



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUVDIG501A Refine digital art techniques**

**Release: 1**

## CUVDIG501A Refine digital art techniques

### Modification History

Version	Comments
CUVDIG501A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to refine techniques in working with digital media and to develop own digital art style in a body of creative work. This occurs through a process of research, refinement and evaluation.

### Application of the Unit

Visual artists and designers whose practice includes the creation of digital media works apply the skills and knowledge in this unit. Work could be completely digital or an integration of digital and traditional media.

At this level, the practitioner has a well-developed command of digital technologies as well as the conceptual and creative skills to create a coherent body of digital work.

Technique refinement is a largely independent activity with mentoring and guidance as required. It would normally include work with several different techniques and technologies as part of the process of developing an individual style. In practice, this process is integrated with the skills described in the unit CUVPRP501A Realise a body of creative work.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Element

*Elements describe the essential outcomes of a unit of competency.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

## Elements and Performance Criteria

1. Research digital media ideas and techniques	<p>1.1. Support professional practice by expanding own knowledge of historical and contemporary digital media practice</p> <p>1.2. Research ways that other artists have used different <b><i>digital media techniques</i></b></p> <p>1.3. Investigate how particular digital media techniques work to achieve different <b><i>technical effects</i></b></p> <p>1.4. Evaluate the relationships between digital media techniques and ideas</p> <p>1.5. Adapt and use relevant ideas and approaches with consideration of <b><i>intellectual property requirements</i></b></p>
2. Select digital media techniques for refinement	<p>2.1. Consider the <b><i>opportunities</i></b> offered by different digital media techniques</p> <p>2.2. Determine <b><i>limitations and constraints</i></b> of particular techniques</p> <p>2.3. Select digital media techniques for <b><i>refinement</i></b></p>
3. Consolidate digital media technique to professional level	<p>3.1. Establish and follow <b><i>safe work practices</i></b> for selected techniques</p> <p>3.2. Develop increasing confidence and skill through practice and experimentation</p> <p>3.3. Proactively identify and resolve technical problems in digital media projects based on developing expertise</p> <p>3.4. Challenge and test ideas, and allow new and unpredictable ideas to emerge</p> <p>3.5. Evolve ideas and other professional skills through ongoing experimentation with technique</p> <p>3.6. Develop own ways of working with techniques to create individual style</p> <p>3.7. Create a <b><i>coherent body of digital media work</i></b> that shows command of selected digital media techniques</p>
4. Evaluate own digital media technique	<p>4.1. Evaluate development of own technique with others and seek feedback</p> <p>4.2. Seek and participate in conversations that challenge and explore different concepts and approaches</p> <p>4.3. Reflect on the particular ways that experimentation with different techniques has informed own work</p> <p>4.4. Identify <b><i>ways in which technique may be further</i></b></p>

	<b><i>developed</i></b> as part of a professional practice and build ideas into future work
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## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication skills to engage with others about the technical and conceptual aspects of digital media work
- critical thinking and analytical skills to:
  - evaluate and make judgements about relationships between digital media technique, effects and ideas
  - make critical evaluations of own digital media technique
  - make critical evaluations of research findings
- initiative and enterprise skills to identify and act on opportunities for own practice presented by research
- learning skills to develop and refine own skills to a professional practice standard
- literacy skills to analyse complex and varied information about digital media technique
- problem-solving skills to identify and resolve technical problems in digital media work
- self-management and planning skills to create a coherent body of digital media work
- technical skills to show command of chosen digital media techniques at a professional level
- technology skills to use the internet as a research tool.

### Required knowledge

- relationship between digital media technique, particular effects and ideas – in the work of other artists and in the context of own practice
- extended range of information sources that support research in digital media practice
- cultural, sociological, philosophical, aesthetic, political and commercial influences on digital media technique, in historical and contemporary contexts
- professional development opportunities for artists seeking to develop a digital media practice
- elements and principles of design and how they may be used, adapted and challenged in the creation of work
- intellectual property issues and legislation associated with digital media as a professional practice
- sustainability issues for the professional operation of a practice that includes digital media
- OHS requirements for the set-up and operation of a professional work space for digital media work.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• evolve and refine digital media technique through a demonstrated process of experimentation</li> <li>• develop individual style in own work</li> <li>• produce a coherent body of professional artwork that includes the use of well-developed digital media technique</li> <li>• research digital media technique in the broader context of other artwork and artists</li> <li>• use safe and sustainable work practices.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• equipment, materials and tools used to produce digital media work.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• evaluation of digital media technique within a body of work produced by the candidate</li> <li>• evaluation of processes used by the candidate to evolve and refine digital media technique</li> <li>• evaluation of the work documentation</li> <li>• direct observation of digital media in progress, including exploration of, and experimentation with, techniques</li> <li>• questioning and discussion about candidate's intentions and the work outcome</li> <li>• review of portfolios of evidence</li> <li>• review of third-party reports from experienced practitioners.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
<b>Guidance information</b>	Holistic assessment with other units relevant to the industry

