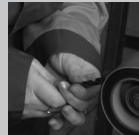
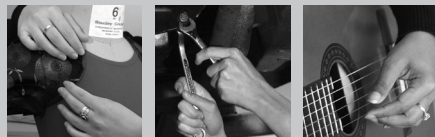
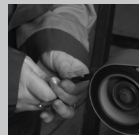


INTERACTIVE DIGITAL MEDIA

VC



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INDUSTRY ADVICE

VCE VET
Interactive Digital Media

Industry Advice

Incorporating
CUF30107 Certificate III in Media

July 2011

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Introduction

AIM

The aim of this advice is to provide:

- perspectives from industry representatives on the nature of the Interactive Digital Media industry
- details of the scope of the units of competence that comprise the scored Units 3 and 4 sequence of the VCE VET Interactive Digital Media program
- advice for teachers and trainers that clarifies the scope and depth of the underpinning knowledge and skills of each unit of competence in the scored Units 3 and 4 sequence, according to standard business practice and industry expectations.

It should be noted that in February 2005, a similar report was prepared: *Supplementary Advice for Scored Assessment of Coursework in VCE VET Multimedia*. However, since that time and with the introduction of a new Training Package – CUF07 Screen and Media, the course structure has changed necessitating another industry consultation.

CONTEXT OF ADVICE

This supplementary advice must be read in conjunction with:

- the relevant units of competence from CUF07 Screen and Media Training Package
- VCE VET Interactive Digital Media program booklet (published by VCAA)
- VCE VET Assessment Guide (published by VCAA).

This advice neither replaces, nor is it a substitution for, the documents listed above. This advice complements all other advice about the VCE VET Interactive Digital Media program published by the VCAA.

This advice is aimed at the whole training required by the Units 3 and 4 sequence of VCE VET Interactive Digital Media, and is not specifically designed as examination advice. All the aspects in the unit of competence need to be covered as described in the Training Package. The purpose of this report is to indicate what industry considers as being the depth or emphasis of the content, at this level of training (Certificate III). Teachers are advised to spend time ensuring that students have a comprehensive grasp of the critical aspects outlined in this report.

Findings

OBSERVATIONS ON THE INTERACTIVE DIGITAL MEDIA INDUSTRY

Perhaps the most salient observation about the Interactive Digital Media (IDM) industry is that it is always undergoing change. This includes the services that it provides, the technologies and software systems that it uses and the organisational structures of the businesses involved. This has implications for the way in which the training is delivered, particularly at a Certificate III level and for students commencing training now who will not join the workforce for a number of years.

In 2008, Binary Blue conducted a comprehensive study of the IDM industry for the Australian Interactive Media Industry Association (AIMIA). The key findings were:

- size of industry: Approximately 900 businesses
- size of businesses: 75% had two or less full-time employees
- office types: 58% have a home office
- degree of specialisation: 88% involved in website development. Services ranged enormously from graphic design (45%) to photography (24%), video (18%) and 3D animation (9%)
- concentration: IDM developers mostly located in Melbourne metropolitan area, but 20% in regional areas of Victoria
- years of operation: 75% had ten years' experience or less.

Many aspects of this research were confirmed in this industry consultation. Subsequently several trends in addition to the original findings have emerged and these are summarised below:

1. As a consequence of the Global Financial Crisis, IDM clients cut back on their marketing budgets, and there has been a consequent contraction in the number of businesses operating in the industry.
2. There has been further specialisation as IDM businesses seek to define themselves more clearly and seek niche markets.
3. The trend towards small and dynamic core project teams has continued, with businesses engaging two to five core full-time staff and sub-contracting to a pool of individual freelancers for components of work as required by specific projects. This means that in many cases, freelancers work for a number of IDM businesses, and may not have direct contact with IDM clients.
4. There have been significant changes in the delivery technologies (platforms) with the advent of smart phones and computer pads, although very few businesses are specialising in the development of applications for these devices. These devices have impacted both interface design and content writing because of the smaller screen sizes. Content has also necessarily become more concise, and designs more functional.
5. Social networking tools such as Facebook and Twitter have had significant impact, with some IDM clients shifting their focus away from 'traditional' websites to requiring Facebook marketing pages and Twitter accounts. This has meant a new market for IDM developers, to prepare these pages, organise and write the content and link the client websites to these facilities. IDM clients are more knowledgeable about the impact of these tools, including blogs, and therefore expect that IDM developers can advise them strategically in how to make best use of them in marketing and communication.

