



Australian Government

Department of Education, Employment and Workplace Relations

CUVVSP19B Produce video art

Release: 1

CUVVSP19B Produce video art

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce video art through the exploration and application of a range of techniques, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.

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

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills

This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1 Prepare and maintain resources for video art production. | <ul style="list-style-type: none">1.1 Correctly identify and select <i>equipment</i> and <i>materials</i> required for the production of video art.1.2 Prepare, clean and maintain equipment and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>.1.3 <i>Organise and maintain</i> work space so that it remains clean and safe.1.4 Store equipment and materials in accordance with relevant workplace and safety requirements. |
| 2 Explore video techniques to plan work. | <ul style="list-style-type: none">2.1 Assess <i>the capabilities of techniques</i>, equipment and materials for different types of video art.2.2 Use and/or combine different techniques, equipment and materials to determine and <i>extend capabilities</i>.2.3 Determine the <i>conceptual vision</i> for the proposed video art based on exploration of different techniques or from supplied information.2.4 Establish <i>criteria for the selection of techniques</i> to meet the conceptual vision.2.5 Select <i>techniques</i> based on the conceptual vision.2.6 Plan work, identifying work processes and resource requirements. |
| 3 Realise video art. | <ul style="list-style-type: none">3.1 Organise the resources required for the production of the proposed video art based on the plan of work.3.2 Safely use and adapt techniques, equipment and materials appropriately to realise the conceptual vision.3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- literacy skills sufficient to read product safety labels and instructions on equipment use
- numeracy skills sufficient to calculate schedules, cost, equipment requirements.

Required knowledge:

- physical properties and capabilities of the range of materials and equipment used in video art
- work space requirements for video art, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in video art
- general knowledge of the formal elements and principles of design and their specific application to the production of video art
- cleaning and maintenance techniques for equipment used in video art
- general knowledge of the historical and theoretical contexts for video art
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with equipment and materials used in video art
- organisational and legislative occupational health and safety procedures in relation to video art.

Evidence Guide

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.

Critical aspects for assessment and evidence

The following evidence is critical to the judgement of

EVIDENCE GUIDE

required to demonstrate competency in this unit in this unit

competence in this unit:

- production of video art which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and equipment and how they are used and extended in video art.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple examples of video art or a single major work.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of work in progress
- questioning and discussion of the candidate's intentions and work outcome
- verbal and written reports
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

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).

Assessment of this unit requires access to the materials, resources and equipment needed to produce video art.

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.

Equipment may include:

- editing software
- editing suite
- electrical leads and/or appropriate batteries
- lighting equipment and appropriate cabling
- sound equipment and microphones
- tripods
- video cassettes
- video recorders
- video storage media.

Materials may include:

- materials and objects for use as sets, props costumes
- materials used in animation, e.g. modelling clay, paints, templates.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

RANGE STATEMENT

Organisation and maintenance of the work space may relate to:

- cabling
- lighting
- power supply
- process-specific requirement.

Assessing the capabilities of the techniques and materials may involve:

- experimenting directly with work in progress
- producing test clips
- testing recording and editing features.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using them.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the video art, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed video art
- ease of application of the techniques
- personal affinity with the techniques.

RANGE STATEMENT

Within this unit the candidate would generally extend, build upon and combine a range of *techniques* which may include:

- animation
- autism
- camera angles, e.g. low, tilted, aerial view
- camera movement, e.g. pan/dolly, tracking, zoom
- camera scales, e.g. close up, medium shot, long shot
- constructing form with light
- different lighting and weather conditions
- dissolves
- editing in linear and non-linear forms, e.g. cross cutting, cutaway, jump cuts, dissolves
- fades
- jump cuts
- mise-en-scene
- montage
- sculpting in time and space
- sound, e.g. direct, ambient, special effects, voice overs, music score
- the conventions of framing, composition, tone, balance and lighting.

Planning for the video work should include:

- a written or illustrated script or a storyboard.

Unit Sector(s)

Not Applicable