

## Level 4 Photography – Success Criteria

### Skills, knowledge and understanding:

- ✓ Undertake picture research and find and organise suitable images.
- ✓ Demonstrate visual literacy by showing understanding of creative and technical concepts in photography through their considered critique of different forms of photographic image.
- ✓ Demonstrate an understanding of different sub sectors of the photo imaging industry.
- ✓ Offer creative visual ideas for different forms of image capture.
- ✓ Undertake photo imaging assignments in indoor and outdoor locations.
- ✓ Identify the main characteristics of the subject matter and decide on the characteristics they want to emphasise in their images.
- ✓ Confirm that chosen equipment, technology and material are suitable for the: photographic subjects; purpose of the images; type of images intended; photographic location; and prevailing light conditions.
- ✓ Compose the images to communicate the required characteristics, appropriate in terms of: the photographic style; the viewpoint; composition; and point of focus.
- ✓ Use equipment safely with consideration for others.
- ✓ Import digital images from a camera or other image capture device to a digital workstation and make basic technical adjustments or corrections to the imported images to optimise them for future use, for example adjusting or correcting exposure, colour balance, brightness and contrast, sharpening the image and making minor repairs to images or dealing with unwanted effects.
- ✓ Select suitable hardware and software applications to carry out the adjustments and import the images in the appropriate format into the editing or processing software.
- ✓ Store, conserve and preserve images ensuring stored images are preserved in a manner appropriate to their format and that systems are kept up to date.
- ✓ Ensure images prior to being stored contain information for future identification and retrieval.
- ✓ Ensure that appropriate storage and retrieval systems are in place and that images files are backed-up at appropriate stages during the assignment.

