

| | |
|---------------|--|
| Cognitive | |
| Affective | |
| Psychomotor | |
| Metacognitive | |
| Interpersonal | |

| Course Title and Unit | Learning outcomes: | Description of unit/ project: |
|---|--|---|
| <p>NCFE Level 1 Photography (601/3390/9)</p> | <p>Unit 01 Use a camera to capture creative images (J/505/9151)</p> <p>The learner will: 1. Know how to use the camera to create images</p> <p>The learner can: 1.1 Identify the use of camera controls 1.2 Identify a range of recording media used in film or digital cameras 1.3 Outline basic visual language and composition 1.4 Outline how to use cameras and lenses safely</p> <p>The learner will: 2. Be able to use the camera to create images</p> <p>The learner can: 2.1 Select appropriate lenses and camera positions for a range of subjects 2.2 Select subjects for creative capture 2.3 Use equipment and accessories to capture images 2.4 Produce a range of exploratory photographs using simple processing procedures 2.5 Review quality of final images 2.6 Outline legal and ethical considerations 2.7 Follow health and safety procedures</p> <p>Unit 02 Digital image manipulation (L/505/9152)</p> <p>The learner will: 1. Know how to produce manipulated images</p> <p>The learner can: 1.1 Identify sources of images for manipulation 1.2 Identify hardware and software for image manipulation 1.3 Describe the controls, tools and techniques for image manipulation 1.4 Outline legal and ethical considerations</p> <p>The learner will: 2. Be able to produce manipulated images</p> <p>The learner can: 2.1 Manipulate, modify and save images 2.2 Use processing procedures to produce images for viewing 2.3 Review image quality of finished images 2.4 Follow health and safety procedures including viewing screen health</p> | <p>This QCF qualification is aimed at individuals wishing to develop a basic understanding of photographic processes and basic photography skills.</p> <p>Learners will understand how to use a camera correctly and safely to take photographs; they'll also be able to review the quality of their final images. Learners will also be aware of legal and ethical considerations relating to photography.</p> <p>The objective of this qualification is to support the learner's progression into further learning in photography or other creative subject areas.</p> <p>This qualification consists of the following mandatory units:</p> <p>Unit 01: Use a camera to capture creative images (J/505/9151) (3 credits) Unit 02: Digital image manipulation (L/505/9152) (3 credits)</p> |
| <p>Overall aim(s) of the programme:</p> | | |

This qualification is aimed at individuals wishing to develop a basic understanding of photographic processes and basic photography skills.

Enable learners to use a camera correctly and safely to take photographs;

Enable learners to review the quality of their final images.

Learners will also be aware of legal and ethical considerations relating to photography.

Support the learner's progression into further learning in photography or other creative subject areas.

| Equality & Diversity / British Values | Health and safety | Safeguarding |
|---|---|--|
| <p>Use of examples of cultural and social differences in lessons.</p> <p>Learners must treat each other with appropriate respect of cultural and social background and beliefs. Everyone's opinion, sexuality and personality should be respected.</p> <p>Differentiated assessment methods to maximise learner achievement. Because of the practical nature of the course and the amount of autonomous learning, there are opportunities for students to stretch independently</p> | <p>Risk Assessment Considerations General H&S highlighted at the start of each session: Health and Safety considerations; Drinks/Water spillages Trailing cables Coats, bags, equipment put out of the way Taking breaks from computers, ensuring students are seated correctly and that computers and desks are at correct heights. Be aware of slip and trip hazards in and out of the classroom.</p> | <p>Ensure learners are treated with respect, and acknowledge this with behaviour towards each other during session. Any incidents that require intervention of safeguarding team are dealt with promptly using college procedure.</p> <p>Respond to individual learner issues with appropriate discussion, and follow up and document procedures where required.</p> |
| Functional Skills | | |
| <p>Literacy:</p> <ul style="list-style-type: none"> • Discussion / Q&A • Written annotation skills developing grammar and language. Documenting work. Written work. • Subject specific language and terminology • Discussing / Presenting / Q&A in class / group and one-to-one | <p>Numeracy:</p> <ul style="list-style-type: none"> • Photography concepts aperture / shutter speed / ISO • Ratios / fractions /distance/ time | <p>IT Skills:</p> <ul style="list-style-type: none"> • Coursework is largely digitally based • Use of digital camera equipment • Use of software to edit images • uploading images, documenting work, • Using VLE / online resources |
| <p>Standard Resources:</p> | <p>Computers / Cameras / Software/ Online Padlet resources /Screen for presentations</p> | |