6. The client demand for more robust websites featuring podcasting, video streaming, blogs and e-commerce and their expectation that they manage the content revisions, has led to IDM developers providing back-end Content Management Systems (CMS).
7. Some businesses have developed their own boutique CMS solutions, but many have adopted Open Source systems such as WordPress, Drupal and Joomla! These systems have a huge developer community creating sophisticated modules and interface themes and templates, which can be utilised by the IDM developer. In many cases, the work has moved away from the process where the IDM developer designed the interface and authored/programmed the website, to a model where they design an interface (or modify a theme/template) and then attach this to an Open Source CMS.
8. Because of the importance of IDM client's being registered on the top of search engine lists, there is much more focus on web optimisation techniques. Although the specific algorithms of search engines are not revealed, they do provide advice, and this influences both the design and content of websites. Thus, writers and designers need to be aware of the techniques to impact search optimisation.

GENERAL COMMENTS ON TRAINING

Because of the ever-changing nature of the IDM industry as outlined above, this has implications for the way in which the training needs to be delivered. The advice provided by the industry consultations is summarised below:

1. The most important attribute that industry expects in an employee is creativity. By this, they mean that the employee is able to take a client brief and apply highly creative solutions to it. It does not necessarily mean that the solution has to be original; the design solution can be based on what other designers have created in IDM or in other creative fields. This means that they need to be able and motivated to research what is happening globally in the IDM field, and apply these ideas with flair and distinctiveness in their own context.
2. The willingness to learn is another important attribute. The student needs to understand that industry/technology/systems/techniques are always changing, and that they need to accept this as a condition of the work. They need to be open-minded and should not assume that because they know one thing well, they know everything.
3. While a knowledge of software is necessary, understanding the principles of an activity is very important. Software can be learned on the job, whereas industry would expect an employee to know and understand how and why a process or technique is used. Many training course give high regard to specific software, whereas in industry the software used may be different in different organisations, or it may change or be discarded completely (for example, Director and Flash are no longer preferred in the construction of websites).
4. The products of IDM developers (websites, applications, etc.) are the outcome of collaborative efforts of a number of people. They work in teams, and are mostly highly specialised (interface designers, graphic artists, programmers, animators, video producers, photographers, etc.). Therefore, the ability to work cooperatively in a team is highly desirable.

However, because the Certificate III is an introductory level, students should learn the full range of disciplines, as this will mean that when they specialise, they will understand the connection with other disciplines and will be able to communicate across the discipline boundaries.

5. Working to the brief is very important, which mean listening to and interpreting what the IDM client wants. The IDM industry representatives were wary of employees who put their own creative impulses above that of their client's requirements; the preference is that employees apply their creativity to design solutions indicated in the client brief.

6. Because IDM is a digital product, understanding files, file formats and the correct management of these files is crucial. An IDM business would expect to find the latest file or video on the company shared server at any time without needing to ask the creator, just by the way in which the file has been named and stored. The habit of file management needs to be developed early in training.
7. IDM developers are always under time and budget pressure to deliver, and therefore there is an expectation that employees work fast and efficiently to deadlines without necessarily compromising quality.
8. Because the IDM industry is now so diverse in terms of delivery, employees need to know how to develop products for a diverse range of platforms.

INDUSTRY COMMENTS OF SPECIFIC UNITS OF COMPETENCE

The report has summarised industry advice on the depth and emphasis of training content in the six matrices included below. However, some general comments for each of the competencies are provided below.

