



Australian Government

Department of Education, Employment and Workplace Relations

CUVDIG202A Develop video art skills

Release: 1

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Modification History

Version	Comments
CUVDIG202A	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 use basic video art techniques to produce creative work.

Application of the Unit

People with little or no experience in working with video apply the skills and knowledge outlined in this unit. Typically they are embarking on a career in visual arts or a related area of creative practice and may have acquired skills in using video equipment either at school or through self-directed learning and experimentation.

At this level, they are applying basic techniques to produce video art. Supervision and guidance would usually be provided.

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	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Prepare video art resources	1.1 Identify and obtain video art tools, equipment and materials 1.2 Prepare tools, equipment and materials according to workplace procedures and safety requirements 1.3 Set up a safe work space
2. Use and test video art techniques	2.1 View a range of video art in different styles and discuss how effects are achieved with others 2.2 Match potential techniques to the ideas for the work with the assistance of key people 2.3 Test nominated techniques to determine the effects they achieve 2.4 Safely use selected techniques to produce finished video art in required file formats 2.5 Calculate correct quantities of materials required and minimise waste where possible 2.6 Clean and store tools, equipment and materials according to safety requirements and specific needs of different items
3. Make plans to develop skills	3.1 Seek feedback on video artwork from key people 3.2 Respond positively to feedback and identify key areas for improvement 3.3 Review different opportunities to build own skills and select suitable options

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - discuss the process for producing video art with others
 - understand and follow instructions
- learning skills to:
 - improve techniques for producing video art through practice
 - respond appropriately to feedback on own work
- literacy skills to read product and equipment safety labels
- numeracy skills to calculate quantities of materials
- planning and organising skills to prepare and set up resources and work space
- self-management skills to set own skill development goals.

Required knowledge

- materials, tools and equipment commonly used for video art
- major styles of video art and the work of key practitioners relevant to individual area of interest
- typical work space and equipment requirements for the production of different types of video art
- cleaning and maintenance techniques for tools and equipment used in video art
- intellectual property considerations for any person making creative work
- ways of minimising waste in the use of video art technologies
- OHS procedures that apply to video art.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> produce at least one piece of video art where the techniques and materials support the idea for the work apply knowledge of video art tools, equipment and materials.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> equipment used to produce video art pieces.
Method of assessment	<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"> practical demonstration of skills using tools, equipment and materials required to produce video art direct observation of work in progress questioning and discussion of candidate's intentions and work review of portfolios of evidence review of third-party reports from experienced practitioners. <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>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> CUVPRP201A Make simple creative work.

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.

<i>Tools and equipment</i> may include:	<ul style="list-style-type: none"> • camera • computer • editing software • lighting equipment and accessories • microphone • tripod.
<i>Materials</i> may relate to a range of materials and objects used for:	<ul style="list-style-type: none"> • costumes • props • sets.
<i>Workplace procedures</i> may relate to:	<ul style="list-style-type: none"> • cost control • process-specific procedures • recycling • safety • use of materials.
Tasks required to <i>set up</i> the work space may relate to:	<ul style="list-style-type: none"> • cabling • lighting • power supply • process-specific requirements.
<i>Others</i> may include:	<ul style="list-style-type: none"> • arts practitioners • mentors • peers • supervisors • teachers.
<i>Ideas</i> may be influenced by:	<ul style="list-style-type: none"> • current capability with techniques • historical and theoretical contexts • subject matter or theme for the work, such as: <ul style="list-style-type: none"> • built environment • land and place • natural world • political, cultural and social issues • the body • spiritual concerns.

Process used to <i>test</i> techniques may include:	<ul style="list-style-type: none"> • exploring techniques • producing test clips.
At this level the range of <i>techniques</i> would generally be limited and may include:	<ul style="list-style-type: none"> • camera movement: <ul style="list-style-type: none"> • pan • tracking • zoom • camera scales: <ul style="list-style-type: none"> • close up • medium shot • long shot • recording sound: <ul style="list-style-type: none"> • ambient • direct • special effects • setting up camera angles: <ul style="list-style-type: none"> • aerial view • low • titled • simple lighting techniques • simple editing techniques.
<i>File formats</i> may include:	<ul style="list-style-type: none"> • FLV • MPEG-2 • MPEG-4 • RealMedia • WAV • WMV.

Unit Sector(s)

Visual communication – digital content and imaging