Level: NPA - Level 4	Photography. I can...
<b>The General Aim</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a general introduction to photography.</li> <li><input type="checkbox"/> Encourage and support learners to develop their interest in photography.</li> <li><input type="checkbox"/> Develop aspects of Core Skills, especially in Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others.</li> <li><input type="checkbox"/> Promote personal and social development skills.</li> <li><input type="checkbox"/> Promote skills for learning, life and work.</li> <li><input type="checkbox"/> Develop basic research skills.</li> <li><input type="checkbox"/> Develop basic critical thinking skills.</li> <li><input type="checkbox"/> Develop organisational skills.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop the ability to give and receive feedback and discuss own work.</li> <li><input type="checkbox"/> Develop basic evaluations skills.</li> <li><input type="checkbox"/> Develop presentation skills.</li> <li><input type="checkbox"/> Promote progression routes to further study options which may include other subjects within creative industries.</li> </ul>
<b>The Specific Aim:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners develop their: <ul style="list-style-type: none"> <li>○ Basic understanding of photography terms.</li> <li>○ Basic understanding of simple creative concepts used in photography.</li> <li>○ Basic understanding of how to create effective images when photographing people and places.</li> <li>○ Ability to create simple plans for photographic sessions.</li> <li>○ Ability to work safely while carrying out practical photography.</li> <li>○ Ability to capture composed and controlled images of people and places.</li> <li>○ Ability to identify strengths and areas for improvement in images.</li> <li>○ Ability to safely store, organise and work with photographic images to make simple enhancements.</li> <li>○ Skills, knowledge and understanding to help prepare them for progression to NPA Photography (SCQF level 5).</li> </ul> </li> </ul>
<b>Group Award</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The group award is made up of 4 SQA unit credits. Each unit comprise of 6 SCQF credit points each. All units in each group award are mandatory.</li> </ul>
<input type="checkbox"/> Level 4 Units: <div style="text-align: center;"><b>Understanding Photography</b></div>	
<b>Performance Criteria</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research simple photographic concepts and their meanings.</li> </ul>
<b>Outcome 1</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe images in terms of the creative concepts used.</li> <li><input type="checkbox"/> Selection of images from a range of genres used to illustrate personal research</li> <li><input type="checkbox"/> explaining the meaning of the following terms: <ul style="list-style-type: none"> <li>○ Viewpoint</li> <li>○ Framing</li> <li>○ Leading lines</li> <li>○ Rule of thirds</li> </ul> </li> <li><input type="checkbox"/> Evidence for this outcome can be presented orally or in writing and will include annotated images and/or diagrams. <ul style="list-style-type: none"> <li>○ Descriptions of each concept should:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Be clearly linked to a relevant selected image.</li> <li>• Identify where in the selected image the concept can be seen.</li> <li>• Use photographic terms accurately.</li> <li>• Demonstrate a basic understanding of the creative concept relating to composition being described.</li> </ul>
<p><b>Outcome 2</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Selection of six photographic images:</li> <li><input type="checkbox"/> Three images of people showing the following compositional approaches: <ul style="list-style-type: none"> <li>○ Close-up.</li> <li>○ Head and shoulders.</li> <li>○ Full figure.</li> </ul> </li> <li><input type="checkbox"/> Three images of different places showing different compositional approaches, for example: <ul style="list-style-type: none"> <li>○ Rural landscape.</li> <li>○ Coastal landscape.</li> <li>○ Woodland.</li> <li>○ Riverside.</li> <li>○ Gardens.</li> <li>○ Built environment.</li> <li>○ Urban decay.</li> <li>○ Recreation spaces.</li> <li>○ Domestic interiors.</li> <li>○ Classrooms.</li> <li>○ Public spaces.</li> <li>○ Stairways.</li> <li>○ Bridges.</li> </ul> </li> <li><input type="checkbox"/> Examples of compositional approaches may include: <ul style="list-style-type: none"> <li>○ Different types of framing.</li> <li>○ Different viewpoints.</li> <li>○ Use of rule of thirds.</li> <li>○ Use of leading lines.</li> </ul> </li> <li><input type="checkbox"/> Descriptions of creative concepts used in the six images selected: <ul style="list-style-type: none"> <li>○ Composition - For example: <ul style="list-style-type: none"> <li>• Location.</li> <li>• Pose.</li> <li>• Viewpoint.</li> <li>• Framing.</li> <li>• Leading lines.</li> <li>• Rule of thirds.</li> </ul> </li> <li>○ Use of key visual elements: <ul style="list-style-type: none"> <li>• Line.</li> <li>• Colour.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Tone.</li> <li>• Texture.</li> <li>• Shape.</li> <li>• Form.</li> <li>• Mood</li> <li>• Visual impact</li> </ul> <p><input type="checkbox"/> Descriptions of the effects of creative concepts should:</p> <ul style="list-style-type: none"> <li>○ Be clearly linked to a selected image.</li> <li>○ Use photographic terms accurately.</li> <li>○ Identify relevant creative concepts used.</li> <li>○ Demonstrate a basic understanding of creative concepts by describing how they can be seen in the selected image.</li> <li>○ Describe the mood and visual impact achieved.</li> </ul>
<p><input type="checkbox"/> Level 4 Units:</p> <p style="text-align: center;"><b>Photographing People:</b></p>	
<p><b>Performance Criteria</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan photoshoots based on a selection of images of people.</li> <li><input type="checkbox"/> Take a range of composed and controlled photographs of people during planned photoshoots.</li> <li><input type="checkbox"/> Present selected photographs of people.</li> <li><input type="checkbox"/> Compile images of people showing a range of photographic approaches.</li> <li><input type="checkbox"/> Create two simple plans for photoshoots inspired by selected images.</li> </ul>
<p><b>Outcome 1</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A compilation of at least three photographic images of people.</li> <li><input type="checkbox"/> The images must show a range of compositional approaches, for example: <ul style="list-style-type: none"> <li>○ Different use of viewpoint and framing to create close-up.</li> <li>○ Head and shoulders.</li> <li>○ Full figure shots.</li> </ul> </li> <li><input type="checkbox"/> The images must show different use of creative concepts, for example: <ul style="list-style-type: none"> <li>○ Visual elements.</li> <li>○ Lighting.</li> <li>○ Mood.</li> </ul> </li> <li><input type="checkbox"/> Two simple plans for photoshoots inspired by two of the selected images, to include: <ul style="list-style-type: none"> <li>○ Location</li> <li>○ Equipment</li> <li>○ Duration</li> <li>○ Model(s)</li> <li>○ Pose and facial expression</li> <li>○ Lighting, for example daylight, ambient artificial light, studio lighting</li> <li>○ Intended mood</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Permissions, for example models permission, access to locations (as appropriate)</li> <li>○ Simple risk assessment</li> <li>□ Learners' plans should be clearly linked to their inspirational images</li> <li>□ Address all the requirements.</li> <li>□ Give a basic outline of their intentions, which may be in the form of a list.</li> <li>□ Learners who have completed Understanding Photography (XXXX 10) may use their research images if these meet the requirements.</li> </ul>
<b>Outcome 2</b>	<ul style="list-style-type: none"> <li>□ Learners must take a range of composed and controlled photographs of people during planned photoshoots. <ul style="list-style-type: none"> <li>○ Evidence will include: <ul style="list-style-type: none"> <li>● Minimum of 30 photographs of people taken during the planned photoshoots. (Minimum 15 images for each photoshoot).</li> <li>● Composed and controlled photographs taken in appropriate lighting conditions.</li> <li>● Images saved and stored appropriately.</li> </ul> </li> </ul> </li> </ul>
<b>Outcome 3</b>	<ul style="list-style-type: none"> <li>□ Two selected images — one image from each planned photoshoot from Outcome 2 showing: <ul style="list-style-type: none"> <li>○ Visual connection with the inspirational photograph, for example through: <ul style="list-style-type: none"> <li>● Similar pose.</li> <li>● Facial expression.</li> <li>● Viewpoint.</li> <li>● Framing.</li> <li>● Visual elements.</li> <li>● Mood.</li> </ul> </li> </ul> </li> <li>□ Basic technical competence. Images should be taken in appropriate lighting conditions. As learners can use automatic functions of cameras, images should be in focus and correctly exposed.</li> <li>□ One simple justified reason why each image was selected.</li> <li>□ A presentation of the two selected images with their inspirational images.</li> <li>□ Selected images do not have to emulate the inspirational images exactly, but a visual connection should be evident. <ul style="list-style-type: none"> <li>○ Learners' simple justified reasons should: <ul style="list-style-type: none"> <li>● Similar pose.</li> <li>● Make a connection with the corresponding inspirational image</li> <li>● Give a simple justification in photographic terms, for example by describing how the pose, facial expression, viewpoint, framing or visual elements help to achieve the desired mood.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Use photographic terms accurately.</li> </ul>
<input type="checkbox"/> Level 4 Units:	<b>Photographing Places:</b>

