



## **National Unit specification: general information**

**Unit title:** Narrative Design and Development (SCQF level 5)

**Unit code:** FN8T 11

**Superclass:** CB

**Publication date:** August 2011

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Summary**

This Unit will introduce candidates to the creative process associated with development of storyboards to enhance the construction of narrative solutions. The study of this Unit will introduce candidates to narrative strategies across a range of environments whilst identifying genre conventions, codes and structures which form part of the storytelling process in a range of creative environments.

This Unit is an optional Unit in the National Certificate in Computer Games Development, but is also available for candidates wishing to study the Unit on its own.

This Unit is suitable for any candidate undertaking design, 2D or 3D animation, film and or other Courses/Units associated with the creative process.

### **Outcomes**

- 1 Describe narrative conventions, codes and structures.
- 2 Produce a script in response to a brief.
- 3 Produce a storyboard from a script.

### **Recommended entry**

While entry is at the discretion of the centre, candidates would benefit from previous experience of a visual communication or an art or design course, or the following Units:

F5CV 10 Creative Digital Media: An Introduction to the Industry  
F5CY 10 Creative Digital Media: Production Project  
F5CW 10 Creative Digital Media: The Creative Process  
F1K4 10 Computer Games: Digital Gaming Design

## **National Unit specification: general information (cont)**

**Unit title:** Narrative Design and Development (SCQF level 5)

### **Credit points and level**

1 National Unit 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.*

### **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## **National Unit specification: statement of standards**

### **Unit title:** Narrative Design and Development (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**

Describe narrative conventions, codes and structures.

##### **Performance Criteria**

- (a) Identify narrative structure examples.
- (b) Create a portfolio of images which reflect the conventions and codes of a chosen genre.
- (c) Describe how codes and conventions support narrative structure.

#### **Outcome 2**

Produce a script in response to a brief.

##### **Performance Criteria**

- (a) Create a script from a given brief using appropriate layout conventions.
- (b) Present script to the client.
- (c) Evaluate client's response.

#### **Outcome 3**

Produce a storyboard from a script.

##### **Performance Criteria**

- (a) Create a storyboard reflecting the requirements of the script and storyboarding visual language conventions.
- (b) Present storyboard to the client.
- (c) Evaluate client's response.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Narrative Design and Development (SCQF level 5)

### **Evidence Requirements for this Unit**

Written and/or oral recorded, performance and product evidence is required which demonstrates that the candidate has achieved the requirements of all the Outcomes and Performance Criteria.

The evidence for each of the three Outcomes will be obtained under open-book conditions.

#### **Outcome 1**

Evidence must include:

- ◆ a portfolio to include a minimum of five images which reflect the conventions and codes of a chosen genre
- ◆ a description of how codes and conventions support narrative structure in a script which demonstrates:
  - appropriate layout conventions
  - formatting conventions
  - examples of codes and conventions as they support narrative structure

#### **Outcome2**

Evidence must include:

- ◆ a script using appropriate layout conventions
- ◆ presentation of the script to the client which must show how the script meets the requirements of the brief
- ◆ an evaluation of the client's response to presentation of the script which must include a minimum of one recommendation for amendment based on the client's response

#### **Outcome 3**

Evidence must include:

- ◆ a storyboard which reflects the requirements of the script. Storyboard must reflect one or more scenes from the script
- ◆ presentation of storyboard to the client
- ◆ an evaluation of the client's response to presentation of the storyboard to include:
  - identification of changes to be made
  - identification of strengths and weaknesses

## National Unit specification: support notes

### Unit title: Narrative Design and Development (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 aligned to the following Skillset National Occupational Standards (NOS):

- ◆ IM2 Obtain Assets for Use in Interactive Media Products
- ◆ IM3 Prepare Assets for Use in Interactive Media Products
- ◆ IM8 Determine the Implementation of Designs for Interactive Media Products
- ◆ IM16 Plan Content for Web and Multimedia Products
- ◆ IM20 Design Electronic Games
- ◆ IM23 Create Narrative Scripts for Interactive Media Products
- ◆ IM29 Direct Asset Production for Interactive Media Products

This Unit has been designed to enable candidates to familiarise themselves with the creative process associated with development of storyboards which are used to demonstrate and enhance the construction of narrative solutions required as a response to creative briefs. The study of this Unit will introduce the candidate to narrative strategies across a range of environments whilst identifying genre conventions, codes and structures which form part of the storytelling process in a range of creative environments.

