VCE VET CREATIVE AND DIGITAL MEDIA − 2017

**ASSESSMENT PLAN TEMPLATE: Creative and Digital Media**

**CUA31015 Certificate III in Screen and Media**

**SAC TWO - PRODUCT**

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| **Student Number:** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** |

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| Assigned to: | | **Product (1st )** | **Portfolio (1st)** | **Portfolio (2nd)** |
| VASS data entry no: | | 05 | 07 | 08 |
| BSBDES302 | Explore and apply the creative design process to 2D forms 50 | ✓ |  |  |
| CUAANM301 | Create 2D digital animations 35 | ✓ |  |  |
| CUADIG302 | Author interactive sequences 40 |  | ✓ |  |
| CUADIG304 | Create visual design components 30 |  |  | ✓ |
| CUAWRT301 | Write content for a range of  media 40 |  | ✓ |  |
|  | *Allocation of nominal hours:* | **50** | **65** | **70** |

Notes:

1. You need to select three tasks to cover all units of competency. Reading down the columns, the ticks indicate which task each unit of competency has been assigned to.
2. You may select two tasks of the same type, but not three. For example, a student could complete two Work Projects but could not do a third Work Project.
3. The assessment of a unit of competency cannot be split between two tasks.
4. Decide on task allocation after considering the units of competency and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the units of competency.
5. The allocation of nominal hours across tasks should be as equally weighted as possible.
6. **No task for VCE VET Interactive Digital Media may account for more than 120 total nominal hours in the student’s Units 3 and 4 sequence. A task accounting for more than 120 hours will not be acceptable.**
7. The VASS data entry number appears on the VASS screen where the Assessment Plan is entered. These numbers help identify the task against which the results are to be entered.
8. Refer to the current program structure for VCE VET Interactive Digital Media for the release numbers associated with the examinable units of competency in VCE VET Interactive Digital Media. This is available on the VCAA website.

**VCE VET Creative and Digital Media Scored Coursework Task - Product**

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| **Program name** | VCE VET Creative Digital Media |
| **Task type** | Product  This Product task requires you to design and complete an item to demonstrate your competence in the unit/s of competency listed below. |
| **Task number** | *05* |
| **Units of competency covered in this task:** | * CUAANM301 Create 2D digital animations * BSBDES302 Explore and apply the creative design process to 2D forms |
| **Due date** | 08 / 08/ 2017 |
| **Class time allowed for completion** | *12 hours* |
| **Assessment overview** | This task will be marked against 5 criteria.  Each criteria is worth 5 marks. The total marks available from this assessment is 25 (5 marks for each of the five criteria).  The lowest mark you can receive is a total of 5 (a mark of 1 for each criteria).  Further details regarding the Scoring Criteria are at the end of this document. |
| **Task overview** | For this product you are required to complete the following activities for assessment:  **Activity 1** – **ANIMATION DESCRIPTION**  Clearly outline the 2D animation requirements, in consultation with your trainer. You must also clarify target users or audience and the requirements with regard to output formats and delivery platforms. Your trainer will consult with you on these aspects of this assessment task.  **Activity 2** – **VISUAL DIARY**  Generate a range of animation ideas/concepts in response to the brief, through annotated sketches, screen grabs and records of oral discussions. Include the investigation of creative thinking techniques and describe the elements and principles of design applied to 2D forms.  **Activity 3** – **PRODUCE YOUR ANIMATION**  To educate young children (at the lower primary level) about a particular educational skill, concept or idea.  **Activity 4- WRITTEN REVIEW**  Write areport reviewing your product and your performance. (200-300 words).  **Activity 5** – **SHORT ANSWER QUESTIONS**  **-** that cover the following topics:   * Basic animation techniques and principles. * Screen, visual design and communication principles as they apply to animations * Intellectual property considerations if using images from external sources * Work health and safety standards, as they apply to using screens and keyboards for extended periods of time. * Correctly name and store animations in appropriate file formats * Elements and principles of design as applied to 2D forms * Creative thinking techniques |
| **Product presentation** | You are required to complete a Product and present your it in the following way:  Your Product requires an index detailing how the activities relate to the units of competency. |

