



National Unit Specification: general information

UNIT Art and Design: Digital Video Skills (SCQF level 5)

CODE JG/ADDVS

SUMMARY

This Unit is designed to allow the candidate to gain knowledge and understanding of the use and application of digital video content production within an art and design context. It has been designed to provide an introduction to the development and use of digital moving image sequences.

This Unit is suitable for candidates who:

- ◆ are undertaking the study of this subject for the first time
- ◆ wish to gain a basic knowledge in digital video creation
- ◆ are working in an art or design related area

OUTCOMES

- 1 Research art and design based digital video sequences.
- 2 Produce digital video content.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: KF

Publication date: November 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Art and Design: Digital Video Skills (SCQF level 5)

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Problem Solving (SCQF level 5)
- ◆ Information and Communication Technology (SCQF level 5)
- ◆ Communication (SCQF level 5)
- ◆ Numeracy (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Art and Design: Digital Video Skills (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Research art and design based digital video sequences.

Performance Criteria

- (a) Identify and describe the use of digital video sequences for art and design.
- (b) Correctly describe the processes for creating digital video sequences.
- (c) Identify a variety of methods for display and/or storage of digital video sequences.

OUTCOME 2

Produce digital video content.

Performance Criteria

- (a) Plan a short digital video sequence.
- (b) Demonstrate applied knowledge of basic video camera operations.
- (c) Demonstrate applied knowledge of creating digital video content.
- (d) Demonstrate applied knowledge of storage and formatting for digital video content.

National Unit Specification: statement of standards

UNIT Art and Design: Digital Video Skills (SCQF level 5)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria for this Unit.

Written and/or oral recorded evidence and product evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

The candidate should produce a folio of work that will include:

- ◆ examples of research that meet the requirements of the Performance Criteria. This will include three examples of display and/or storage methods, and a description of the process for creation and use of digital video sequences by three artists/designers.
- ◆ the creation of digital video content in the form of a short digital video sequence lasting a minimum of 1 minute comprised of a minimum of three video clips. The candidate should demonstrate applied knowledge of storage and formatting and use of a minimum of three camera operations and use in-camera editing features in the production of the digital video content with synchronised sound.

The candidate will produce the work under open-book conditions, throughout delivery of the Unit.

National Unit Specification: support notes

UNIT Art and Design: Digital Video Skills (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit of the National Certificate in Art and Design, but can also be taken as a free-standing Unit or as part of the National Progression Award in Digital Media.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award.

The purpose of the Unit is for the candidate to gain knowledge and understanding of the use and application of digital video content production within an art and design context. As this is an art and design Unit, it is suggested that each candidate would record all research and development work in a sketchbook style or storyboard format

Outcome 1

In this Outcome the candidate will identify and research a range of art and design applications of digital video. This research of current practice should encourage the candidate to look at how digital video is used and stored digitally. The candidates should explore a wide range of applications for digital video content.

The candidate's choice of research areas should be agreed with the teacher/lecturer.

Outcome 2

In the previous Outcome a range of digital video content types will have been identified and researched. The creation, development and production of a short digital video sequence should be informed by the earlier candidate research. The candidate should be made aware of the necessity for effective planning in this process. Minimising time and resource wastage should be emphasised through the use of thumbnail sketches, storyboards and notes during the planning stage. Detailed scripts and shooting schedules may not be necessary at this level, but can be used at the discretion of the teacher/lecturer. While each of the four Performance Criteria could be seen as individual learning tasks, they could be effectively combined into a staged assessment process leading to the formation of the final digital video sequence.

National Unit Specification: support notes (cont)

UNIT Art and Design: Digital Video Skills (SCQF level 5)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit has been designed as a holistic learning experience where the theoretical knowledge in Outcome 1 will inform the practical activities of Outcome 2. Therefore delivery of the Outcomes would be seen as sequential.

The candidate will require individual access to a range of appropriate software and hardware throughout the Unit. In addition to this the candidate will also require the time and space to use traditional art and design materials for the planning stage of the digital video sequence and research facilities (Internet or other) for completion of Outcome 1.