Where there is a requirement to present a pitch, this can be done to either their peers or the staff member in charge as the client. The emphasis at this level is on the candidate arriving at a solution which will satisfy client needs whilst still providing scope for the candidate to understand and apply their own imagination and skills to the process using correct vocational standards and formats

There is a clear requirement to provide the candidates with certain levels of knowledge and skills for example script layouts, storyboard language and layouts, narrative conventions, story arcs however, there should also be an emphasis on using the knowledge and skills as part of the creative process. The candidate should be encouraged to be aware of:

- ◆ working within time and technical constraints
- ◆ delivering a finished product fit for purpose according to the proposed solution
- ◆ evaluating own performance and the finished product

Any appropriate software can be used to deliver the Unit and is not prescriptive, providing that the software is capable of providing solutions to the terms of each Outcome.

## **National Unit specification: support notes (cont)**

**Unit title:** Narrative Design and Development (SCQF level 5)

### **Guidance on learning and teaching approaches for this Unit**

This Unit is best delivered as part of an integrated suite of Units, for example, a script and or briefs could be supplied that relate to animation, games design or other elements associated with other Units within the NC Computer Games Development framework.

A practical, hands on approach to learning should be adopted to engage learners and exemplify key concepts. Practical activities should be underpinned by appropriate knowledge before candidates commence these activities.

#### **Outcome 1**

Candidates should be introduced to narrative conventions, codes and structures which should include for example a simple 3 Act structure, story arcs, character development within the narrative as well as the visual elements which support narrative. Introducing genre to the candidates should ensure they are aware of the visual conventions and codes which help narrative development. By researching, selecting and collating a portfolio of visual images, the candidates should extend their understanding of the visual shorthand which can be embraced to enhance communication and information to audiences, without placing undue emphasis on written reports. For example candidate research of a film genre such as Westerns would be expected to have acquired images of saloons, horses, deserts, cacti, stetsons, Indians — which would all assist in visually establishing genre outlines using traditional visual vocabulary conventions of a Western. Lighting and colour palettes would also be valid visual elements.

Narrative codes affect the production of a script. To allow students to examine and evaluate how to use appropriate annotation it would be helpful if candidates are allowed to review appropriate samples of scripts or shooting script for example for a film, computer games design or animation. Candidates can then understand how codes are used for characters names, locations, scene headings, descriptions of specific camera movements for example pans, tilts, dialogue and directions to actors/animators on emotions of character. Additional examples of codes and conventions as they support narrative structure can include those generating suspense, creating emotional impact, revealing character flaws, advancing the plot, McGuffins, colour and conflict. Conventions include those relating to character, plot, setting, costumes, props, music, lighting, themes and dialogue.

#### **Outcome 2**

The candidate will produce a sample, not a complete script from a supplied brief. The candidate should be given access to a range of scripts to familiarise themselves with specific and shooting scripts, formatting and visual language which have evolved to generate information for directors, animators, actors, voice-talent, and directors of photography. It is important that the candidate produces some reflective comments on the feedback from the client to the script presentation and where necessary makes adjustments to the storyboard generated for Outcome 4 if the same script is used.

The presentation to the client should take the format of a short [3–4minutes] presentation which can be supported by presentation software, moodboards, storyboards, sample web pages, packaging and illustrations.

## National Unit specification: support notes (cont)

### Unit title: Narrative Design and Development (SCQF level 5)

The evaluation of the client's response may well be limited to a short paragraph of comments by the candidate identifying elements of weakness or omission from the first visual realisation of the brief. It is not anticipated that this evaluation takes a formal route although it would be acceptable to ask for a written response of no more than 500 words.