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| **Task description** | The Victorian Education Department is looking for an animator to help to develop an animated narrative for infant students that engages them in a learning activity. This educational animation should run for approximately 1-2 minutes and include audio and interactive components. This task gives you the opportunity to showcase your animation work. It will be posted on the state government’s education website Your animation could be interactive storybook suitable for students aged 5- 6 years old. To do this you are required to complete the following activities within the production deadline, which is the due date above. |
| **Product Assessment Activities (1 – 5)** |  |
| **Activity 1**  Animation Description | **ANIMATION DESCRIPTION**  This activity is a written section (200- 300 words) whereby you identify and clarify the animation requirements of your client. (Victorian Education Department)Clearly describe in your own words, (in consultation with your trainer) the 2D animation requirements of your client by addressing these questions and any other issues which arise during your production:   1. Who is your client and what do they require? 2. What will be the delivery platform and therefore the format of your animations? 3. Describe the target users or audience for the animation; 4. Explain the most appropriate software to achieve these animations. 5. What elements and principles of design you will use to complete the task. |
| **Activity 2**  Visual Diary | **VISUAL DIARY**  You are required to keep a Visual Diary, which will include: annotated sketches, diagrams, screen grabs, storyboards and records of consultations.  You need to review at least 3 animations, artworks or other creative sources that inspire you with design ideas. Screen grab or sketch and annotate these explaining what you like or dislike about them and how they have assisted you to develop ideas.  You are required to generate 2 animation ideas. Animations must be technically feasible, respond to specifications and provide creative solutions to all design issues. Sketch and roughly storyboard the ideas, so you can discuss these ideas with others. Develop character sketches you intend to use in your animation.  Discuss your animation ideas with 2 other people, including your trainer and a primary school teacher of lower primary students. Document/record these discussions (eg who you collaborated with, how you collaborated, what ideas were discussed).  After these consultations, explain and justify your final choice of design for the animation. |
| **Activity 3** -**ANIMATION**  Practical exercise/activity | **ANIMATION**  Produce a short animation that educates and engages young primary school students. It might include an animated walk sequence, an audio clip of sound effects and text. Your animation will be trialled by the students of a local primary school. It could contain interactive storybook elements suitable for students that are at a Prep age 5- 6 years old.  Correctly name and store your animations in appropriate file formats. |
| **Activity 4**  Written Report | **WRITTEN REPORT**  Write areport reviewing your product and your performance (200-300 words).Evaluate your finished animation by discussing with your trainer and the teacher of a lower primary school students.  Review Questions  *The answers to these questions should be in your Visual Diary.*  1. Using the examples from your animation assets, write a description explaining each design element.  3. Using examples from your animation, describe what key animation concepts you used.  4. What techniques did you use to plan your time and follow your timeline? If you did not follow your timeline, why not?  5. What problems both technical and visual did you encounter? What happened? Describe what strategies and approaches you used to resolve these challenges.  6. Imagine you are a small production company with five members. Your company is involved in the production of animation. What might be the role for each team member?   1. When is it acceptable to use an image or a creative element produced or design by someone else? 2. What is meant by the term copyright? How does it relate to animation? |

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| **Activity 5**  Short Answer Questions | **SHORT ANSWER QUESTIONS**  Students are to answer the following short answer questions in class and submitted electronically on the College portal drive folder. Your work should be in a folder labelled with your name, the task number and type e.g.JohnSmith\_Activity5\_Product.   1. Describe 3 screen, visual design and communication principles as they apply to animations 2. Explain under what circumstances you could use someone else’s intellectual property in your animations. Explain the processes you would need to go through to use someone else’s work, including moral rights considerations. 3. Identify 3 work health and safety issues that an animator might face when using screens and keyboards for extended periods of time. How could these risks be minimised? 4. Describe how you named and stored your animation and associated files. Mention the file formats you used and why they were appropriate. 5. Make a recommendation for 3 animation packages, for a beginner, advanced user and professional animator? 6. Briefly describe 3 professional roles in the Creative and Digital media industry? 7. What process would someone go through when creating a product for a client? 8. Why is a design brief used to commission a Creative and Digital media product? 9. What would be some of the creative differences you would need to consider when designing a logo and an advertising banner 10. What tasks would the following roles involve     1. Graphic Artist     2. Animator     3. Team Leader     4. Photographer     5. Printer |
| **Portfolio checklist** | Before you hand your Portfolio in, it is important to ensure that you have completed and included all the information required for your assessment.  The following items should be included in your Portfolio   |  |  |  | | --- | --- | --- | | **Student Checklist** | | | | Activity | Unit of competency addressed - CUAANM301 Create 2D digital animations Elements: BSBDES302 Explore and apply the creative design process to 2D forms | Completed and included 🗹 | | 1. Written | 1.Identify animation requirements |  | | 1. Visual Diary | 2.Generate and assess ideas   1. Plan approach 2. Complete Research on 2D forms 3. Highlight Target Audience |  | | 3 Digital animation | 1. Produce Educational animation suitable for the Target Audience |  | | 4 Written Report | 1. Complete Written Report Review |  | | 5.Short Answer Questions | 8.Finalise and Review animations |  | |

**Scoring Criteria - Product**

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| **CRITERIA** | **LEVELS OF PERFORMANCE** | | | | |
| **1 (base)** | **2** | **3 (medium)** | **4** | **5 (high)** |
| **Application of underpinning knowledge** | Displays an understanding of the key concepts and knowledge underpinning the work task/s. |  | Displays a sound understanding of the key concepts and knowledge underpinning the work task/s. |  | Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s. |
| Applies these understandings in the performance of work functions. |  | Proficiently applies these understandings in the performance of work functions. |  | Effectively applies these understandings in the performance of work functions. |
| **Planning and organisation** | With additional support available, work/assessment tasks are planned, organised and completed according to specifications and within given timelines. |  | Work/assessment tasks are effectively planned, organised and completed according to specifications and within given timelines. |  | Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio. |
| **Expressing ideas and information** | Form and style of expression are generally appropriate for the purpose, audience and situation. |  | Form and style of expression are appropriate for the purpose, audience and situation. |  | Form and style of expression are highly appropriate for the purpose, audience and situation. |
| Relevant information and ideas are communicated. |  | Relevant information and ideas are clearly organised and communicated. |  | Relevant information and ideas are effectively selected and communicated. |
| Understanding and use of industry and enterprise language are demonstrated. |  | A sound understanding and correct use of key industry and enterprise language are demonstrated. |  | A thorough understanding and effective use of industry and enterprise language are demonstrated. |
| **Content** | The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed. |  | The portfolio provides evidence of high quality work demonstrating proficiency across all competencies/modules being assessed. |  | The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed. |
| **Independence** | Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks in accordance with requirements and timelines. |  | Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines. |  | Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. |