



Australian Government

Department of Education, Employment and Workplace Relations

CUVDIG402A Experiment with techniques to produce video art

Release: 1

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Modification History

Version	Comments
CUVDIG402A	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 with various video art techniques and ideas to develop an individual style or voice.

Application of the Unit

People with a command of video art techniques apply the skills and knowledge outlined in this unit.

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	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. Develop proficiency with a range of video art techniques and media	<p>1.1 Evaluate the potential for new approaches to video art 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 video art techniques through experimentation</p> <p>1.4 Take account of the <i>safety and sustainability considerations</i> for different techniques and media</p>
2. Develop ideas for video art	<p>2.1 Discuss creative and other goals of proposed video art with others</p> <p>2.2 <i>Research</i>, adapt and use relevant ideas and approaches from other practitioners with consideration of <i>intellectual property requirements</i></p> <p>2.3 Apply knowledge of different video art techniques to inform <i>ideas</i></p> <p>2.4 Allow techniques and ideas to work together to inform each other</p> <p>2.5 Consider the professional potential and other <i>criteria</i> of work when developing ideas</p> <p>2.6 <i>Refine</i> and confirm ideas based on experimentation, research and collaboration with others</p>
3. Organise video art resources	<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 video art 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 video art</p> <p>3.5 Set up or coordinate resource requirements according to safety or other <i>workplace requirements</i></p>
4. Realise finished video art	<p>4.1 Create video art using techniques and media selected from research and experimentation</p> <p>4.2 Review and refine ideas and approaches based on ongoing experiences with the production of work</p> <p>4.3 Use safe and sustainable work practices throughout the production of video art</p> <p>4.4 Document and record the development of the work and the</p>

	research and ideas that inform it
5. Evaluate own video artwork	<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 creative work from a technical and conceptual perspective
 - create a record of the video artwork
- initiative and enterprise skills to:
 - experiment with techniques to enhance final video art
 - apply critical thinking and analytical skills when developing ideas for video art
- 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 video artists and arts practitioners
- numeracy skills to:
 - evaluate resource costs
 - calculate material requirements
- planning and organising skills to plan work tasks and resources so that all deadlines are met
- problem-solving skills to identify and resolve technical and conceptual issues in video artwork
- technology skills to use the internet as a research tool.

Required knowledge

- role of experimentation in developing and refining ideas for video art 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 current video art technologies and techniques
- characteristics of different subjects under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how they may be used, adapted and challenged in video artwork
- research methodologies used by artists
- historical and theoretical contexts for video art and how they may be used to inform individual practice
- sources of resources needed in a professional video art practice
- intellectual property issues and legislation to be considered by independent arts practitioners
- sustainability considerations for the professional operation of a video art practice
- OHS requirements for the set-up and operation of video artwork 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.

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"> • develop ideas and techniques through a process of research and experimentation • produce multiple finished video art pieces or a single major work that demonstrates a well-developed command of techniques • apply knowledge of video art techniques, equipment and materials and the ways they may be adapted and extended.
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"> • evaluation of technical execution of work pieces produced by the candidate • practical demonstration of skills using tools, equipment and materials required to produce video art • direct observation of video artwork in progress, including exploration of, and experimentation with, techniques • questioning and discussion about candidate's intentions and the work outcome • 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"> • CUVPRP401A Realise a creative project.

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.

At this level, the candidate would generally demonstrate a command of a broad range of <i>techniques</i> as the basis for experimentation which may include:	<ul style="list-style-type: none"> • animation • 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 • constructing form with light • editing: <ul style="list-style-type: none"> • cross-cutting • cutaway • dissolves • jump cuts • mise-en-scene • montage • mixing sound • recording sound: <ul style="list-style-type: none"> • ambient • direct • special effects • voice-overs • sculpting in time and space • setting up camera angles: <ul style="list-style-type: none"> • aerial view • low • titled • techniques for coping with different lighting and weather conditions • working from music scores.
<i>Equipment</i> may	<ul style="list-style-type: none"> • batteries • cameras

include:	<ul style="list-style-type: none"> • computer • DVD player • editing software • editing suite • electrical leads • hard disk drives • lighting equipment and appropriate cabling • multi-screen installation • scaffolding for projection equipment • sound equipment and microphones • tripods.
Materials may include:	<ul style="list-style-type: none"> • materials and objects for use as: <ul style="list-style-type: none"> • costumes • props • sets • materials used in animation, such as: <ul style="list-style-type: none"> • modelling clay • paints • templates.
Safety and sustainability considerations may include:	<ul style="list-style-type: none"> • federal, state and territory legislation, regulations and standards • personal protection • recycling • safe disposal of waste.
Research may involve:	<ul style="list-style-type: none"> • approaching individuals with relevant expertise • attending lectures and talks • conducting material and technical experiments and tests • searching the internet • seeking out information in a range of print and electronic media • visiting exhibitions and screenings.
Intellectual property requirements may relate to:	<ul style="list-style-type: none"> • extent to which the work may be used • form of acknowledgement or credit • procedures for seeking permission to use the work of others, including systems for the administration of copyright • protocols for the adaptation of work by others.
Ideas may be influenced by:	<ul style="list-style-type: none"> • artistic aspirations • 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.
Criteria may relate to:	<ul style="list-style-type: none"> • client and user expectations • duration • environment in which video art will be viewed • materials • quality of final product • techniques • timelines • tools.
Process followed to refine ideas may include:	<ul style="list-style-type: none"> • adjustment to subject matter or theme • adjustment to take account of elements and principles of design • adjustment to use the extended capabilities of the technique.
Sources of supply may include:	<ul style="list-style-type: none"> • commercial outlets • found objects and materials • manufacturing or factory waste • nature.
Cost and other constraints may relate to:	<ul style="list-style-type: none"> • availability of materials and equipment • budgeting • sponsorship • timeframe.
Presentation considerations may include:	<ul style="list-style-type: none"> • availability of space • cost • file format for final product, such as: <ul style="list-style-type: none"> • FLV • MPEG-2 • MPEG-4 • RealMedia • WAV • WMV • need to modify presentation set-up • seeking external assistance, such as with equipment hire and technical expertise • practical considerations • presentation context

	<ul style="list-style-type: none">• timeframe.
Workplace requirements may include:	<ul style="list-style-type: none">• cabling• lighting• power supply• process-specific requirements.

Unit Sector(s)

Visual communication – digital content and imaging