1. 2D animation

- It is important to encourage hand-drawing skills as the basis for animation. Sketches and notes in a workbook provide a range of concepts and options that may be used in the final digital product.
- Storyboarding is a necessary part of the production process. These can be hand drawn or digitally rendered. They are often shown to a client in this form and signed off before resources are dedicated to a full production.
- Motion effects are a significant part of IDM work. This involves animating a logo, text, a marketing/branding ‘character’ etc. These products can be delivered online and for television. Very few IDM businesses are engaged in fully animated narratives; however, their work draws on these same principles.

2. Visual design

- In creating website, smart phone, etc. interfaces, it is important to consider the functionality of the application. The graphic design objective is to enhance the functionality and content of the application. This also means understanding conventions that have been established, such as layout, menu positions, and labels.
- It is important to understand the IDM client’s business and their identity/branding and match the design accordingly (look and feel). This also relates to the client brief, in making sure that the designer listens and attends to the client’s requirements, and uses all their creative abilities to develop an engaging and fresh design solution.
- Communication skills are paramount, as the visual design is representing the client’s desire to market and promote their products and services.
- Hand-drawing skills underpin good visual design, and should be used to sketch out ideas and concepts before embarking on digital designs.
- Photoshop is the primary tool (although some IDM businesses use Illustrator), so the basic skills in using this software are necessary.
- Understanding which file formats are applicable for which platforms is necessary, as is good file management.
- Some IDM businesses are engaged in print pre-press and online products, and therefore knowledge of colour systems; for example, Pantone, LCD, CMYK, is highly desirable.

3. Author interactive sequence

- Flash is now very rarely used for website construction as it is too difficult to manage and revise content, particularly if the client wishes to revise content themselves.
- An understanding of HyperText Markup Language (HTML) and Cascading Style Sheets (CSS) is critical because of the shift to more Content Management System (CMS)-based websites. Even using the industry standard authoring tool Dreamweaver requires HTML knowledge because it is necessary to know how to rectify problems that may arise in the coding, for example when integrating media assets.
- There is a need to know how to use templates (in authoring software such as Dreamweaver) and how to modify and apply themes (for applications such as WordPress, Drupal and Joomla!)
- File management, particularly content directories, and the use of appropriate naming conventions is very important.
- File formats for minimising and optimising file sizes is necessary, especially for graphics including photographs and videos.
- Knowing how search engines prioritise search lists and therefore how to create websites that respond accordingly (for example, page metadata) is important.

4. Write content

- It is unlikely in most website development that IDM developers will be writing original content. They will more likely be repurposing and revising content so that it is web appropriate. This may include writing content for the different platforms (for example, mobile devices, smart phones, kiosks).
- Using correct English is vital – including spelling and grammar.
- It is unlikely that IDM developers investigate audiences using surveys, focus groups, personas, etc. due to lack of time. Most rely on the client's understanding of their audience. However, interpreting web statistics (analytics) is very important, and this information is used to refine the design approach.
- Communication skills are very important as most writing tasks aim to market the client's products and services.
- Presentation techniques are essential. Websites are often not read but scanned, and therefore formatting, lists, tables, blurbs and other techniques to highlight information are vital.
- It is important to understand web optimisation techniques (keywords, phrases, metadata) so that search engines prioritise the site. In this respect, it is important to know HTML and have authoring systems that give access to the code, so that metadata, keywords, etc. can be inserted.

5. Prepare video assets

- It is vital to understand the principles of video compression – how and why it is done. Even though the different IDM developers will have different codec pre-sets, it is important to know what to do if something goes wrong. It is not sufficient to apply pre-sets.
- File management is critical, where files need to be left in a state that someone else can find them, quickly and easily. Naming conventions will be different for different developers, but it is vital to learn to follow standard conventions.
- Knowing the range of video file formats is necessary, as video is delivered across a variety of platforms.

6. Creative design

- It is not easy to teach creative skills, but they are highly sought after in industry.
- Many IDM developers conduct team creativity sessions, where people from the different disciplines discuss/brainstorm possible ideas/concepts/solutions, and then one person in the team (artistic director, interface designer, programmer) is expected to bring together the ideas into a design concept or specification.
- Research is at the foundation of creative design. This entails looking at other concepts, ideas, sites, etc. from a variety of sources (art, music, video, photographs, architecture, theatre) and modifying and applying these creatively and distinctively to the brief or problem.
- The IDM industry does not use one creative ‘technique’ in preference to another; it is a case of whatever works.

