



**Australian Government**

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

# **CUVDIG401A Experiment with techniques to enhance digital images**

**Release: 1**

## CUVDIG401A Experiment with techniques to enhance digital images

### Modification History

Version	Comments
CUVDIG401A	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 proactively experiment and innovate with various digital imaging techniques and ideas to develop an individual style or voice.

### Application of the Unit

People with a command of digital techniques apply the skills and knowledge outlined in this unit. They could be producing digital images for electronic media or physical output.

At this level, work is undertaken independently with supervision and guidance as required.

### 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

<p>1. Develop proficiency with a range of digital imaging techniques and media</p>	<p>1.1. Evaluate the potential for new approaches to digital imaging based on capabilities of <i>techniques</i> already used</p> <p>1.2. Adapt or introduce new tools, <i>equipment</i> and <i>materials</i> to achieve different effects</p> <p>1.3. Extend the capabilities of digital imaging techniques through experimentation</p> <p>1.4. Take account of the <i>safety and sustainability considerations</i> for different techniques and media</p>
<p>2. Develop ideas for digital imaging</p>	<p>2.1. Articulate creative and other goals for digital image work</p> <p>2.2. <i>Research</i>, adapt and use relevant <i>ideas</i> and approaches from other practitioners with consideration of <i>intellectual property requirements</i></p> <p>2.3. Apply knowledge of different digital imaging techniques to inform ideas</p> <p>2.4. Allow techniques and ideas to work together to inform each other</p> <p>2.5. Consider the <i>professional potential</i> and <i>other criteria</i> for work when developing ideas</p> <p>2.6. <i>Refine</i> and confirm ideas based on experimentation, research and collaboration with others</p>
<p>3. Organise digital imaging resources</p>	<p>3.1. Assess specific resource requirements for the chosen work</p> <p>3.2. Research and access potential <i>sources of supply</i> for digital imaging resources</p> <p>3.3. Evaluate <i>cost and other constraints</i> that impact on the development of work</p> <p>3.4. Evaluate and respond to <i>presentation considerations</i> for finished digital images</p> <p>3.5. Set up or coordinate resource requirements according to safety and other workplace requirements</p>
<p>4. Create finished digital images</p>	<p>4.1. Create digital images, using techniques and media selected from research and experimentation</p> <p>4.2. Review and refine ideas and approaches based on ongoing experience with the production of work</p> <p>4.3. Use safe and sustainable work practices throughout the production of work</p> <p>4.4. Document and record the development of the work and</p>

	the research and ideas that inform it
5. Evaluate own digital imaging work	<p>5.1. Reflect on own work in terms of conceptual development and technical execution</p> <p>5.2. Identify areas for future improvement especially in terms of own skill development</p> <p>5.3. Discuss completed work with others and respond positively to feedback</p>

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - discuss ideas and techniques in own work
  - create a record of the digital imaging work
- initiative and enterprise skills to:
  - experiment with digital imaging techniques to enhance final digital images
  - apply critical thinking and analytical skills when developing ideas for digital imaging
- learning skills to:
  - refine and improve a range of techniques
  - evaluate quality of own work and identify ways to enhance own practice
- literacy skills to undertake research about the work of other digital imaging artists and arts practitioners
- numeracy skills to:
  - evaluate resource costs
  - calculate material requirements
- planning and organising skills to plan work tasks and resources
- problem-solving skills to identify and resolve technical and conceptual issues in digital imaging work
- technology skills to use the internet as a research tool.

### Required knowledge

- role of experimentation in developing and refining ideas for digital imaging and how this relates to the development of an individual style or voice
- ways to adapt, extend and combine the capabilities of a wide range of digital imaging technologies and techniques
- characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects in work
- formal elements and principles of design and how they may be used, adapted and challenged in digital imaging work
- research methodologies used by artists
- historical and theoretical contexts for digital imaging and how they may be used to inform individual practice
- sources of raw, part-processed and processed digital imaging materials
- sources of other resources needed in a professional digital imaging practice
- intellectual property issues and legislation to be considered by independent arts practitioners
- sustainability considerations for the professional operation of a digital imaging practice
- OHS requirements for the set-up and operation of digital imaging work space.

