



Higher National Unit Specification

General information

Unit title: Storyboarding: An Introduction (SCQF level 7)

Unit code: HM00 34

Superclass: KJ

Publication date: September 2017

Source: Scottish Qualifications Authority

Version: 2

Unit purpose

This unit is designed to enable the learner to produce a professional quality storyboard sequence. It prepares them by giving them experience, knowledge and understanding of the entire process from concept to the final storyboard sequence, and the skills to complete the final artwork. This unit is aimed at film and animation, television, art and design and media learners.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Investigate methods and techniques used in creating a storyboard sequence to a project brief.
- 2 Apply methods and techniques used to create a storyboard sequence from a project brief.
- 3 Present and evaluate the methods and techniques used in creating a storyboard sequence.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

Access to this unit is at the discretion of the centre, but it would be beneficial if the learner had previous experience in *Drawing, Photography, Video and/or Video Editing* at SCQF level 6 or equivalent.

Higher National Unit Specification: General information (cont)

Unit title: Storyboarding: An Introduction (SCQF level 7)

Core Skills

Achievement of this Unit gives automatic certification of the following:

| | |
|----------------------|---------------------------------|
| Complete Core Skill | Problem Solving at SCQF level 5 |
| Core Skill component | None |

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

Unit title: Storyboarding: An Introduction (SCQF level 7)

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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate methods and techniques used in creating a storyboard sequence to a project brief.

Knowledge and/or skills

- ◆ Storyboard models
- ◆ Research methods
- ◆ Methods and techniques used in creating a storyboard sequence
- ◆ Project planning

Outcome 2

Apply methods and techniques used to create a storyboard sequence from a project brief

Knowledge and/or skills

- ◆ Storyboard synopsis
- ◆ Production methods and techniques used to create storyboards
- ◆ Different storyboard sequence solutions
- ◆ File naming and labelling conventions

Outcome 3

Present and evaluate the methods and techniques used in creating a storyboard sequence.

Knowledge and/or skills

- ◆ Presentation skills
- ◆ Project evaluation
- ◆ Strengths and weaknesses of the methods/techniques used to create a storyboard sequence

Higher National unit specification: Statement of standards (cont)

Unit title: Storyboarding: An Introduction (SCQF level 7)

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ produce a workbook/sketchbook/case study with references showing evidence of research of key storyboarding methods and techniques of format, camera framing and angles, staging, style, and composition.
- ◆ select and prepare a range of visual material suitable for inclusion in a storyboard sequence as part of a traditional or digital workbook/sketchbook.

Outcome 2

- ◆ apply methods used in creating a storyboard sequence.
- ◆ apply techniques used in creating a storyboard sequence.
- ◆ produce a synopsis that includes a title, target audience, genre/style, and story outline
- ◆ produce images showing the use of format, camera framing and angles, staging, style, and composition in a traditional and/or digital sketchbook.
- ◆ produce thumbnails / rough drawings for a storyboard sequence showing a range of possible solutions in a traditional or digital sketchbook.
- ◆ use file naming and labelling conventions that note sequence, scene, shot and panel labelling.

Outcome 3

- ◆ present a storyboard sequence to a professional standard.
- ◆ produce a written/oral evaluation noting the effectiveness of the methods and techniques used in creating a storyboard sequence citing strengths and areas for improvement.



Higher National Unit Support Notes

Unit title: Storyboarding: An Introduction (SCQF level 7)

Unit support notes are offered as guidance and 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

The unit is primarily intended for developing practical skills underpinned by investigating and applying storyboard methods and techniques.

Outcome 1

Investigate methods and techniques used in creating a storyboard sequence including format, camera framing and angles, staging, style, composition, script, shot list, and shot (floor) plan. This could include Rule of thirds, 180 degree rule, horizon line, timing, transitions, notation, arrows, use of typography, etc. File naming and labelling showing naming and labelling conventions for a sequence, scene, shot, and panel.

Prepare a range of visual material suitable for inclusion in a storyboard sequence. This could include newspapers, journals, photographs, archives, video, audio, drawings, colour palettes. The learner can use a range of sourced and generated material. The material should be organised for accessibility in a digital/traditional sketchbook.

Outcome 2

The learner should apply methods and techniques used in creating a storyboard sequence. It is acceptable for the learner to generate a sequence of production storyboards that are formed from a blended approach of traditional and digital drawing and illustrative techniques as well as photographs, collage, and tone/ silhouette.

Sketchbook — The learner should be given the opportunity to develop drawing skills in format, camera framing and angles, staging, style and composition through the use of line, shape, form, space, diagonals, horizon line, perspective, geometry, tone, hatching, lighting, and colour in a digital / traditional sketchbook.

Higher National Unit Support Notes (cont)

Unit title: Storyboarding: An Introduction (SCQF level 7)

Outcome 3

Present a storyboard sequence for discussion and/or critique. The material could be presented in hand drawn; printed storyboards; or presented as an animatic with or without sound. The number of storyboards in the sequence should reflect the story, and the learner's knowledge and/or skills requirements for the unit.

Evaluate the effectiveness of the methods and techniques used in creating a storyboard sequence to a given brief in written and/or oral form.

Guidance on approaches to delivery of this unit

The learner can work individually or in groups to research and produce storyboard sequences, however the learner should produce individual evidence for all the knowledge and/or skills covered in all three outcomes.

One approach to delivery for **Outcome 1** could be to provide exemplar materials to assist the learner with the methods and techniques used in creating a storyboard sequence. Demonstrations and practical exercises will help the learner understand these standards. The learner should be given an opportunity to develop their drawing and illustration techniques through a series of demonstration and practical exercises. The learner can develop their own brief or respond to a supplied brief.

