Australian Government

Department of Education, Employment and Workplace Relations

CUVDIG302A Produce video art

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CUVDIG302A Produce video art

Modification History

Version	Comments
CUVDIG302A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce video art through the exploration and application of a range of techniques, tools, equipment and materials.

Application of the Unit

People still developing their video art expertise apply the skills and knowledge in this unit. They produce finished work building on and combining a range of techniques to support the ideas of the work. There are links between this unit and the camera units in CUF07 Screen and Media Training Package.

At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

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
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

1. Plan video artwork through exploration	1.1 Explore video art *ideas* and *techniques* in consultation with *key people*
	1.2 Review historical and contemporary video art practice as a potential source of ideas
	1.3 Refine and clarify ideas for video art based on exploration
	1.4 *Assess* the capabilities of video art techniques through practice and adaptation
	1.5 Select techniques that best support the ideas for the work
2. Prepare, maintain and store video art resources	2.1 Select and organise video art tools, *equipment* and *materials* suited to the chosen work
	2.2 Prepare and maintain resources based on the *needs of the work*
	2.3 Take responsibility for the safe and sustainable use of resources
	2.4 Store resources according to the specific needs of different items
3. Create finished video artwork	3.1 Safely use and adapt video art techniques to create desired effects
	3.2 Review work in progress and make adjustments as required to produce final work in appropriate *file formats*
	3.3 Add value to the current work process and future work by documenting the work progress
	3.4 Liaise with others to obtain feedback on work in terms of its technical proficiency and success in communicating ideas

Required Skills and Knowledge

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

Required skills

- communication skills to:
    - discuss ideas for video art with others
    - respond constructively to feedback
- initiative and enterprise skills to extend the capabilities of video art techniques to enhance final works
- learning skills to improve techniques to produce video art through practice and some experimentation
- literacy skills to read product safety labels and instructions on use
- numeracy skills to calculate quantities of materials
- planning and organising skills to organise resources required to produce video art
- self-management skills to take responsibility for the process of creating work.

Required knowledge

- ways of exploring techniques and materials to achieve different effects in video artwork
- physical properties and capabilities of a range of materials, tools and equipment used in video artwork
- work space requirements for video art, including ways of organising and maintaining space
- cleaning, maintenance and storage procedures for video art tools, materials and equipment
- formal elements and principles of design and their specific application to video artwork
- historical and theoretical contexts for video art
- intellectual property considerations for any person making creative work
- sustainability considerations associated with the use of video artwork tools, materials and equipment
- OHS procedures that apply to video artwork.

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	Evidence of the ability to: • produce multiple video artworks or a single major work that shows some technical proficiency in chosen techniques • work with ideas and techniques and bring them together in finished work • adapt and extend the capabilities of video artwork techniques and resources.
Context of and specific resources for assessment	Assessment must ensure access to: • equipment used to produce video art pieces.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of technical execution of work pieces produced by the candidate • direct observation of video artwork in progress • questioning and discussion of the candidate's intentions and work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. 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).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUVPRP301A Produce 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.

Ideas may be influenced by:	• current capability with techniques
	• historical and theoretical contexts
	• subject matter or theme for the work, such as:
	   • built environment
	   • land and place
	   • natural world
	   • political, cultural and social issues
	   • the body
	• spiritual concerns.

Techniques may include:	• animation
	• camera movement:
	   • pan
	   • tracking
	   • zoom
	• camera scales:
	   • close up
	   • medium shot
	   • long shot
	• constructing form with light
	• editing:
	   • cross-cutting
	   • cutaway
	   • dissolves
	   • jump cuts
	   • mise-en-scene
	   • montage
	• recording sound:
	   • ambient
	   • direct
	   • special effects
	   • voice-overs
	• sculpting in time and space

	• setting up camera angles:
	    • aerial view
	    • low
	    • titled
	• techniques for coping with different lighting and weather conditions
	• working from music scores.

Key people may include:	• mentors • other artists • peers • supervisors • teachers.
Strategies used to ***assess*** the capabilities of techniques may involve:	• experimenting directly with work in progress • producing test clips • testing recording and editing features.
Equipment may include:	• batteries • cameras • computer • editing software • editing suite • electrical leads • lighting equipment and appropriate cabling • sound equipment and microphones • tripods.

Materials may include:	• materials and objects for use as:
	    • costumes
	    • props
	    • sets
	• materials used in animation, such as:
	    • modelling clay
	    • paints
	    • templates.

Needs of the work may relate to:	• availability of different resources • budget • creative goals • preparation time • process-specific requirements • recycling • safety

	• sustainability.
File formats may include:	• FLV • MPEG-2 • MPEG-4 • RealMedia • WAV • WMV.

Unit Sector(s)

Visual communication – digital content and imaging