

Adventure, Wildlife and Environmental Photography



Eduardo Leal

Adventure, Wildlife and Environmental Photography (HPMF5004)

Level 5 module – 20 credits

Teaching is by lecture and hands-on tutorial workshop.

Workshop/Tutorials: Tuesday 12:00 – 13:00 TL12 (Mac Lab)

Lecture: Tuesday 13:00 – 15:00 TL12 (Mac Lab)

Module Tutor
Geraint Radford (hello@geraintradford.com)

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions. If you need to consult the course team urgently, please email the staff member concerned.

Audio Visual equipment should be booked out at least 48hrs in advance.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

MODULE AIMS AND LEARNING OUTCOMES FOR ASSESSMENT

AIM

- To develop the skills required to produce a photographic portfolio themed around adventure, wildlife, and the environment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate through production work an ability to apply the underlying concepts and principles of creative photographic practice in an adventure, wildlife and environment context.
- critically analyse the results of their work accurately and reliably through online exhibition.
- evaluate and critically interpret production work through self-reflection.

CONTENT

- Introduction of the range of technical and planning skills required to capture high quality material in a range of situations.
- Processing of photographs to deliver high quality images suitable for online presentation.
- Introduction of photographic skills such as operating equipment effectively, composition, exposure, and innovative image capture techniques.
- Researching relevant practitioners and work from the field, and sharing of experiences through networks whilst developing skills.

Transferable Skills:

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, and media production.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

Timetable:

The module is taught over a twelve week period, starting in week one of Semester one. Each lecture will last for two hours and is accompanied by a 1hr tutorial session. There will be a Reading Week in week six.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

Three ideas of a high quality are to be pitched by week 5. The strongest idea will be green lit by course staff.

Reading List:

Module Code	HPMF5004
Module Title	Adventure, Wildlife and Environmental Photography
Classification	Reading List entry
Essential	Ang, T. (2013) <i>Digital Photography Masterclass</i> . London: Dorling Kingsley.
Essential	Barnbaum, B. (2014) <i>The Essence of Photography: Seeing and Creativity</i> . Santa Barbara: Rocky Nook.
Essential	Evans, J. & Straub, K. (2018) <i>Adobe Lightroom Classic CC</i> (Adobe Classroom in a Book series). San Francisco: Peachpit Press.
Further	Freeman, M. (2017) <i>The Photographer's Eye Remastered: 10th Anniversary: Composition and Design for Better Digital Photographs</i> . London: Ilex.
Further	Hoddinott, R. & Bauer, M. (2012) <i>The Landscape Photography Workshop</i> . Lewes: Ammonite Press.
Further	Hoddinott, R. & Hall, B. (2013) <i>The Wildlife Photography Workshop</i> . Lewes: Ammonite Press.
Further	Keimig, L. (2015) <i>Night Photography and Light Painting: Finding Your Way in the Dark</i> . Oxon: Focal Press.
Further	Petersen, B. (2015) <i>Learning to See Creatively: Design, Color, and Composition in Photography</i> . New York: Amphoto.
Further	Steel, A. (2008) <i>Sport and Action</i> (World's Top Photographers Workshops). Hove: Rotovision.
Further	Wu, J. (2014) <i>Photography: Night Sky: A Field Guide for Shooting After Dark</i> . Seattle: Mountaineers Books.

Web Sites

<https://www.outdoorphotographer.com/tips-techniques/wildlife-techniques/>

<https://www.geraintradford.com/>

<https://www.robottle.co.uk/>

<http://www.tesniward.co.uk/>

<https://www.bjp-online.com/2018/07/what-role-does-photography-play-in-the-current-environmental-crisis/>

<http://www.stevenclarey.com/home/>

<https://www.lumixgexperience.panasonic.co.uk/learn/expert-advice/#.XVasHJNKjjA>

<https://my.olympus-consumer.com/uk/p/visionaries>

Students will be directed to appropriate online resources over the course of the module. The bibliography is subject to change depending on available software and associated texts.

MODULE OUTLINE

You will be expected to conduct non-assessed tasks as part of your development on this module. This may include filming outside of the classroom environment.

Week	Lesson Theme	Activity/Notes
1 4/9	Introduction- to module Types of photography	
2	Adventure Photography	Photoshop and Lightroom skills Editing/Post-production Workflow
3	Environmental photography	Wildlife and Nature Photography All Day
4	Travel and Culture Photography	
5	Project Green Lighting	3 pitches to include moodboards and research. You will not be allowed to shoot until your concept has been green lit by the supervisory team.
6 29/10	Reading Week	
7	Editing/Post-production	
8	Publishing and Image Quality Control	
9	Wildlife and Nature Photography	Llanelli Wetlands Centre for birds and deer
10	Feedback on Work to date	
11	Proofing The Book	Working Version of Layout
12	Group review of work	
	ASSESSMENT DEADLINE	12 noon Monday 13th January 2020
	DEADLINE FOR ASSESSMENT FEEDBACK	10th February 2020

This schedule is subject to change and students are advised to check Moodle for the latest module information.