For **Outcome 2** the learner should be able to develop and apply the knowledge and/or skills of the methods and techniques used in generating a storyboard sequence. The sequence will undoubtedly go through revisions and this should form part of building the learners knowledge and/or skills. The learner should develop their speed and accuracy of creating thumbnail and rough drawings. The rough storyboards could be developed in a sketchbook acting as a blue print for moving into digital imaging software where the images can be cleaned-up and refined into production storyboards. The boards do not need to be finished 'artworks' and can be presented in line art and tonal storyboards with colour keys as appropriate to the area of study.

Outcome 3 requires the learner to present a storyboard sequence for discussion/critique. This would allow the learner to get feedback from their peers and offer considerations for areas of improvement. The learner can use the discussion as the basis for an evaluation of the application of the methods and techniques used in creating the storyboard sequence including strengths of the project and consideration of areas for improvement in the learner's evaluation report.

The unit could be delivered as a stand-alone unit or part of a group award. It could be integrated with any unit(s) which could form part of a larger project, such as:

- ◆ Film, animation, television and broadcast media, games design where the storyboard sequence forms the design of a production.

Higher National Unit Support Notes (cont)

Unit title: Storyboarding: An Introduction (SCQF level 7)

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This unit could be assessed using three instruments of assessment. The first could require the learner to investigate the methods and techniques used in creating a storyboard sequence and produce evidence addressing the requirements of Outcome 1 to a given brief. This could be in the form of a visual annotated sketchbook/workbook/mood board, or case study. The second instrument of assessment requires the learner to apply the methods and techniques used in creating a storyboard sequence. The final instrument of assessment could require the learner to present the storyboard sequence and produce an evaluation noting the effectiveness of the application of methods and techniques used in creating a storyboard sequence. It is desirable that the assessment takes place in a controlled setting, and that all of the knowledge and/or skills for all three outcomes is available for assessment. Any work produced out with these conditions, where for example the mode of delivery of the unit is open learning or virtual learning based, must be authenticated by the tutor.

Evidence will include a range of sourced and generated material of relevant drawings/sketches/images that are suitable for inclusion in a project brief.

Outcome 1

The form of analysis should directly relate to the requirements of the knowledge and/or skills of this outcome and can be collated in the form of a visual annotated sketchbook/workbook/mood board, or written and illustrated case study with references.

Outcome 2

During this stage the emphasis should be placed on applying the methods and techniques used in creating a storyboard sequence as drawing and illustration. However, the learner may support it with supplementary visual material which may be sourced from books/online, etc. The learner must clearly show the application of the methods and techniques used in generating a storyboard sequence. This could be in the form of a traditional and/or digital sketchbook or equivalent.

Outcome 3

The assessment should focus on the whole development process of the storyboard sequence to reflect the knowledge and/or skills gained in all three outcomes. Evidence can be the presentation of a sequence of storyboard panels that meet the requirements of the brief. The learner should reflect on the whole process and produce an evaluation report that notes the effectiveness of the methods and techniques used in creating a storyboard sequence. This could be in the form of a written and / or oral report.

Higher National Unit Support Notes (cont)

Unit title: Storyboarding: An Introduction (SCQF level 7)

The assessment for Outcomes 2–3 can be combined together as a single assessment instrument for this unit. It is suggested that the learner be given brief/s that leads to the use of all the knowledge and/or skills. It is suggested that the learner submit a sketchbook and/or digital portfolio, which demonstrates the evidence requirements required for the outcomes. Integrative assessment should be encouraged across a range of art and design units as appropriate to the framework in which the unit is offered. If this approach is taken, then a matrix for assessment should be devised.

Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 5.

All elements of the Core Skill of *Problem Solving*, namely Planning and Organising, Critical Thinking, and Reviewing and Evaluating are developed and enhanced as learners undertake the unit, by analysing and applying an industry standard storyboarding process to a specific brief. Learners undertake a complex practical task, where identifying and assessing the relevance of the methods and techniques involved in creating a storyboard sequence. Learners design effective strategies that allow on-going opportunities for review and modification reflecting problem-solving skills. Learners will benefit from support materials and/ or personal interviews with the assessor to reinforce analytical evaluation approaches to overall achievement in order to inform any future activities and further development. Learners need to produce and present materials that should be acceptable as industry standard including thorough research, design and production of a storyboard sequence, and critical reflection of the whole process to a project brief.

History of changes to unit

| Version | Description of change | Date |
|---------|--|------------|
| 2 | Core Skill Problem Solving at SCQF level 5 embedded. | 15/09/2017 |
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General information for learners

Unit title: Storyboarding: An Introduction (SCQF level 7)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is primarily intended as a practical unit, which is underpinned with investigating and applying the methods and techniques used in creating a storyboard sequence. The skills that you develop are used in the film, animation, television, game design, and other creative industries.

Outcome 1 investigates the methods and techniques used in creating a storyboard sequence. You will investigate the storyboarding process and organise material suitable for inclusion in a storyboard sequence. All research should be submitted for assessment.

Outcome 2 requires you to apply the methods and techniques used in creating a storyboard sequence. You will plan and prepare a storyboard sequence and note the changes throughout the creative process to create production storyboards. You will develop basic drawing skills and illustration techniques. All material used in generating the storyboard sequence should be submitted for assessment.

Outcome 3 requires you to present your storyboard sequence and to evaluate your application of the methods and techniques used in creating a storyboard sequence noting your strengths and areas for improvement. You should be able to present and discuss the storyboard sequence to a professional standard.

To complete this unit successfully, you will be required to achieve a satisfactory level or performance in all three outcomes.

This unit has the Core Skill of Problem Solving embedded in it, so when you achieve this unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF Level 5.