Units of competence matrices

A matrix has been developed for each VCE VET Units 3 and 4 unit of competence that simplifies the structure of the unit.

Each unit was broken down into:

- *Processes:* the broad method adopted to produce the product of sequence
- *Principles:* the underlying principles that guide the design and development of a successful product or sequence
- *Procedures:* the specific ways in which the product or sequence is designed
- *Tools:* the software tools enabling a digital product or sequence to be constructed
- *Techniques and Skills:* the specific ways in which the tools are applied
- *Knowledge:* the knowledge required to accomplish the task successfully.

CUFANM301A: Create 2D digital animations

This unit focuses on 2D animations for inclusion in interactive media products, short stand-alone sequences, motion effects and basic games. The products may include audio.

Roles

This work is conducted under supervision.

		Workplace focus		
		Critical	High	Medium
Processes				
Animating process	Understand brief			
	Research			
	Generate and assess ideas			
	Consults with relevant personnel on ideas			
	Script/storyboard			
	Create key drawings			
	Animate			
	Review			
	Seek feedback			
Principles				
Visual design principles	Scale			
	Proportion			
	Unity			
	Balance			
	Emphasis			
	Perspective			
	Movement			
	Composition			
	Focal point			

		Workplace focus		
		Critical	High	Medium
Communication principles	Communicates message			
	Conveys meaning			
	Encourages user interaction			
	Meets audience requirements			
Animation principles	Key frames			
	Motion			
	Pacing/timing			
	Point of view			
Screen principles	Narrative			
	Editing (transitions)			
	Framing			
	Lighting			
	Montage			
	Coverage			
	Styles/genres			
	Storytelling			
Procedures				
Identify purpose (specifications)				
Identify output formats	File formats			
	Platforms			
Use design techniques				
Select tools	Flash			
	Director	N/A		
	Photoshop			
	Illustrator			
	After Effects*			
Animate	Cell animation			
	Integrate audio			
Techniques and Skills				
Design	Source and create digital illustrations			
	Source audio assets			
	Freehand sketches			
	Storyboards			
	Story trees			

* Software used in industry to create motion effects.

		Workplace focus		
		Critical	High	Medium
Animation	Acceleration/deceleration			
	Hinges and pivots			
	Key frames and tweens			
	Looping backgrounds			
	Morphing/object exaggeration			
	Motion paths			
	Rotation			
	Speed/motion blur			
	In time to music			
	Import assets (drawings and audio)			
Other	Ability to work in a team			
	Literacy and communication skills			
	Self-management and planning skills			
Knowledge				
Writing and communication principles				
Visual design principles				
Screen principles				
Animation principles				
Animation techniques				
File formats/delivery platforms				
File management	Naming conventions/version control			
Animating software				
Copyright clearance procedures				
OHS (computer)				
Industry awareness				

CUFDIG304A: Create visual design components

This unit focuses on creating visual design components that could be integrated into a range of media products.

Roles

Work is conducted under supervision contributing to the creative ideas.

		Workplace focus		
		Critical	High	Medium
Processes				
Design process	Understand brief			
	Research			
	Conceptualise			
	Present concept and evaluated with relevant personnel			
	Plan in consultation with relevant personal			
	Produce			
	Review			
	Seek feedback			
Principles				
Visual design principles	Scale			
	Proportion			
	Unity			
	Balance			
	Emphasis			
	Perspective			
	Movement			
	Composition			
	Focal point			
Communication principles	Communicates message			
	Conveys meaning			
	Encourages user interaction			
	Meets audience requirements			
Procedures				
Identify purpose (brief/specifications)				
Identify output formats	File formats			
	Platforms			
Select tools	Photoshop			
	Illustrator			
	Fireworks			
Scan images	Resolution/compression			
Produce				

