCQF level 6)

Outcome 3

One image must be produced by the candidate for each of the following three techniques:

- (i) Use of texture screens/digital layers.
- (ii) Image distortion.
- (iii) Double exposure.

In the production of each of the three images candidates must demonstrate their ability to utilise the relevant techniques.

Prints will be a minimum size A5.

Written and/or oral explanation of procedures used for manipulating images through the use of the enlarger or appropriate software, across all techniques specified, is required.

Outcome 4

One image must be produced by the candidate for each of the following two techniques:

- (i) Pseudo-solarisation.
- (ii) Toning — any **one** of the following techniques:
 - single colour toning
 - multi-colour toning
 - hand tinting
 - selenium toning

In the production of the two images candidates must demonstrate their ability to utilise the relevant techniques.

Prints will be a minimum size A5.

Written and/or oral explanation of procedures used for manipulating images through use of selected chemicals or techniques across the techniques specified is required.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an assessor checklist. If a centre wishes to design its own assessments for this Unit, they must be of a comparable standard.

National Unit specification: support notes

Unit title: Photography: Creative Image Making Techniques
(SCQF level 6)

This part of the Unit specification is offered as guidance. The support notes 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 Unit has been designed as an optional Unit of the Photography Course at SCQF level 6. It may also be taken as a freestanding Unit.

The aim is for candidates to gain a knowledge and understanding of a range of image manipulation techniques. *Candidates will produce evidence which will include an annotated workbook which contains a range of given manipulated images and descriptions about the equipment and techniques used along with eight finished manipulated images.*

Outcome 1

Performance Criteria (a) and (b) — the images presented for identification should clearly reflect the results of manipulative techniques used by practising photographers. The images could be collected from magazines, newspapers, past photographs, etc. The images can be presented individually or collectively, and could have a means of identification (ie number, letter) for assessment purposes.

Outcome 2

Performance Criteria (c) — appropriate special effect filters should be made available to the candidate, ie Split Image, Red/Orange and Star Burst filters.

Several photographs may be taken by the candidate but it is only necessary to print three selected images.

Outcome 3

The suitability of the images used for this Outcome should be agreed with the teacher/lecturer. The images may be produced specifically for this Outcome, or could be those produced in Outcome 1. Alternatively they could have been produced independently of this Unit (ie for the Unit *Photography: Research Project* or candidate's portfolio).

Performance Criteria (b) — appropriate texture screens should be made available to the candidate. Texture screens used should be suitable for the format used.

National Unit specification: support notes (cont)

Unit title: Photography: Creative Image Making Techniques
(SCQF level 6)

Outcome 4

Safe working practices should be emphasised in this Outcome. The proper processes for using chemicals must be maintained.

The suitability of the images used for this Outcome should be agreed with the teacher/lecturer. As with Outcome 2 these can be produced specifically for this Outcome or can be those produced in Outcome 2, or independently of this Unit.

Chemicals appropriate to the function should be made available to the candidate.

Throughout this Unit safety must be stressed. Safe working practices should be an integral part of all the activities.

Guidance on learning and teaching approaches for this Unit

Outcomes 1, 2, 3 and 4 will benefit from teacher/lecturer or peer group discussion where candidates are given the opportunity to discuss the work and can be questioned in areas they may have failed to notice or consider as possible areas of investigation. Working in this way will allow candidates to learn from each other and broaden their understanding of the images and develop critical thinking skills.

A candidate centred resource based learning approach is recommended. During the work of the Unit candidates should have several opportunities to develop their practical skills, and should be assessed at appropriate points throughout delivery of the work. Candidates will benefit from teacher/lecturer demonstration at key points in the Unit. Appropriate terminology should be presented in context throughout the Unit.

Where candidates are unsuccessful in achieving an Outcome, provision should be made for remediation and reassessment.

Opportunities for developing Core Skills

There are opportunities to develop aspects of the Core Skill of *Communication* at SCQF level 4 through participation in group discussion, critiques and analysis of the candidate's own work.

Guidance on approaches to assessment for this Unit

Centres may use Instruments of Assessment which are considered to be most appropriate. Examples of Instruments of Assessment which could be used to generate and gather evidence of achievement are as follows.

Outcome 1

An appropriate Instrument of Assessment would be a restricted response style questionnaire. Candidates should be presented with a selection of images exemplifying the different techniques (camera equipment control, use of shutter speeds, and use of special filters). Satisfactory achievement of this Outcome would be based on candidates correctly identifying the processes utilised in 75% of these images.

National Unit specification: support notes (cont)

Unit title: Photography: Creative Image Making Techniques
(SCQF level 6)

Outcomes 2, 3 and 4

An appropriate Instrument of Assessment will be practical exercises to produce eight final annotated images utilising the relevant techniques and equipment.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to candidate assessment evidence must be carried out on an individual basis to ensure authenticity.

Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.