<b>for assessment</b>	sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"><li>• CUVPRP501A Realise a body of creative work.</li></ul>
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## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

<b><i>Digital media techniques</i></b> may include:	<ul style="list-style-type: none"> <li>• animation</li> <li>• autism</li> <li>• camera angles:           <ul style="list-style-type: none"> <li>• low</li> <li>• titled</li> <li>• aerial view</li> </ul> </li> <li>• camera movement:           <ul style="list-style-type: none"> <li>• pan/dolly</li> <li>• tracking</li> <li>• zoom</li> </ul> </li> <li>• camera scales:           <ul style="list-style-type: none"> <li>• close up</li> <li>• medium shot</li> <li>• long shot</li> </ul> </li> <li>• editing in linear and non-linear forms:           <ul style="list-style-type: none"> <li>• cross-cutting</li> <li>• cutaway</li> <li>• jump cuts</li> <li>• dissolves</li> </ul> </li> <li>• mise-en-scene</li> <li>• montage</li> <li>• sound:           <ul style="list-style-type: none"> <li>• direct</li> <li>• ambient</li> <li>• special effects</li> <li>• voice-overs</li> <li>• music score</li> <li>• synthesised</li> </ul> </li> <li>• techniques to accommodate different lighting and weather conditions</li> <li>• imaging conventions:           <ul style="list-style-type: none"> <li>• composition</li> <li>• tone</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• balance</li> <li>• lighting.</li> </ul>
<b>Technical effects</b> may include:	<ul style="list-style-type: none"> <li>• controlling and displaying time</li> <li>• imaging the passage of time</li> <li>• integrating images and other technologies</li> <li>• creating emotive content</li> <li>• making minute things visible to the naked eye</li> <li>• pictorial representation of subjects normally beyond human vision, comprehension or understanding.</li> </ul>
<b>Intellectual property requirements</b> may relate to:	<ul style="list-style-type: none"> <li>• copyright</li> <li>• design licensing regulations</li> <li>• form of acknowledgement or credit</li> <li>• moral rights</li> <li>• protocols for the adaptation of work by others</li> <li>• trademarks.</li> </ul>
<b>Opportunities</b> may include:	<ul style="list-style-type: none"> <li>• communication of ideas</li> <li>• natural affinity with particular techniques</li> <li>• potential for combining techniques</li> <li>• potential for interactions between technique and media</li> <li>• themes in work.</li> </ul>
<b>Limitations and constraints</b> may include:	<ul style="list-style-type: none"> <li>• availability of materials</li> <li>• capacity of technique to deliver required effect</li> <li>• own interaction with technique</li> <li>• resources</li> <li>• time.</li> </ul>
<b>Refinement</b> relates to:	<ul style="list-style-type: none"> <li>• ability to use technique with confidence</li> <li>• use of technique in a body of professional work.</li> </ul>
<b>Safe work practices</b> may include:	<ul style="list-style-type: none"> <li>• ergonomic safety</li> <li>• use of consumables.</li> </ul>
<b>Coherent body of digital media work</b> is:	<ul style="list-style-type: none"> <li>• conceptually resolved</li> <li>• documented in terms of its development</li> <li>• subject to critical feedback by others</li> <li>• technically resolved</li> <li>• thematically connected.</li> </ul>
<b>Ways in which technique may be further developed</b> may include:	<ul style="list-style-type: none"> <li>• collaboration</li> <li>• further study</li> <li>• intensive workshops</li> <li>• mentored guidance</li> <li>• new projects.</li> </ul>

## **Unit Sector(s)**

Visual communication – digital content and imaging