| Session (3 hrs) | Session Title & Aim | Learning Outcomes (outcomes in bold are specification outcomes) | Teaching Activities | Resources | Formative Assessment Strategies |
|--------------------|--|---|--|---|--|
| 1 | Introduction to photography Cameras and equipment, camera handling skills, Health and Safety Photography Legal & Ethics | <p>Identify how to use cameras and lenses safely Identify the use of camera controls Identify recording media Be able to use a camera to create images Select subjects for creative capture</p> <p>Introduction to Lightroom Download / import images / create contact sheet Use snipping tool / screen capture Outline legal and ethical considerations Follow health and safety procedures (internal and external) Assignment</p> | <p>Introducing the aims and objectives of the course.</p> <p>Students and lecturer will introduce themselves.</p> <p>A brief introduction to photography, health and safety, students apply current knowledge of H&S to photography to show that a common sense approach is necessary.</p> <p>Introduce Padlet and resources to the students, students will create a Padlet account before the next session. Padlet will be used as a digital notebook / journal.</p> <p>Introduce clipping tool / screen capture, identify any possible gaps in IT literacy.</p> <p>Assess student equipment, prior knowledge and student goals. Students with prior knowledge will be paired with those who have limited knowledge to allow peer-to-peer learning and collaboration.</p> <p>Explain cameras, camera controls while students identify on their own equipment. Assess gaps in student's equipment capabilities. Students will be using their equipment as this session is delivered to allow them to connect the terminology with physical and practical application.</p> <p>Explain memory cards, lenses, tripods, remote releases, filters and flash. Students identify their own equipment.</p> <p>Introduction to Adobe Lightroom Students will be able to demonstrate how to import and catalogue images and to make simple edits.</p> <p>Students will complete an assignment over the following week capturing 16 images and selecting 1 image to present and discuss in the next session. Assignments each week so that students repeat the skills and knowledge to help process into long term memory and reflect upon what they have learnt.</p> | Cameras Screen for presentation Computers / Adobe Lightroom | Q&A, discussion and one-to-ones - Assessment of prior knowledge Assessment of equipment capabilities Identifying student goals Immediate practical application of knowledge Encouraging a two way conversation between students and lecturer, building an environment of confidence to talk and make mistakes as well as to be proud and confident of students own work Assignment for outside class to assess retention of knowledge. Identifying students with prior knowledge and pairing up with those who limited prior knowledge. |

| | | | | | |
|---|---|---|--|---|--|
| 2 | Exposure Apertures, Shutter Speeds, ISO | <p>Present and explain Images individually Discuss images, use photographic and visual language as a class Exposure, Aperture, Shutter, ISO Produce a range of exploratory photographs using simple processing procedures Assignment</p> | <p>Q&A and discussion to assess retention of knowledge</p> <p>Each student presents and explains to the class, one image from the assignment, to introduce them to presenting and discussing images and to help build confidence. Weekly best student image - chosen by students</p> <p>Analyse, discuss and annotating prints in small groups, to introduce photographic language and develop visual literacy, this should take place at the beginning of the session, so that it can be used as evidence of progress in a later session. Also an opportunity for assessing prior knowledge</p> <p>Explaining Apertures, Shutter Speeds, ISO interspersed with practical exercises to reinforce. Students will be able to define and apply Apertures, Shutter Speeds and ISO.</p> <p>Practical exercises on college grounds. One-to-one feedback on camera, so that corrections and improvements can be made immediately.</p> <p>Students will complete an assignment over the following week capturing 16 images and selecting 1 image to present and discuss in the next session. Images should demonstrate the use of Apertures and Shutter Speeds</p> | Cameras Screen for presentation | <p>Q&A and discussion to identify retention of knowledge and gaps in knowledge Student presentation / class discussion of assignment, assessment of knowledge retention, Practical application of theory in class, immediate assessment and feedback opportunity Assignment for home to assess retention of knowledge</p> |
| 3 | Composition | <p>Present and explain Images individually Outline basic visual language and composition Select appropriate lenses and camera positions for a range of subjects Practice composition exercises Discuss portfolio, image selection and presentation Assignment</p> | <p>Q&A and discussion to assess retention of knowledge</p> <p>Each student presents and explains to the class, one image from the assignment, to introduce them to presenting and discussing images and to help build confidence. Weekly best student image - chosen by students</p> <p>Explaining composition interspersed with practical exercises to reinforce. Discussing images as a class. Explaining Image Selection, Portfolios, Presenting Images.</p> <p>Analyse, discuss and annotating prints as groups again (prints from session 2). Padlet resource contains the rules of composition which can be used on student's phones as a prompt.</p> <p>Students will complete an assignment over the following week capturing 16 images and selecting 1 image to present and discuss in the next session. The images should show examples of compositional rules.</p> | Cameras Screen for presentation Printed images for annotation | <p>Q&A and discussion to identify retention of knowledge and gaps in knowledge Student presentation / class discussion of assignment, assessment of knowledge retention, Discussion about images to adapt visual language and to adapt critical and higher order thinking Assignment for home to assess retention of knowledge</p> |