		Workplace focus		
		Critical	High	Medium
Techniques and Skills				
Design	Draw freehand			
	Draw tablet			
	Flow chart			
	Scan images			
	Storyboard			
	Thumbnail sketches			
	Digital software			
Apply typographical elements	Alignment			
	Fonts and typefaces			
	Kerning			
	Leading			
	Point and size			
	Tracking			
	Serif/sans serif			
Apply visual design elements	Colour			
	Form			
	Line			
	Shape			
	Texture			
	Tone			
Other	Ability to work in a team			
	Literacy and communication skills			
	Self-management and planning skills			
Knowledge				
Visual design principles				
Communication principles				
Typographical elements				
Visual design techniques				
Visual design elements				
File formats/delivery platforms				
File management	Naming conventions/version control			
Visual design software				
Copyright clearance procedures				
OHS (computer)				
Industry awareness				

CUFDIG302A: Author interactive sequences

Produce several webpages, or a sequence of screens for other forms of delivery, working under the direction of an interactive author or programmer. Note that CSS and templates/themes are used. This means that the student is able to adapt already designed webpages and then revise these to suit the brief.

Roles

Working under supervision and collaborating with others.

		Workplace focus		
		Critical	High	Medium
Processes				
Authoring process	Understand specification			
	Select software			
	Produce			
	Review			
Principles				
Visual design principles	Scale			
	Proportion			
	Unity			
	Balance			
	Emphasis			
	Perspective			
	Movement			
	Composition†			
Focal point				
Procedures				
Identify formats	File formats			
	Platforms			
Select tools	Dreamweaver			
	Flash			
	Content Management Systems†			
Select and apply templates/themes				
Create components				
Apply style sheets	CSS			
Integrate assets	Animation (optimise/integrate)			
	Audio (optimise/integrate)			
	Documents (optimise/integrate)			
	Graphics (optimise/integrate)			
	Photographs (optimise/integrate)			
	Text			
Video (optimise/integrate)				
Check functionality				

†Although not specifically referred to in the unit of competence, industry considers this a skill that should be developed.

		Workplace focus		
		Critical	High	Medium
Techniques and Skills				
Authoring software techniques				
Other	Ability to work in a team			
	Literacy and communication skills			
	Self-management and planning skills			
Knowledge				
Visual design principles	Layout/composition			
File formats/delivery platforms				
File management	Directory structure			
	Naming conventions/version control			
File optimisation				
Authoring software				
Content Management Systems [†]				
Apply templates/themes and CSS				
HTML				
W3C Accessibility guidelines				
OHS (computer)				
Industry awareness				

[†]Although not specifically referred to in the unit of competence, industry considers this a skill that should be developed.

CUFWRT301A: Write content for a range of media

This unit focuses on writing content for a range of IDM platforms.

Roles

In larger organisation, could be re-purposing (rather than writing original material).

		Workplace focus		
		Critical	High	Medium
Processes				
Writing process	Identify production requirements and purpose			
	Research			
	Draft content			
	Proofread/correct			
	Seek feedback and finalise			
Principles				
Writing principles	Clear/meaningful			
	Factually accurate			
	Correct (spelling, grammar)			
	Concise			
	Consistent (style)			
	Logical order			

		Workplace focus		
		Critical	High	Medium
Communication principles	Communicates message			
	Conveys meaning			
	Encourages user interaction			
	Meets audience requirements			
	Promotes two-way conversation			
Procedures				
Identify purpose				
Identify content				
Identify audience (user data)	ABS statistics			
	Profiles/personas			
	Site metrics/feedback			
	Survey/focus group			
Identify sources				
Generate ideas				
Select styles				
Techniques and Skills				
Writing	Inverted pyramid			
	Choose appropriate words			
	Avoid clichés, jargon, slang			
	Craft paragraphs			
	Craft sentences			
	Employ active voice			
	Cut verbiage			
	Use 5 Ws			
	Use plain English			
	Create relevant hyperlinks			
	Writing visually for an auditory medium			
	Presentation	Abstracts/blurbs		
Bullet/numbered lists				
Captions				
Formatting				
Headings/subheadings				
Hyperlinks				
Typography				
Keywords (search engine optimisation) [†]				
Tables [†]				
Proofreading	Spell check			
	Manual			

[†]Although not specifically referred to in the unit of competence, industry considers this a skill that should be developed.

