



National Unit Specification: general information

UNIT Art and Design: Video Project (SCQF level 6)

CODE JG/ADVP

SUMMARY

This Unit is designed to allow the candidate to gain knowledge and understanding of the application of art and design practice within the context of digital video production. This Unit should be delivered within a creative art and design environment. To underpin this, the Outcomes follow the standard creative production process of analysing a brief, researching and development stages before the production of a video sequence.

This Unit is suitable for candidates who:

- ◆ have some basic prior knowledge of the subject
- ◆ wish to develop applied knowledge of digital video techniques
- ◆ are working in art and design or other related areas

OUTCOMES

- 1 Plan a digital video sequence for a given brief.
- 2 Develop a range of ideas for the given brief.
- 3 Produce a digital video sequence for the given brief.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

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

**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

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National Unit Specification: general information (cont)

UNIT Art and Design: Video Project (SCQF level 6)

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)

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

National Unit Specification: statement of standards

UNIT Art and Design: Video Project (SCQF level 6)

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

Plan a digital video sequence for a given brief.

Performance Criteria

- (a) Identify the main requirements of the given brief.
- (b) Identify research areas with development potential in response to the given brief.
- (c) Identify and select relevant resources in response to the given brief.
- (d) Collate relevant research material in response to the given brief.
- (e) Produce a plan for completing a digital video sequence in response to the given brief.

OUTCOME 2

Develop a range of ideas for the given brief.

Performance Criteria

- (a) Select research material with identified development potential.
- (b) Develop a range of ideas for a digital video sequence.
- (c) Select an idea and develop a storyboard for a digital video sequence.

OUTCOME 3

Produce a digital video sequence for the given brief.

Performance Criteria

- (a) Create a production plan using the completed storyboard.
- (b) Identify and use appropriate software and hardware confidently.
- (c) Use effective file management.
- (d) Create a digital video sequence.

National Unit Specification: statement of standards (cont)

UNIT Art and Design: Video Project (SCQF level 6)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has 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:

- ◆ a written and/or orally presented outline plan produced in response to the given brief.
- ◆ product evidence in the form of written/annotated collated research and sketchbooks that demonstrates the development of three ideas and a storyboard which meets the requirements of the Performance Criteria.
- ◆ product evidence of a digital video sequence of a minimum of 90 seconds duration which meets the requirements of the Performance Criteria.

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

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

UNIT Art and Design: Video Project (SCQF level 6)

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 project should be set within the context of a given brief. This may take the form of a commercial brief or one that encourages fine art practice. Although the brief should be set within the context of digital film and video, the skills gained by the candidate should be transferable to other areas of art and design.

Outcome 1

The research process should cover issues such as identification of the problems associated with a given brief, eg who the client is, technical issues, the intended market or display and creative considerations. From this, clear aims and objectives can be identified. Analysis of the brief should also help identify potential areas of research, eg commercial video, fine art video, video installation etc. The process should also identify the kind of resources needed for the project. Sketchbooks, art and design equipment, Internet resources, tutorial resources, appropriate software (image manipulation/generation software and non-linear video editing software) and appropriate hardware (scanners, cameras, tripods, storage devices etc) are all examples of resources which can be used.

Outcome 2

This Outcome should develop the candidate's skills and knowledge of how to generate and develop creative ideas. Emphasis should be placed on establishing good working practice through the use of sketchbooks and/or story boards. Through techniques such as mind mapping, the candidate could develop suitable areas of enquiry that will require research and sketch based development of a range of ideas for a video sequence.

This Outcome encourages the candidate to explore a range of ideas and possibilities in relation to a digital video brief. Emphasis should be placed on the quality of ideas and how they answer the given brief.

National Unit Specification: support notes (cont)

UNIT Art and Design: Video Project (SCQF level 6)

Outcome 3

This Outcome should develop the candidate's skills and knowledge in the technical production of a digital video sequence. Although it is normal for source media to be captured from digital video devices, the candidate should be allowed to use media from alternative sources, eg the use of scanned images, still photography or digitally generated footage. The candidate need not become fully conversant with non-linear editing but instead demonstrate knowledge of simple three point video editing using a software environment.

This Outcome will allow the candidate to consider a variety of production methods. Delivery methods of the product should also be considered, eg screen or projection, web based user generated content, multimedia, DVD or broadcast etc.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As the candidate is expected to develop a project, a holistic approach should be taken for teaching and learning. However there is a natural sequence of development that has been reflected in the Outcomes.

The candidate will require access to identified 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 development of sketchbooks and storyboards etc.

Outcome 1

The candidate should be allocated a clearly defined task in the form of a given brief. Research of the brief could include a combination of teacher/lecturer centred investigation and candidate centred learning. Led by the teacher/lecturer, the candidate could be encouraged to discuss, within their peer group, and evaluate their learning.

Outcome 2

To help broaden the research possibilities for the candidate there could be teacher/lecturer led discussions and presentations of examples of good practice in video art, design and digital video production. Development of ideas by the candidate could be a combination of teacher/lecturer centred investigation and candidate centred learning. For the candidate to develop a story board and production plan it would be expected that the teacher/lecturer will show and discuss examples of good practice.

Outcome 3

So that the candidate can develop the necessary technical skills and knowledge for this Outcome there will need to be teacher/lecturer demonstrations and/or tutorials.

Led by the teacher/lecturer, the candidate could be encouraged to present and discuss their finished project within their peer group. This will facilitate understanding of their own personal development process within the context of peer based/social learning.

National Unit Specification: support notes (cont)

UNIT Art and Design: Video Project (SCQF level 6)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* through the planning and organising of a project in response to a given brief.

Through class critiques and tutorial sessions, and in the presentation of the outline project plan candidates may have opportunities to develop aspects of the Core Skill of *Communication*.

Candidates may have opportunities to develop aspects of the Core Skill of *Information and Communication Technology* through the use and effective application of selected computer software including file management.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

All evidence should be contextualised within the area of an art and design video project and produced within the context of a given brief. Although there is a linear sequence for the delivery of the Outcomes, it is suggested that a holistic assessment of the project would be a suitable approach. This reflects the creative process that would be expected from the candidates in order to finish a successful art and design project.

Outcome 1

The candidate must demonstrate that they can identify the problems and issues arising from a given art or design brief. As a guideline, any written submission should be a minimum of 200 words and any oral submission could be approximately 5 minutes in duration. Ideally the candidate should be able to revisit this Outcome at any point during the Unit's delivery. This will allow for evaluation and reflective practice.

Outcome 2

The candidate should produce appropriate illustrative and annotated research material in response to the given brief. The candidate should demonstrate their ability to develop a range of potential solutions to the given brief. This could be evidenced through drawing and/or collage techniques. The evidence for both the research and sketch development could be in sketchbook form. The candidate should produce a final storyboard based on a selected development idea that demonstrates how their chosen video solution will work. This should be presented to a finished standard, a minimum of A2 size is suggested, and can be either hand or digitally produced. To allow for reflective practice which mirrors the non linear creative process, the candidate should be given the opportunity to visit this Outcome at any point during the Units delivery.

Outcome 3

Using the appropriate graphic and video editing software the candidate should produce a digital video sequence of approximately 90 seconds. The candidate must demonstrate their ability to use the correct file management for their finished video. Evidence for this Outcome will be based on the production of a finished digital video sequence.

National Unit Specification: support notes (cont)

UNIT Art and Design: Video Project (SCQF level 6)

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).