| | | | | | |
|---|--|--|---|---|--|
| 4 | Image processing and editing | <p>Present and explain Images individually Outline legal and ethical considerations</p> <p>Review quality of final images Identify sources of images for manipulation Identify hardware and software for image manipulation Describe controls, tools and techniques, for image manipulation</p> <p>Manipulate, modify and save images Use processing procedures to modify images Follow health and safety including visual screen health Assignment</p> | <p>Q&A and discussion to assess retention of knowledge</p> <p>Each student presents and explains to the class, one image from the assignment, to introduce them to presenting and discussing images and to help build confidence. Weekly best student image - chosen by students</p> <p>Group / Class discussion about ethics of manipulating images - analysing printed images that have been manipulated.</p> <p>Computer based session, explaining and demonstrating how to edit images in Adobe Lightroom (introducing other programs). Student's will replicate editing techniques and apply them to images they captured previously.</p> <p>Students will complete an assignment over the following week shortlisting images for their final portfolio, the images should be edited and complete with notes that explain how they photographed the image, the camera settings, what they were trying to achieve and what improvements could be made.</p> | <p>Cameras Screen for presentation Computers / Adobe Lightroom Students should have a minimum of 64 images taken over the course so far that they will shortlist for their final portfolio</p> | <p>Q&A and discussion to identify retention of knowledge and gaps in knowledge Student presentation / class discussion of assignment, assessment of knowledge retention, Discussion about images to adapt visual language and to adapt critical and higher order thinking Computer based session allows immediate assessment and feedback as learning takes place Assignment for home to assess retention of knowledge</p> |
| 5 | Image selection and portfolio planning | <p>Present and explain Images individually Presentation methods Group discussion about each others images Shortlisting images for portfolio Editing images for final portfolio Assignment</p> | <p>Q&A and discussion to assess retention of knowledge</p> <p>Each student presents and explains to the class, one image from the assignment, to introduce them to presenting and discussing images and to help build confidence. Weekly best student image - chosen by students</p> <p>Discussing as a class example portfolios and identify different presentation methods. Book, folder, print, digital, and the pros and cons.</p> <p>One-to-one, group and classwork to give guided peer support and critical feedback to and from each other.</p> <p>Students can use this session to edit images in Adobe Lightroom.</p> <p>This session is about student's identifying what they could improve in their images, which of their images are the strongest and which ones should go into their portfolios.</p> | <p>Screen for presentation Computers / Adobe Lightroom Example portfolios: Previous students / lecturer Exemplar images for critique</p> | <p>Q&A and discussion to identify retention of knowledge and gaps in knowledge Student presentation / class discussion of assignment, assessment of knowledge retention, Discussion about images to assess student's knowledge of photographic language and techniques, which should be developing at this point. Computer based session allows immediate assessment and feedback as learning takes place Assignment for home to assess retention of knowledge</p> |
| 6 | Image selection and portfolio planning | <p>Final portfolio of 10 images / completed Padlet with notes and coursework</p> | <p>Final session finalising portfolios and digital journal for submission</p> <p>Student's will present their portfolio to the class explaining their choice of images, using photographic language and explaining techniques (ideally a printed portfolio that each person displays on tables so that everyone can see / discuss)</p> <p>Students will make decisions about their final images for their portfolios. In one-to-one sessions students will justify their selections, identify compositional elements in their images and photographic techniques.</p> | <p>Student portfolios Screen for presentation</p> | <p>Assessment of development of skills, confidence and ability across the course. Presentation gives opportunity to assess student's contextual knowledge of the subject, explaining their approach and intent in their image selection. Assessment of learning across the course. Class discussion, Q&A and one-to-one</p> |

Portfolio Hand in Date: