

Level 5 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 5	Photography. I can...
The General Aim	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a general introduction to photography. <input type="checkbox"/> Encourage and support learners to develop their interest in photography. <input type="checkbox"/> Develop aspects of Core Skills, especially in Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others. <input type="checkbox"/> Promote personal and social development skills. <input type="checkbox"/> Promote skills for learning, life and work. <input type="checkbox"/> Develop research skills.

	<ul style="list-style-type: none"> <input type="checkbox"/> Develop critical thinking skills. <input type="checkbox"/> Develop organisational skills. <input type="checkbox"/> Develop the ability to give and receive feedback and discuss own work. <input type="checkbox"/> Develop evaluation skills to improve and reflect on working practices. <input type="checkbox"/> Develop presentation skills. <input type="checkbox"/> Promote progression routes to further study options which may include other subjects within creative industries.
The Specific Aim:	<ul style="list-style-type: none"> <input type="checkbox"/> Learners further develop their: <ul style="list-style-type: none"> ○ Understanding of photography terms. ○ Understanding of the creative and technical concepts used in photography. ○ Understanding of how to create effective images when photographing people and places. ○ Ability to create plans for photographic sessions. ○ Ability to work safely while carrying out practical photography. ○ Ability to capture composed and controlled images of people and places. ○ Ability to identify strengths and areas for improvement in images. ○ Ability to safely store, organise and work with photographic images to make enhancements. ○ Skills in resizing images for different purposes. ○ Skills, knowledge and understanding to help prepare them for progression to further study in Photography at a more advanced level.
Group Award	<ul style="list-style-type: none"> <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.
<input type="checkbox"/> Level 5 Units: <div style="text-align: center;">Understanding Photography:</div>	
Performance Criteria	<ul style="list-style-type: none"> <input type="checkbox"/> Research a range of creative and technical photographic concepts. <input type="checkbox"/> Compile and present the research. <input type="checkbox"/> Explain the effect of compositional elements in photographic images. <input type="checkbox"/> Explain the effect of visual elements in photographic images. <input type="checkbox"/> Explain the effect of technical aspects in photographic images. <input type="checkbox"/> Summarise how style and/or mood and visual impact were achieved in photographic images. <input type="checkbox"/> Compile and present the work.
Outcome 1	<ul style="list-style-type: none"> <input type="checkbox"/> Learners will explain photographic concepts and their meanings. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> ● Selection of images from a range of genres used to illustrate personal research explaining the meaning of the following terms:

	<ul style="list-style-type: none"> ▪ Viewpoint. ▪ Framing. ▪ Leading lines. ▪ Rule of thirds. ▪ Exposure (for example, under and over exposure, the exposure triangle). ▪ Lighting. ▪ Depth of field. <p>□ Evidence for this outcome can be presented orally or in writing and will include annotated images and/or diagrams.</p> <ul style="list-style-type: none"> ○ Explanations of each concept should: <ul style="list-style-type: none"> ▪ Be clearly linked to a relevant selected image. ▪ Identify where in the selected image the concept can be seen. ▪ Use photographic terms accurately. ▪ Contain detail which demonstrates a clear understanding of the creative or technical concept being explained.
<p>Outcome 2</p>	<p>□ Learners will explain the effects of creative and technical concepts used in photographic images.</p> <ul style="list-style-type: none"> ○ Evidence will include: ○ Selection of six photographic images: ○ Three images of people showing different compositional approaches, for example: <ul style="list-style-type: none"> ● A group portrait. ● A single portrait. ● Fashion. ● Candid. ● Documentary. ● Forced perspective. ● Sport. ● Close-up. ○ At least one image must be a group shot. ○ At least one image must be shot in artificial light. <ul style="list-style-type: none"> ● Three images of different places showing different compositional approaches. ○ Examples of different places may include: <ul style="list-style-type: none"> ● Rural landscape. ● Coastal landscape. ● Woodland. ● Riverside. ● Gardens. ● Built environment. ● Urban decay. ● Recreation. ● Spaces.

	<ul style="list-style-type: none"> • Domestic interiors. • Classrooms. • Public spaces. • Stairways. • Bridges. ○ Examples of compositional approaches may include: <ul style="list-style-type: none"> • Different types of framing. • Different viewpoints. • Use of rule of thirds. • Use of leading lines. ○ Explanations of the effects of creative and technical concepts used in the six images selected: <ul style="list-style-type: none"> • Composition (for example, location, pose, viewpoint, leading lines, rule of thirds). • Use of visual elements (for example, line, colour, tone, texture, shape or form). • Technical aspects (for example, lighting, exposure, depth of field). ○ A summary of how style and/or mood and visual impact were achieved. ○ Explanations of the effects of creative and technical concepts should: <ul style="list-style-type: none"> • Be clearly linked to a selected image. • Use photographic terms accurately. • Identify relevant technical and creative concepts used. • Contain detail which demonstrates a clear understanding of how creative and technical concepts contribute to effects achieved. ○ Summaries of how style and/or mood and visual impact were achieved should: <ul style="list-style-type: none"> • Be clearly linked to a selected image. • Use photographic terms accurately. • Contain detail summarising how style and or mood and visual impact were achieved which shows a clear understanding of how creative and technical concepts contributed. ○ Evidence for this unit may be presented in a number of ways, for example in a workbook or folder or in an electronic format.
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Level 5 Units:

Photographing People:

Performance Criteria	<ul style="list-style-type: none"> <input type="checkbox"/> Compile images of people showing a range of photographic approaches. <input type="checkbox"/> Create three plans for photoshoots inspired by the selected images. <input type="checkbox"/> Take photographs of people during planned photoshoots. <input type="checkbox"/> Safely store the images using appropriate techniques.
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	<ul style="list-style-type: none"> <input type="checkbox"/> Select one image from each planned photoshoot. <input type="checkbox"/> Give justified reasons why each photograph was selected. <input type="checkbox"/> Present the photographs.
<p>Outcome 1</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learners will plan photoshoots based on a selection of images of people. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> ● A compilation of at least six photographic images of people: ● The images should include at least two different types of people photography, for example: <ul style="list-style-type: none"> ▪ Single portrait. ▪ Group portrait. ▪ Candid. ▪ Documentary. ▪ Forced perspective. ▪ Fashion. ▪ Sport. ● The images must show a range of compositional approaches, for example: <ul style="list-style-type: none"> ▪ Different use of viewpoint and framing to create close-up head and shoulders. ▪ Full figure shots. ○ The images must show different use of creative concepts, for example: <ul style="list-style-type: none"> ▪ Visual elements. ▪ Lighting. ▪ Mood. ▪ Style. ○ At least one must be shot in artificial lighting. ○ One must be a group shot (a group is defined as more than one person). ○ Three plans for photoshoots inspired by three of the selected images which must include a group image and an image shot in artificial lighting. Plans must include: <ul style="list-style-type: none"> ● Location. ● Equipment. ● Duration. ● Model(s). ● Props (if appropriate). ● Pose and facial expression. ● Viewpoint. ● Lighting, for example: <ul style="list-style-type: none"> ▪ Daylight. ▪ Ambient. ▪ Artificial light. ▪ Studio lighting. ▪ Direction of light.

	<ul style="list-style-type: none"> ▪ Quality of light (for example hard, soft, contre jour) as appropriate. ○ Intended style and/or mood. ○ Permissions, for example models permission, access to locations (as appropriate). ○ Risk assessment. ○ Learners' plans should: <ul style="list-style-type: none"> • Be clearly linked to their inspirational images. • Address all the requirements. • Give an outline of their intentions, which may be in the form of a list of detailed points.
Outcome 2	<ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> • A minimum of 60 photographs of people taken during the three planned photoshoots (minimum 20 images for each photoshoot). • Composed and controlled photographs taken in appropriate lighting conditions. • Images saved and stored appropriately. ○ There is no requirement for learners to use complex camera controls. ○ Simple automatic functions can be used. ○ There is no requirement for learners to use specialist lighting equipment. Natural daylight and available ambient artificial lighting can be used. ○ Planned photoshoots may be completed over more than one session if required. ○ The minimum 60 images must include 20 images from each planned photoshoot. ○ Learners' images should demonstrate: <ul style="list-style-type: none"> • A clear visual link with their inspirational images • Experimentation and decision-making by adjusting composition, for example viewpoint, framing and pose, throughout each photoshoot. • Effective use of the available lighting, for example by positioning their models to take account of the direction of light or lighting conditions. • Images do not have to be printed. They may be retained in electronic format.
Outcome 3	<ul style="list-style-type: none"> □ Learners will present selected photographs of people. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> ○ Three selected images — one selected image from each planned photoshoot from Outcome 2 showing: <ul style="list-style-type: none"> • A clear visual connection with the inspirational photograph, for example: <ul style="list-style-type: none"> ▪ Through pose. ▪ Facial expression.

