



**Australian Government**

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

# **CUVPHI516A Research the role and use of the photo image in visual communication**

**Release: 1**

## CUVPHI516A Research the role and use of the photo image in visual communication

### Modification History

Version	Comments
CUVPHI516A	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 produce creative and innovative photo images using visual communication principles.

### Application of the Unit

Practitioners in the photo imaging industry are required to consistently produce images that satisfy society's demands of visual communication. A range of specialist skills and knowledge is required by photo image makers to inform their practice and facilitate the production of creative and innovative photo images.

This unit requires the self-directed application of skills and knowledge in order to research, apply and evaluate visual communication principles in the production of creative and innovative photo images.

This work is usually undertaken independently, with guidance where required.

### Licensing/Regulatory Information

This unit describes the performance outcomes, skills and knowledge required to produce creative and innovative photo images using visual communication principles.

### 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. Research principles and role of visual communication	1.1 Research historical and contemporary roles of the photo image in visual communication 1.2 Evaluate currency and credibility of information gathered and ensure research scope is sufficiently broad 1.3 Investigate <b><i>theories</i></b> behind the conceptualisation, production and use of the photo image 1.4 Evaluate the creation and implied meaning of the photo image in the <b><i>context</i></b> of its use 1.5 Investigate the <b><i>modes and media</i></b> of visual communication 1.6 Review and appraise a range of photograph and photo image <b><i>themes</i></b> in the context of visual communication theories
2. Use visual communication in photo imaging practice	2.1 Consider the intent and intended audience of visual communication in the production of photo images 2.2 Apply photo image themes and visual communication theories to the production of photo images 2.3 Use a range of visual communication modes and media to present photo images
3. Evaluate visual communication in photo imaging practice	3.1 Evaluate the effectiveness of visual communication in the production of photo images 3.2 Identify future opportunities, work directions, equipment needs and workflow changes resulting from the application of visual communication principles 3.3 Identify implications of visual communication as it applies to own creative and innovative practice

## Required Skills and Knowledge

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

### Required skills

- research skills to access and compare contemporary styles and conceptual and aesthetic approaches to the historical and contemporary photographic/photo imaging visual communication environment
- critical thinking skills to:
  - recognise and address conceptual barriers to visual communication principles
  - reflect on and analyse own performance
- literacy skills to interpret theories and themes on historical and contemporary photographic/photo imaging in the visual communication environment
- numeracy skills to assess the financial viability of creative and commercial opportunities as they arise from trends and emerging technologies
- communication skills to articulate research practices and methods
- learning skills to review personal performance within the context of the photo imaging visual communication environment.

### Required knowledge

- contexts for the use of photo images within visual communication
- copyright, moral rights, intellectual property and plagiarism issues within the historical and contemporary photographic/photo imaging visual communication environment
- creativity and innovation processes that drives successful photo image making for visual communication
- principles, theories and themes of photo imaging in the visual communication environment.

## 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>• research and evaluate theories and themes on historical and contemporary photographic/photo imaging in the visual communication environment</li> <li>• implement theories, themes and visual communication principles in own photo imaging practice</li> <li>• review personal performance within the context of the photo imaging visual communication environment</li> <li>• recognise copyright, moral rights, intellectual property and plagiarism issues.</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>• sources of information on historical and contemporary photographic/photo imaging in the visual communication environment</li> <li>• a range of modes and media used in the photographic/photo imaging visual communication environment.</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>• direct questioning combined with review of portfolios of evidence</li> <li>• review of third-party reports from experienced practitioners</li> <li>• direct observation of candidate implementing visual communication principles in the production of photo images</li> <li>• case studies to assess candidate's ability to evaluate theories and themes in historical and contemporary photographic/photo imaging in the visual communication environment</li> <li>• problem-solving activities to assess candidate's critical thinking skills.</li> </ul> <p>Assessment methods should closely reflect workplace</p>

	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).
<b>Guidance information for assessment</b>	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## 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>Theories</b> may include:</p>	<ul style="list-style-type: none"> <li>• art and design theories that impact on the use of the photographic image</li> <li>• art movements that impact on and relate to photography/photo imaging</li> <li>• human vision and perception</li> <li>• narrative and story-telling</li> <li>• science and technology</li> <li>• social issues and movements</li> <li>• theorists and commentators on art and the image, including:             <ul style="list-style-type: none"> <li>• Ansel Adams</li> <li>• Arthur Steiglitz</li> <li>• Georgy Kepes</li> <li>• John Berger</li> <li>• Laslo Mohly-Nagy</li> <li>• Minor White</li> <li>• P H Emerson</li> <li>• Robert Adams</li> <li>• Roland Bathes</li> <li>• Susan Sontag</li> <li>• W Eugene Smith</li> <li>• Walter Benjamin.</li> </ul> </li> </ul>
<p><b>Context</b> may include:</p>	<ul style="list-style-type: none"> <li>• copyright and moral rights</li> <li>• intellectual property</li> <li>• plagiarism</li> <li>• proof and evidence</li> <li>• to communicate an idea</li> <li>• to inform and educate</li> <li>• to inspire</li> <li>• to persuade (e.g. propaganda).</li> </ul>
<p><b>Modes and media</b> may include:</p>	<ul style="list-style-type: none"> <li>• combinations of:             <ul style="list-style-type: none"> <li>• audio and visual material</li> <li>• images and text</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• still and moving images</li><li>• billboard images</li><li>• hybrid technologies</li><li>• images in an exhibition</li><li>• mass communication and single viewer</li><li>• newspapers and magazines</li><li>• television, internet and video streaming</li><li>• social media, such as blogs and tweets.</li></ul>
<i>Themes</i> may include:	<ul style="list-style-type: none"><li>• abstraction</li><li>• advertising</li><li>• beauty</li><li>• culture</li><li>• gender identity</li><li>• landscape</li><li>• nature</li><li>• philosophical and classical themes</li><li>• religion</li><li>• reportage</li><li>• science and technology</li><li>• sexuality</li><li>• social issues</li><li>• the human condition</li><li>• the nude</li><li>• the photograph as truth</li><li>• the portrait.</li></ul>

## Unit Sector(s)

Visual communication – photo imaging