Outcome 1 should be a combination of teacher/lecturer exposition and candidate centred research based learning. This could include introductory teacher/lecturer explanations and identification of potential research areas of digital video applications in art and design supported by visual examples of practice. The candidate should be encouraged to discuss within their peer group their own research and findings. Examples of digital video content for research include, for example:

Display and storage of Digital Video

Single screen and multi screen display, either actual or virtual. Re-contextualising video for on-line galleries, social networking, user-generated content and file sharing sites are also examples of display. Narrowcast and broadcast display mechanisms.

Usage and purposing of Digital Video sequences

Linear and non-linear narrative for exhibition in public galleries or spaces. On the Internet for on-line galleries, social networking, file sharing sites and Flash media sites. Video that is used commercially for drama, advertising, audio-visualisation or training etc.

The creation of Digital Video Sequences

Research should not be restricted to the usage of digital video cameras. Although it is normal for source media to be captured from digital video devices, the candidate should be allowed to research the use of media from alternative sources such as, scanned images, still photography or digitally generated footage.

Outcome 2 will allow the candidate to demonstrate the application of the skills and knowledge gained from Outcome 1 in the production of a short digital video sequence. This could be achieved through a series of small practical exercises and/or assignments. Teacher/lecturer demonstration could be used to consolidate the candidate's knowledge of materials, media and techniques before completing the practical assignment.

National Unit Specification: support notes (cont)

UNIT Art and Design: Digital Video Skills (SCQF level 5)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have the opportunity to develop aspects of the Core Skills of *Information and Communication Technology* and *Problem Solving* through the production of a digital video sequence.

Aspects of the Core Skills of *Numeracy* may be developed through the logging of digital video clips and the measuring of digital video duration.

Candidates may have the opportunity to develop aspects of the Core Skill of *Communication* through the research activity and through negotiation and class based reflective discussion.

In addition, opportunities may arise for candidates to work together as part of the learning process, such as composing and recording video, or using camera functions or software applications for editing.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical exercise(s).

Although this Unit is designed to be sequential in the delivery, it is also possible to have two distinct time scales and approaches to assessment.

Outcome 1

The candidate would be expected to have identified a minimum of three examples from each of the given Performance Criteria by describing the storage and display of digital video sequences. In addition the candidate will demonstrate an understanding of the use of digital video sequences. This should include a range of three examples taken from different types of Digital Video content. The candidates will also research and identify three processes for creating digital video sequences. The candidates should be encouraged to clearly identify both the aesthetic and technical issues associated with their chosen examples. There should be product evidence in the form of a sketchbook which will have both pictorial and text based evidence.

Outcome 2

The candidate should produce a short video sequence from at least three clips that demonstrates that they have achieved the requirements of Performance Criteria (b)–(d) and to show appropriate knowledge and understanding of the Outcome.

The candidate would be expected to have at least 1 example from each of the four Performance Criteria including applied knowledge of creating, storing and formatting digital video content, demonstrating their practical and theoretical understanding of the processes involved. In addition, the candidate will demonstrate a basic applied knowledge of a video camera and its functions. The candidate should be encouraged to personally document and develop all of their solutions in a sketchbook through use of thumbnail drawings and storyboards.

National Unit Specification: support notes (cont)

UNIT Art and Design: Digital Video Skills (SCQF level 5)

The following information and guidance provides clarification of the listed Performance Criteria.

Demonstrate applied knowledge of basic Video Camera operations

This would include the identification and use of the main components of a video camera, eg lens, tape/disk or hard drive and function buttons. The emphasis should be on practical experience with candidates gaining the maximum time available in actual work, exploring fully the automatic settings and playback functions.

Demonstrate applied knowledge of creating Digital Video content

The candidate need not become fully conversant with non-linear editing, but it is envisaged that a suitable sequence could be constructed from a minimum of three video clips. In-camera editing is acceptable for producing the sequence. However, simple three point editing may be taught at the discretion of the teacher/lecturer.

Demonstrate applied knowledge of storage and formatting for digital video content

A basic knowledge of the principles necessary for storage and formatting in a CPU environment is envisaged for this Outcome rather than an in-depth study. The concept of backing storage space necessary for digital images should be stressed in connection with file size and portability.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.