



**Australian Government**

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

# **CUVPHI501A Research role and use of the photoimage in visual communication**

**Release: 1**

## **CUVPHI501A Research role and use of the photoimage in visual communication**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit describes the performance outcomes, skills and knowledge required to produce creative and innovative photoimages using visual communication principles. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Application of the Unit**

**Application of the unit** Practitioners in the photoimaging 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 photoimage-makers to inform their practice and facilitate the production of creative and innovative photoimages. 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 photoimages. This work is usually undertaken independently (with guidance where required).

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

## Pre-Requisites

### Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVDES04A Integrate colour theory and design processes in response to a brief
- CUVPHI03A Research and apply information on the traditions which inform photoimaging practice.

## Employability Skills Information

### Employability skills

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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

### ELEMENT

### PERFORMANCE CRITERIA

- |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Research principles and role of visual communication.</b>   | <ul style="list-style-type: none"><li>1.1 Research historical and contemporary roles of the photograph/photoimage in visual communication.</li><li>1.2 Evaluate currency/credibility of information gathered and ensure research scope is sufficiently broad.</li><li>1.3 Investigate <i>theories</i> behind the conceptualisation, production and use of the photograph/photoimage.</li><li>1.4 Evaluate the creation and implied meaning of the photograph/photoimage in the <i>context of its use</i>.</li><li>1.5 Investigate the <i>modes and media</i> of visual communication.</li><li>1.6 Review and appraise a range of photograph and photoimage <i>themes</i> in the context of visual communication theories.</li></ul> |
| <b>2 Use visual communication in photoimaging practice.</b>      | <ul style="list-style-type: none"><li>2.1 Consider the intent and intended audience of visual communication in the production of photoimages.</li><li>2.2 Apply photograph/photoimage themes and visual communication theories to the production of photoimages</li><li>2.3 Utilise a range of visual communication modes and media to present photoimages.</li></ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>3 Evaluate visual communication in photoimaging practice.</b> | <ul style="list-style-type: none"><li>3.1 Evaluate the effectiveness of visual communication in the production of photoimages.</li><li>3.2 Identify future opportunities, work directions, equipment needs and workflow changes resulting from application of visual communication principles.</li><li>3.3 Identify implications of visual communication as it applies to own creative and innovative practice.</li></ul>                                                                                                                                                                                                                                                                                                           |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills:

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

#### Required knowledge:

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

## Evidence Guide

### 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.

#### Critical aspects for

Evidence of the following is essential:

## EVIDENCE GUIDE

### assessment and evidence required to demonstrate competency in this unit

- ability to research and evaluate theories/themes on the historical and contemporary photographic/photoimaging visual communication environment
- ability to implement theories, themes and visual communication principles within own photoimaging practice
- ability to review personal performance within the context of the photoimaging visual communication environment
- ability to recognise copyright, moral rights, intellectual property and plagiarism issues.

### Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on the historical and contemporary photographic/photoimaging visual communication environment
- access to a range of modes/media used in the photographic/photoimaging visual communication environment.

### 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:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by candidate
- direct observation of candidate implementing visual communication principles in the production of photoimages
- case studies to assess candidate's ability to evaluate theories and themes in the historical and contemporary photographic/photoimaging visual communication environment
- problem solving activities to assess candidate's critical thinking skills.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## Range Statement

### 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.

***Theories*** may include:

- art and design (that impact the use of the photographic image)
- art movements (that impact upon and relate to photography/photoimaging)
- human vision and perception
- narrative and story telling
- science and technology
- social issues and movements
- theorists and commentators on art and the image, including:
  - Ansel Adams
  - Arthur Steiglitz
  - Georgy Kepes
  - John Berger
  - Laslo Mohly-Nagy
  - Minor White
  - P H Emerson
  - Robert Adams
  - Roland Bathes
  - Susan Sontag
  - W Eugene Smith
  - Walter Benjamin.

***Context of its use*** may include:

- copyright and moral rights
- intellectual property
- plagiarism
- proof and evidence
- to communicate an idea

**RANGE STATEMENT**

- to inform and educate
- to inspire
- to persuade (e.g. propaganda).

***Modes and media*** may include:

- combinations of:
  - audio and visual material
  - images and text
  - still and moving images
- billboard images
- hybrid technologies
- images in an exhibition
- mass communication/single viewer
- newspapers and magazines
- television/internet/blogs/video streaming.

***Themes*** may include:

- abstraction
- advertising
- beauty
- culture
- gender identity
- landscape
- nature
- philosophical and classical themes
- religion
- reportage
- science and technology
- sexuality
- social issues
- the human condition
- the nude
- the photograph as truth
- the portrait.

**Unit Sector(s)**

Not Applicable

## **Competency field**

### **Competency field**

Design and Visual Communication - Photoimaging