#### Outcome 3

The candidate will produce a sample, not a complete set of storyboards from a supplied brief. The script used can be a sample script supplied although it would be acceptable for the candidate to negotiate with the tutor, a storyboard based on a script developed from their own material. The storyboard can reflect one or more scenes from a script, it is not necessary that the candidate produces a complete set of storyboards for any script.

Candidates should be introduced to a range of layouts, notations and visual language associated with scheduling and planning storyboards. The candidate should be encouraged to participate fully in selling the story or scene to a peer/client group, utilising where possible voices and body movement to act out the storyboard elements. Examples of these techniques can easily be found in 'extras' which accompany many DVDs from major animation studios.

The candidate should utilise all of the knowledge and skills gained completing Outcomes 1 and 2 to produce a technically correct storyboard which embraces visual vocabulary conventions used to summarise and annotate moving images. These would normally include examples of all of the following; shots, keyframes, extended frames, motion arrows, zoom lines, depth ordering and a stylised sketch in pencil/charcoal or pen and ink. It is desirable that storyboards are produced physically although it would be acceptable to generate panels digitally. It is not necessary that colour is applied; indeed it would be desirable that the candidate uses a simple monochromatic palette which tells the visual development of the narrative with clean lines.

It is important that the candidate produces some reflective comments on the feedback from the client to the storyboard pitch. The evaluation may be limited to a short paragraph of comments by the candidate identifying elements of weakness or omission from the response to the brief. It is not anticipated that this evaluation takes a formal route although it would be acceptable to ask for a written response of no more than 500 words.

A checklist may be created to confirm that each candidate has completed the above tasks, without undue assistance, to the standards defined in the performance criteria, and also to authenticate that the materials submitted are the candidate's own work.

Candidate evidence may take the form of physical and digital submissions, all saved in appropriate formats for example: journals, workbooks, research folders, images, drawings and sound files.

Material supplied by tutors may be used by candidates to assist in preparation of any written submissions but candidates must be encouraged to use all available resources, including the Internet, books and films.

## National Unit specification: support notes (cont)

**Unit title:** Narrative Design and Development (SCQF level 5)

### Guidance on approaches to assessment for this Unit

The assessment for all Outcomes is based on a given brief as described in the standards. Assessment will include the assessor observing the candidate over an extended period of time during which the assessor is required to maintain a checklist of activity. It is recommended that this assessment is started at the earliest opportunity, as soon as the candidate has acquired the necessary knowledge and skills to permit him/her to commence appropriate tasks.

If centres are offering the Unit as part of an integrated suite of Units, or project led activity, then the assessment of this Unit can be integrated with other Units. For example, centres could consider a common log/diary for a larger scale project and the final evaluation could be part of a larger project evaluation. However, centres will need to ensure adequate coverage of Outcomes within the larger product and the entries for the various Units can be clearly identified.

### 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 Communication 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)*.

### Opportunities for developing Core Skills

In this Unit candidates learn about the creative process associated with the development of storyboards to enhance the construction of narrative solutions.

Candidates will:

- ◆ research, select and collate a portfolio of visual images that assist in establishing genre
- ◆ examine and evaluate how narrative codes and conventions are used to support narrative structure
- ◆ produce and present a sample of storyboards from a supplied brief that reflect one or more scenes from a script
- ◆ evaluate client's response to the storyboard pitch

This Unit has the Problem Solving component of Critical Thinking embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show they have achieved Critical Thinking at SCQF Level 5. In addition, as candidates are doing this Unit they will be developing aspects of the Core Skills in Communication.

In addition, candidates could develop aspects of the following Core Skills where particular learning and teaching approaches are adopted:



## **National Unit specification: support notes (cont)**

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*Information and Communication Technology* may be developed through Internet based research activity and/or through the development of the given project (eg a visual communication/graphic design project or alternative, and in this case the sample storyboards which involves the candidate in developing ideas and concepts using ICT software).

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	08/08/2011

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