	<ul style="list-style-type: none"> ▪ Viewpoint. ▪ Framing. ▪ Visual elements. ▪ Mood. ▪ Style. <ul style="list-style-type: none"> ○ 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. Depth of field should be used appropriately. <ul style="list-style-type: none"> • Two justified reasons why each image was selected. • A presentation of the three selected images with their inspirational images. ○ Selected images do not have to emulate the inspirational images exactly, but a clear visual connection should be evident.
<input type="checkbox"/> Level 5 Units: <div style="text-align: center;">Photographing Places:</div>	
Performance Criteria	<ul style="list-style-type: none"> <input type="checkbox"/> Compile images of places showing a range of photographic approaches. <input type="checkbox"/> Create three plans for photoshoots inspired by the selected images. <input type="checkbox"/> Photograph places during planned photoshoots. <input type="checkbox"/> Safely store the images using appropriate techniques. <input type="checkbox"/> Select one image from each planned photoshoot. <input type="checkbox"/> Give justified reasons why each photograph was selected. <input type="checkbox"/> Present the photographs.
Outcome 1	<ul style="list-style-type: none"> <input type="checkbox"/> Learners will plan photoshoots based on a selection of images of places. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> • A compilation of at least six photographic images showing a range of approaches. ○ The images must show different types of places, for example: <ul style="list-style-type: none"> ▪ Rural landscape. ▪ Coastal landscape. ▪ Woodland. ▪ Riverside. ▪ Garden. ▪ Built environment. ▪ Urban decay. ▪ Recreation spaces. ▪ Domestic interiors. ▪ Classrooms. ▪ Public spaces. ▪ Stairways. ▪ Bridges.

	<ul style="list-style-type: none"> ○ The images should show different photographic approaches for example use of: <ul style="list-style-type: none"> ▪ Viewpoint. ▪ Framing. ▪ Visual elements. ▪ Lighting conditions. ▪ Mood. ▪ Style. ○ At least one image must be shot in artificial lighting. ○ At least one image must be shot in daylight. ● Three plans for photoshoots inspired by three of the selected images which must include an image shot in artificial lighting and an image shot in daylight. Plans must include: <ul style="list-style-type: none"> ▪ Location. ▪ Equipment. ▪ Duration. ▪ Time of day. ▪ Weather. ▪ Lighting. ▪ Conditions. ○ Intended mood and/or style. ○ Permissions (for example access to locations, as appropriate). ○ Risk assessment. ○ Learners' plans should: <ul style="list-style-type: none"> ▪ Be clearly linked to their inspirational images. ▪ Address all the requirements. ▪ Give an outline of their intentions, which may be in the form of a list of detailed points.
<p>Outcome 2</p>	<ul style="list-style-type: none"> □ Learners will take a range of composed and controlled photographs of places during planned photoshoots. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> ● A minimum of 60 photographs of places taken during the three planned photoshoots (minimum 20 images from each photoshoot). ● Composed and controlled photographs taken in appropriate lighting conditions. ● Images saved and stored appropriately. ○ There is no requirement for learners to use complex camera controls. Simple automatic functions can be used. ○ There is no requirement for learners to use specialist lighting equipment. Natural daylight and available ambient artificial lighting can be used. ○ Planned photoshoots may be completed over more than one session if required. ○ The minimum 60 images must include 20 images from each planned photoshoot.