## 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>• develop ideas and techniques through a process of research and experimentation</li> <li>• produce a series of digital images or single major work that demonstrates a command of techniques</li> <li>• apply knowledge of digital imaging techniques, equipment and materials and the ways they may be adapted and combined.</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 and materials used in digital imaging 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 technical execution of work pieces produced by the candidate</li> <li>• direct observation of digital imaging 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 for assessment</b>	<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"> <li>• CUVPRP401A Realise a creative project</li> <li>• ICPPP430C Manage colour.</li> </ul>





## 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.*

<p><b><i>Techniques</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• acquiring images:             <ul style="list-style-type: none"> <li>• from the internet</li> <li>• through digital photography</li> <li>• through scanning</li> </ul> </li> <li>• manipulating images using the full range of features in industry-standard digital imaging software</li> <li>• matching resolution and format of output to reproduction requirements</li> <li>• outputting image as:             <ul style="list-style-type: none"> <li>• a print</li> <li>• CD</li> <li>• other storage medium</li> </ul> </li> <li>• uploading images to the internet.</li> </ul>
<p><b><i>Equipment</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• computer</li> <li>• digital camera</li> <li>• digital imaging software</li> <li>• discs and memory cards</li> <li>• guillotine</li> <li>• output devices</li> <li>• scanner.</li> </ul>
<p><b><i>Materials</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• a range of printing surfaces:             <ul style="list-style-type: none"> <li>• papers</li> <li>• acetate</li> <li>• fabrics</li> </ul> </li> <li>• hard copy source material, such as:             <ul style="list-style-type: none"> <li>• photos</li> <li>• magazine clippings</li> <li>• paintings.</li> </ul> </li> </ul>
<p><b><i>Safety and sustainability considerations</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• federal, state and territory legislation, regulations and standards</li> <li>• personal protection</li> <li>• recycling</li> <li>• safe disposal of waste.</li> </ul>

<b>Research</b> may involve:	<ul style="list-style-type: none"> <li>• approaching individuals with relevant expertise</li> <li>• attending lectures and talks</li> <li>• conducting material and technical experiments and tests</li> <li>• seeking out information in books, journals and newspapers</li> <li>• searching the internet</li> <li>• visiting exhibitions and museums.</li> </ul>
<b>Ideas</b> may be influenced by:	<ul style="list-style-type: none"> <li>• artistic aspirations</li> <li>• current capability with techniques</li> <li>• historical and theoretical contexts</li> <li>• subject matter or theme for the work, such as: <ul style="list-style-type: none"> <li>• built environment</li> <li>• land and place</li> <li>• natural world</li> <li>• political, cultural and social issues</li> <li>• the body</li> </ul> </li> <li>• spiritual concerns.</li> </ul>
<b>Intellectual property requirements</b> may relate to:	<ul style="list-style-type: none"> <li>• extent to which the work may be used</li> <li>• form of acknowledgement or credit</li> <li>• procedures for seeking permission to use the work of others, including systems for the administration of copyright</li> <li>• protocols for the adaptation of work by others.</li> </ul>
<b>Professional potential</b> may relate to:	<ul style="list-style-type: none"> <li>• cost of production</li> <li>• existence of an established market</li> <li>• how to promote or sell the work</li> <li>• market trends</li> <li>• professional development.</li> </ul>
<b>Other criteria</b> may relate to:	<ul style="list-style-type: none"> <li>• client and user expectations</li> <li>• environment in which work will be viewed</li> <li>• materials</li> <li>• quality of final product</li> <li>• techniques</li> <li>• timelines</li> <li>• tools.</li> </ul>
Process followed to <b>refine</b> ideas may include:	<ul style="list-style-type: none"> <li>• adjustment to consideration of elements and principles of design</li> <li>• adjustment to subject matter or theme</li> <li>• adjustment to use the extended capabilities of the technique.</li> </ul>
<b>Sources of supply</b> may include:	<ul style="list-style-type: none"> <li>• commercial outlets</li> <li>• imaging bureaux</li> </ul>

	<ul style="list-style-type: none"><li>• internet</li><li>• share ware</li><li>• software resources.</li></ul>
<i>Cost and other constraints</i> may relate to:	<ul style="list-style-type: none"><li>• availability of materials and equipment</li><li>• budgeting</li><li>• sponsorship</li><li>• timeframe.</li></ul>
<i>Presentation considerations</i> may include:	<ul style="list-style-type: none"><li>• availability of space and equipment</li><li>• cost</li><li>• practical considerations</li><li>• presentation context</li><li>• timeframe.</li></ul>

## Unit Sector(s)

Visual communication – digital content and imaging