<b>Performance Criteria</b>	<input type="checkbox"/> Plan photoshoots based on a selection of images of places. <input type="checkbox"/> Take a range of composed and controlled photographs of places during planned photoshoots. <input type="checkbox"/> Present selected photographs of places.
<b>Outcome 1</b>	<input type="checkbox"/> A compilation of at least three photographic images showing a range of approaches. <input type="checkbox"/> The images must show different types of places, for example: <ul style="list-style-type: none"> <li>○ Rural landscape.</li> <li>○ Coastal landscape.</li> <li>○ Woodland.</li> <li>○ Riverside.</li> <li>○ Garden.</li> <li>○ Built environment.</li> <li>○ Urban decay.</li> <li>○ Recreation spaces.</li> <li>○ Domestic interiors.</li> <li>○ Classrooms.</li> <li>○ Public spaces.</li> <li>○ Stairways.</li> <li>○ Bridges.</li> </ul> <input type="checkbox"/> The images should show different use of creative concepts, for example: <ul style="list-style-type: none"> <li>○ Viewpoint.</li> <li>○ Framing.</li> <li>○ Use of the visual elements.</li> <li>○ Lighting conditions.</li> <li>○ Mood.</li> </ul> <input type="checkbox"/> Two simple plans for photoshoots inspired by two of the selected images, to include: <ul style="list-style-type: none"> <li>○ Location</li> <li>○ Equipment.</li> <li>○ Duration.</li> <li>○ Time of day.</li> <li>○ Weather.</li> <li>○ Lighting conditions, as appropriate.</li> <li>○ Intended mood.</li> <li>○ Permissions, for example access to locations (as appropriate).</li> <li>○ Simple risk assessment.</li> </ul> <input type="checkbox"/> Learners' plans should: <ul style="list-style-type: none"> <li>○ Be clearly linked to their inspirational images.</li> <li>○ Address all the requirements.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Give a basic outline of their intentions, which may be in the form of a list.</li> <li>□ Learners who have completed Understanding Photography (XXXX 10) may use their research images if these meet the requirements.</li> </ul>
<b>Outcome 2</b>	<ul style="list-style-type: none"> <li>□ Asks learners to take a range of controlled and composed photographs of places during planned photoshoot. <ul style="list-style-type: none"> <li>○ Evidence will include: <ul style="list-style-type: none"> <li>● A minimum of 30 photographs of places taken during the planned photoshoots (15 images from each photoshoot)</li> <li>● Photographs taken in a composed and controlled manner, using appropriate lighting conditions.</li> <li>● Images saved and stored appropriately.</li> </ul> </li> </ul> </li> </ul>
<b>Outcome 3</b>	<ul style="list-style-type: none"> <li>□ Two selected images — one image from each planned photoshoot from Outcome 2 showing: <ul style="list-style-type: none"> <li>○ A visual connection with the inspirational photograph, for example: <ul style="list-style-type: none"> <li>● Through similar type of location.</li> <li>● Viewpoint.</li> <li>● Framing.</li> <li>● Visual elements.</li> <li>● Mood.</li> </ul> </li> </ul> </li> <li>□ Basic technical competence. Images should be taken in appropriate lighting conditions. As learners can use automatic functions of cameras, images should be in focus and correctly exposed.</li> <li>□ One simple justified reason why each image was selected.</li> <li>□ A presentation of the two selected images with their inspirational images.</li> <li>□ Selected images do not have to emulate the inspirational images exactly, but some visual connection should be evident.</li> <li>□ Learners' simple justified reasons should: <ul style="list-style-type: none"> <li>○ Make a connection with the corresponding inspirational image.</li> <li>○ Give a simple justification in photographic terms, for example: describing how the <ul style="list-style-type: none"> <li>● Location.</li> <li>● Viewpoint.</li> <li>● Framing.</li> <li>● Visual elements help to achieve the desired mood.</li> </ul> </li> <li>○ Use photographic terms accurately.</li> </ul> </li> </ul>
<input type="checkbox"/> Level 4 Units: <div style="text-align: center;"><b>Working With Photographs:</b></div>	
<b>Performance Criteria</b>	<ul style="list-style-type: none"> <li>□ Store and handle images safely.</li> <li>□ Evaluate a range of selected images.</li> <li>□ Make simple enhancements to images.</li> </ul>