The following software/hardware will be used on this module:

Adobe Lightroom CC, Adobe Photoshop. Other software may be recommended when appropriate.

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Adventure, Wildlife and Environmental Photography		
Module code:	HPMF5004	Contribution to Overall Module Assessment (%):	80
Lecturer:	GR	Internal Verifier:	BA
Assignment Title:	Assessment 1- Portfolio	Word count (or equivalent):	4000 words eq
Submission deadline:	Noon 13/1/20	Return date of provisional marks & written feedback:	10/1/20
Submission method:	The hard copy portfolio must be submitted to staff by the deadline and adhere to the guidelines below. The link to the online version should be uploaded to the provided Moodle space as a Word document hyperlink. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to:

- demonstrate through production work an ability to apply the underlying concepts and principles of creative photographic practice in an adventure, wildlife and environment context;
- critically analyse the results of their work accurately and reliably through online exhibition;
- evaluate and critically interpret production work through self-reflection.

TASK DESCRIPTION

Portfolio Format and Submission Instructions

You must conform to the following guidelines for submitting your work:

Photobook-

- The photobook should be no bigger than A4 and no smaller than 6 x 4.
- There must be 10 images selected and curated for the book.
- The photobook must be labelled clearly with the title of the work on the front and student number and module code inside.
- Behind the scenes and out take images should be included as either part of the photobook or a separate appendix (PDF or Adobe Spark only). A link to online material should be provided within the back of the book and remain live until the end of the academic year in July.

Written Work

- Your written work for Assessment 2 will take the form of a Forward to your photobook reflecting on the process and conceptual reasons behind the work you have included. Any referencing must conform to the School Reference Guidelines (booklet available separately).
- The forward will be assessed independently as assessment 2 and should consider the requirements of that assessment criteria.
- Submission must be made to the film and media staff office in T&L by the deadline.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria on the module marking proformer.

1. Engagement with Research

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should demonstrate your research through examples of behind the scenes and outtakes of your experimentation. Your work can also reference practitioners that have influenced you.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Your book should demonstrate a knowledge and understanding of the techniques, methodology, and critical and aesthetic judgement of photographic work within a chosen subject matter.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Your work should demonstrate a clear rationale for the selection, processing and composition of images and text within the book.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. Your work should fully engage with taught and additional techniques appropriate to the task. Particular attention should be paid to specific requirements of photography within the chosen subject matter. Your creative development of the project will also be considered.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Your book should represent a considered approach to presentation and the context in which is being produced.

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Adventure, Wildlife and Environmental Photography		
Module code:	HPMF5004	Contribution to Overall Module Assessment (%):	20
Lecturer:	GR	Internal Verifier:	BA
Assignment Title:	Assessment 2- Report	Word count (or equivalent):	1000 words
Submission deadline:	Noon 13/1/20	Return date of provisional marks & written feedback:	10/2/20
Submission method:	The report assessment should be presented as the forward and additional text in the printed photo book. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to:

- demonstrate through production work an ability to apply the underlying concepts and principles of creative photographic practice in an adventure, wildlife and environment context;
- critically analyse the results of their work accurately and reliably through online exhibition;
- evaluate and critically interpret production work through self-reflection.

TASK DESCRIPTION

Written Work

- Your written work for Assessment 2 will take the form of a Forward to your photobook reflecting on the process and conceptual reasons behind the work you have included. Any referencing must conform to the School Reference Guidelines (booklet available separately).
- The forward must be based on the creative and theoretical approach to your portfolio. You can use quotes where appropriate.
- The forward will be assessed independently as assessment 2 and should consider the requirements of that assessment criteria.
- Submission must be made to the film and media staff office in T&L by the deadline.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria on the module marking proformer.

1. Engagement with Research

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Where appropriate you should include references in your forward and accompanying text. This can be to a similar example of work, and conceptual points of inspiration.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Your writing should demonstrate a good level of engagement with your developed understanding of the discipline and creative context.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

The writing should demonstrate your engagement with the conceptual development and application of ideas.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to

formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. Your work should fully engage with taught and additional techniques appropriate to the task. Where appropriate you can highlight technical processes if you feel it is innovative

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Your forward should represent a considered approach to presentation and the context in which is being produced.

FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers using the module message board on Moodle.
- Informal comments and responses to pitches and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

You will have an opportunity to discuss your feedback with your tutor.

Feedback will be returned on assessed work within four weeks of submission.