



Australian Government

CUAPPM407 Create storyboards

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to create and develop storyboards for a broad range of digital content, including video, film, animation and interactive media.

It applies to individuals who break down content, stories or scripts into discrete elements and visualise creative concepts in collaboration with a creative production team. Storyboard artists, designers, producers and information architects can create storyboards, depending on the type and scale of production. In the film and television industry, people creating storyboards work closely with directors.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Media and Entertainment Production – Production Planning and Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan storyboards	1.1 Clarify storyboard requirements for productions with reference to scripts and stories, and in consultation with relevant personnel 1.2 Identify factors that affect type of storyboard to be created 1.3 Contribute ideas in pre-production meetings to help refine storyboard requirements 1.4 Research and select suitable amount of storyboard tools for a given purpose 1.5 Obtain sign-off, from relevant personnel, on the type of storyboard to be created

ELEMENT	PERFORMANCE CRITERIA
2. Draft storyboards	2.1 Break down content, scripts and stories into frames using storyboard techniques and appropriate tools, and methods in line with organisational and work health and safety (WHS) procedures 2.2 Specify storyboard elements for each frame, reflecting creative concepts 2.3 Specify the logical linear or non-linear frame sequence, showing the connection between each frame 2.4 Provide descriptions for each frame 2.5 Seek feedback, and assistance as required, on work in progress from relevant personnel, and incorporate ideas and feedback as appropriate 2.6 Check draft storyboards are clear and legible and show sufficient detail for production teams to use
3. Finalise storyboards	3.1 Present draft storyboards to relevant personnel for discussion and feedback 3.2 Refine storyboards as required to incorporate feedback 3.3 Produce final storyboards that present accurate visual interpretations of scripts, stories or text, and meet agreed specifications 3.4 Make back-up copies of storyboards as required according to organisational procedures 3.5 Submit storyboards to relevant personnel by agreed deadlines 3.6 Review the process of creating storyboards and note areas for future improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 3.4	- Interprets a broad range of information in a variety of forms and uses the knowledge gained to determine specifications and key action in script sequence, and to contribute to the development of ideas for storyboards - Analyses and contrasts information to select that which

		informs own work
Writing	2.1, 2.2, 2.4, 2.6	- Records detail of research and consultation outcomes, drawing on sufficient vocabulary and grammar to convey ideas effectively - Creates legible and clear descriptions to convey information and requirements in sequential order
Oral Communication	1.1, 1.3, 2.5, 3.1	- Presents explanation of own ideas to others, and discusses ideas and solutions, choosing language appropriate to those taking part in the discussion - Facilitates and participates in potentially abstract discussions, using listening and questioning skills to elicit participant views
Navigate the world of work	3.3-3.5	Meets expectations associated with own role and accepts responsibility for storyboard production to specifications in compliance with organisational procedures and legislative requirements
Interact with others	1.1-1.3, 1.5, 2.5, 3.1	- Collaborates effectively with relevant personnel to achieve understanding and realise joint outcomes - Selects and uses appropriate communication methods and practices to present storyboards, engage in discussions and elicit feedback
Get the work done	1.2, 1.4, 2.1-2.3, 2.6, 3.2-3.4, 3.6	- Plans, sequences and prioritises storyboard tasks with awareness of how they contribute to production goals - Uses analytical processes to make decisions directly related to task - Uses feedback to inform refinement and identifies opportunities to improve storyboard processes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPPM407 Create storyboards	CUFPPM404A Create storyboards	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPPM407 Create storyboards

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Performance Evidence

Evidence of the ability to:

- interpret scripts and specifications
- visualise creative concepts using storyboard techniques and appropriate tools and methods
- produce clear and logical storyboards that break down content, stories and scripts into discrete elements and meet specified requirements
- present storyboards to others for discussion or implementation, and adjust as required in response to feedback.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe roles and responsibilities of different members of the creative team, and how they contribute to the process of visualising and interpreting creative concepts into storyboards
- list and describe typical storyboard tools
- explain the components of storyboards including frames, elements and descriptions
- outline health and safety procedures that apply to creating storyboards and working for periods of time on computers.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- scripts, stories or texts to serve as the basis for creating storyboards
- storyboard and visualising tools
- different types of productions requiring storyboards

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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