<b>Outcome 1</b>	<input type="checkbox"/> Evidence will include: <ul style="list-style-type: none"> <li>○ Saved and securely stored images — minimum of 20 images in total, containing:</li> <li>○ Two sets of 10 images from two different genres (for example genres involving people and places)</li> <li>○ The stored images organised for easy retrieval.</li> <li>○ Evidence may be in the form of an electronic copy of the learner’s image files and folders, screenshots of these, or the teacher or lecturer’s observational checklist.</li> </ul>
<b>Outcome 2</b>	<input type="checkbox"/> Four selected images that have been copied and saved: <ul style="list-style-type: none"> <li>○ There must be two sets of two from different genres, for example genres involving people and places.</li> <li>○ A simple evaluation identifying one strength and one area for improvement for each selected image.</li> <li>○ A suggestion for one simple enhancement for each selected image using identified techniques, for example: <ul style="list-style-type: none"> <li>● Cropping.</li> <li>● Black and white conversion.</li> <li>● Colour adjustment.</li> <li>● Brightness and contrast adjustment.</li> <li>● Blemish removal.</li> </ul> </li> <li>○ A minimum of two techniques for enhancement must be identified across the four images.</li> <li>○ Evaluations should: <ul style="list-style-type: none"> <li>● Be clearly linked to a selected image.</li> <li>● Identify where in the images the strengths and areas for improvement can be seen.</li> <li>● Show a basic understanding of photography concepts</li> <li>● Use photographic terms accurately.</li> </ul> </li> </ul>
<b>Outcome 3</b>	<input type="checkbox"/> Four selected images from outcome 2 with the one suggested enhancement applied to each image using the identified techniques. <input type="checkbox"/> Presentation of the four selected images before and after enhancement.

**What will be taken into consideration when deciding on a teacher-estimated grade for a National Progression Award in Photography Level 4?**

- Unit 1 – Understanding Photography – 25% of National Group Award
- Unit 2 – Photographing People – 25% of National Group Award
- Unit 3 – Photographing Places – 25% of National Group Award
- Unit 4 – Working with Photographs – 25% of National Group Award
- Commitment and Quality in class/homework.