



**Australian Government**

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

# **CUFPPM404A Create storyboards**

**Revision Number: 1**

## CUFPPM404A Create storyboards

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to create storyboards.</p> <p>The creation of storyboards is a critical skill in the design and development of a broad range of digital content, including video, film, animation and interactive media.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>Depending on the type and scale of production, a range of people could be responsible for creating storyboards, including storyboard artists, designers, producers and information architects. In the film and television industry, people creating storyboards work closely with directors to visualise productions.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Plan storyboards	<ol style="list-style-type: none"> <li>1. In consultation with <i>relevant personnel</i>, clarify storyboard requirements for <i>productions</i> with reference to scripts and stories</li> <li>2. Identify <i>factors</i> that affect type of storyboard to be created</li> <li>3. Contribute ideas in pre-production meetings to help refine storyboard requirements</li> <li>4. Research and select suitable amount of <i>storyboard tools</i> for a given purpose</li> <li>5. Obtain sign-off from relevant personnel on the type of storyboard to be created</li> </ol>
Draft storyboards	<ol style="list-style-type: none"> <li>6. Break down content, scripts and stories into <i>frames</i></li> <li>7. Specify <i>storyboard elements</i> for each frame</li> <li>8. Specify the logical linear or non-linear frame sequence, showing the connection between each frame</li> <li>9. Provide <i>descriptions</i> for each frame</li> <li>10. Seek feedback on work in progress from relevant personnel and incorporate ideas and feedback as appropriate</li> <li>11. Ensure draft storyboards are clear and legible and show sufficient detail for production teams to use</li> </ol>
Finalise storyboards	<ol style="list-style-type: none"> <li>12. Present draft storyboards to relevant personnel for discussion and feedback</li> <li>13. Refine storyboards as required to incorporate feedback</li> <li>14. Ensure that final storyboards present accurate visual interpretations of scripts, stories or text and meet all agreed specifications</li> <li>15. Make back-up copies of storyboards as required according to organisational procedures</li> <li>16. Submit storyboards to relevant personnel by agreed deadlines</li> <li>17. Review the process of creating storyboards and note areas for improvement</li> </ol>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication, teamwork and literacy skills sufficient to:
  - interpret and clarify written or verbal instructions
  - interpret scripts and specifications
  - work collaboratively in a team environment
  - present storyboards to team members for discussion or implementation
  - respond constructively to feedback received from other team members
- analytical skills sufficient to break down content, stories and scripts into discrete elements
- technical skills sufficient to use storyboard techniques
- initiative sufficient to visualise and interpret creative concepts
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - seek expert assistance when problems arise

#### Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members
  - sound understanding of the artistic elements of a production for which a storyboard is being created
  - issues and challenges that arise when creating storyboards
- drawing techniques, including drawing to scale
- OHS standards as they relate to working for periods of time on computers

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• creation of clear and logical storyboards that meet specified requirements</li> <li>• ability to visualise creative concepts</li> <li>• ability to work effectively as a member of a production team.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to scripts, stories or texts that can be used as the basis for creating storyboards</li> <li>• access to current industry-standard software as listed in the range statement</li> <li>• access to appropriate learning and assessment support when required</li> <li>• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.</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>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance</li> <li>• evaluation of at least two storyboards created by the candidate</li> <li>• observation of a candidate presenting his/her storyboard to team members and explaining how it meets agreed requirements</li> <li>• written or oral questioning to test knowledge of the process followed to create a storyboard and the respective roles and responsibilities of team members.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

**EVIDENCE GUIDE**

- BSBCRT402A Collaborate in a creative process
- CUFDIG402A Design user interfaces
- CUFDIG502A Design web environments
- CUFDIG503A Design e-learning resources
- CUFDIG504A Design games
- CUFDIG505A Design information architecture
- CUFDIG506A Design interaction
- CUFDIG507A Design digital simulations.

## Range Statement

### 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>Relevant personnel</i></b> may include:	<ul style="list-style-type: none"> <li>• asset creators</li> <li>• authors</li> <li>• clients</li> <li>• content experts</li> <li>• directors</li> <li>• graphic designers</li> <li>• information architects</li> <li>• navigation designers</li> <li>• other writers</li> <li>• producers</li> <li>• programmers</li> <li>• scriptwriters</li> <li>• user interface designers</li> <li>• other technical/specialist staff.</li> </ul>
<b><i>Productions</i></b> may include:	<ul style="list-style-type: none"> <li>• animated films</li> <li>• animations</li> <li>• commercials</li> <li>• feature films</li> <li>• interactive media products, such as:             <ul style="list-style-type: none"> <li>• e-learning products</li> <li>• websites</li> <li>• games</li> <li>• promotional products</li> <li>• information products</li> </ul> </li> <li>• music videos</li> <li>• short films</li> <li>• television productions.</li> </ul>
<b><i>Factors</i></b> may include:	<ul style="list-style-type: none"> <li>• animation requirements</li> <li>• availability of personnel</li> <li>• availability of resources</li> <li>• budget</li> <li>• delivery platform, including:</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• internet</li> <li>• CD/DVD</li> <li>• video</li> <li>• film</li> <li>• games console</li> <li>• kiosk</li> <li>• mobile telephone</li> <li>• personal digital assistant (PDA)</li> <li>• print media</li> <li>• graphic requirements</li> <li>• length of script or story</li> <li>• style of production, including:               <ul style="list-style-type: none"> <li>• comic</li> <li>• drama</li> <li>• educational</li> <li>• light entertainment</li> </ul> </li> <li>• target audience</li> <li>• timelines.</li> </ul>
<i>Storyboard tools</i> may include:	<ul style="list-style-type: none"> <li>• digital software, such as:               <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Inspiration</li> <li>• StoryBoard Artist Studio</li> <li>• StoryBoard Pro</li> </ul> </li> <li>• paper and cards</li> <li>• pen and pencil</li> <li>• storyboard sheets</li> <li>• templates.</li> </ul>
<i>Frames</i> may include:	<ul style="list-style-type: none"> <li>• key frames for animation</li> <li>• moments for film and video</li> <li>• pages for websites</li> <li>• scenes</li> <li>• screens for interactive media</li> <li>• shots.</li> </ul>
<i>Storyboard elements</i> may include:	<ul style="list-style-type: none"> <li>• actor's movement</li> <li>• backgrounds</li> <li>• camera angles</li> <li>• camera shots, such as:               <ul style="list-style-type: none"> <li>• extreme close-up</li> </ul> </li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• close-up</li> <li>• medium shot</li> <li>• long shot</li> <li>• extreme long shot</li> <li>• decisions</li> <li>• directions</li> <li>• frame composition</li> <li>• lighting</li> <li>• props</li> <li>• sets.</li> </ul>
<p><i>Descriptions</i> for frames may include:</p>	<ul style="list-style-type: none"> <li>• dialogue</li> <li>• duration</li> <li>• media</li> <li>• narration</li> <li>• script elements</li> <li>• sequence number</li> <li>• shot composition, such as:               <ul style="list-style-type: none"> <li>• static</li> <li>• zoom</li> <li>• tilt</li> <li>• pan</li> <li>• dolly</li> <li>• track</li> </ul> </li> <li>• sound effects</li> <li>• speech bubbles</li> <li>• text content</li> <li>• transitions, such as:               <ul style="list-style-type: none"> <li>• simple cut</li> <li>• black</li> <li>• fade in and fade out.</li> </ul> </li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Media and entertainment production - production planning and management
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## Co-requisite units

<b>Co-requisite units</b>		