	<ul style="list-style-type: none"> ○ Learners' images should demonstrate: <ul style="list-style-type: none"> ● A clear visual link with their inspirational images. ● Experimentation and decision-making by adjusting composition, for example viewpoint, and framing, throughout each photoshoot. ● Effective use of the available lighting to take account of the direction of light or lighting conditions. ○ Images do not have to be printed. They may be retained in electronic format.
Outcome 3	<ul style="list-style-type: none"> □ Learners will present selected photographs of places. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> ● Three selected images — one image from each planned photoshoot from Outcome 2 showing: <ul style="list-style-type: none"> ▪ A clear visual connection with the inspirational photograph, for example: <ul style="list-style-type: none"> ➤ Similar types of locations. ➤ Viewpoint. ➤ Framing. ➤ Visual elements. ➤ Mood. ➤ Style. ○ 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. Depth of field should be used appropriately. <ul style="list-style-type: none"> ● Two justified reasons why each image was selected. ● A presentation of the three selected images with their inspirational images. ○ Selected images do not have to emulate the inspirational images exactly, but a clear visual connection should be evident.
<input type="checkbox"/> Level 5 Units: <div style="text-align: center;">Working with Photographs</div>	
Performance Criteria	<ul style="list-style-type: none"> □ Save photographic images securely. □ Organise photographic images to ensure accessibility. □ Select images for enhancement. □ Identify strengths and areas for improvement in the selected images. □ Suggest enhancements to the selected images. □ Make a copy of the images to be enhanced. □ Make enhancements to the images. □ Save the enhanced images securely. □ Present the images before and after enhancement. □ Copy images for resizing. □ Resize images for a range of outputs.

	<ul style="list-style-type: none"> <input type="checkbox"/> Present the resized images.
Outcome 1	<ul style="list-style-type: none"> <input type="checkbox"/> Learners will store and handle images safely. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> ● Saved and securely stored images — minimum of 30 images in total, containing: <ul style="list-style-type: none"> ▪ Two sets of 15 images from two different genres (for example genres involving people and places). ○ The stored images organised for easy retrieval. ○ 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.
Outcome 2	<ul style="list-style-type: none"> <input type="checkbox"/> Learners will evaluate a range of selected images. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> ● Six selected images that have been copied and saved: ● There must be two sets of three from different genres, for example genres involving people and places. ● An evaluation identifying one strength and two areas for improvement for each selected image. ● suggestions for two enhancements for each selected image using identified techniques, for example: <ul style="list-style-type: none"> ▪ Cropping. ▪ Black and white conversion. ▪ Colour adjustment. ▪ Brightness. ▪ Contrast adjustment. ▪ White balance. ▪ Adjustment. ▪ Blemish removal. ○ A minimum of three techniques for enhancement must be identified across the six images. ○ Evaluations should: <ul style="list-style-type: none"> ▪ Be clearly linked to a selected image. ▪ Identify where in the images the strengths and areas for improvement can be seen. ▪ Contain detail which shows understanding of photography concepts. ▪ Use photographic terms accurately. ○ Evaluations and suggestions for enhancement may be recorded in writing by the learner. ○ These may also be given in other ways, for example during an oral presentation and recorded by the teacher or lecturer.
Outcome 3	<ul style="list-style-type: none"> <input type="checkbox"/> Learners will make enhancements to images. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> ● Six selected images from outcome 2 with the two suggested enhancements applied to each image using the identified techniques.

	<ul style="list-style-type: none"> • Presentation of the six photographic images before and after enhancements.
Outcome 4	<ul style="list-style-type: none"> □ Learners will resize images effectively for a given purpose. <ul style="list-style-type: none"> ○ Evidence will include: <ul style="list-style-type: none"> • Three selected images for resizing, copied, saved and stored appropriately. • Selected images resized using appropriate techniques: <ul style="list-style-type: none"> ▪ One for web viewing. ▪ One for use in an A4 document. ▪ One for printing as a photographic image (minimum A5–maximum A4, or equivalent). ○ Resized images should be suitable for the intended output in terms of dimensions and Pixels Per Inch (PPI). ○ Images for Outcomes 3 and 4 may be presented as photographic prints or in electronic format. Photographic prints need not be produced by the learners themselves. Prints do not need to be mounted.

What will be taken into consideration when deciding on a teacher-estimated grade for a National Progression Award in Photography Level 5?

- 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.