		Workplace focus		
		Critical	High	Medium
Readability	Gunning Fog Index			
	Flesch-Kinnaid Index			
	W3C Guidelines			
Other	Ability to work in a team			
	Literacy and communication skills			
	Self-management and planning skills			
	Word processing			
Knowledge				
Writing and communication principles				
Writing techniques				
Presentation techniques				
Media laws (defamation)				
Copyright clearance procedures				
Word processing				
Grammar/punctuation				
OHS (computer)				
Industry Awareness				

CUFDIG301A: Prepare video assets

This is a specialist task in a larger organisation, or a video editor or interactive author or programmer would absorb this task into their own role. The purpose of the unit is to develop skills and knowledge to compress/optimize video for various formats.

Roles

Working under supervision and collaborating with others.

		Workplace focus		
		Critical	High	Medium
Processes				
Authoring process	Understand specification			
	Select software			
	Prepare			
	Store			
Procedures				
Identify purpose (specifications)				
Identify source format	File formats			
Identify output formats and platforms	File formats			
	Platforms			

		Workplace focus		
		Critical	High	Medium
Select encoding tools	Premier [‡]			
	Final Cut Pro			
	Squeeze			
	QuickTime Pro			
	Adobe Media Encoder [‡]			
Apply audio codecs	Mono/stereo			
	Bit sampling/bit depth			
	Standardised/ pre-set			
Apply video codecs	Screen size			
	Frame rate			
	Bit rate (constant/variable)			
	One pass/double pass			
	Standardised/preset			
Store files	Metadata tags			
	Naming conventions/version control			
Techniques and Skills				
Codec software techniques				
Other	Ability to work in a team			
	Literacy and communication skills			
	Self-management and planning skills			
Knowledge				
File management	Naming conventions/version control			
File optimisation techniques				
Encoding software				
Appropriate codecs for various platforms/destinations				
Metadata tagging				
OHS (computer)				
Industry awareness				

[‡]Although not specifically referred to in the unit of competence, industry commonly uses these software packages for video compression.

BSBDES302A: Explore and apply the creative design process to 2D forms

Apply the creative design process to the development of 2D forms. The unit underpins many other specialised design units. In our context: an interactive media product.

Roles

Collaborating with others.

		Workplace focus		
		Critical	High	Medium
Processes				
Creative process	Research			
	Explore/experiment			
	Prepare			
	Reflect and obtain feedback			
	Present/store			
Principles				
Visual design principles [§]	Scale			
	Proportion			
	Unity			
	Balance			
	Emphasis			
	Perspective			
	Movement			
	Composition			
Focal point				
Procedures				
Identify purpose				
Identify/access sources				
Use creative thinking techniques				
Apply visual design principles				
Use visual design elements [§]	Colour			
	Form			
	Line			
	Shape			
	Texture			
	Tone			
Select realisations tools	Digital equipment			
	Inks and washes			
	Markers			
	Pencils			

[§]Although not specifically referred to in the unit of competence, Visual Design Principles and Elements were included as industry considered them as important, particularly given the context of delivery for this unit as part of the IDM qualification.

		Workplace focus		
		Critical	High	Medium
Select realisations tools	Pens and nibs			
	Range of brushes			
	Range of papers			
	Relevant and current software			
	Rulers			
	Cutting blades/scissors			
Present				
Store				
Techniques and Skills				
Creative thinking	Brainstorming			
	Daydreaming/mental wandering			
	Edward De Bono six hats			
	Alter ego/heroes			
	Graphic organisers			
	Lateral thinking games			
	Making associations			
	Mindmapping			
	Morphological analysis			
	Storytelling			
	Subculture surfing			
	Trigger words			
	Metaphors/analogies			
	Vision circles			
	Visualisation			
Wishful thinking				
Word salads				
Other	Literacy and communication skills			
Knowledge				
Creative thinking techniques				
Visual design principles				
Elements of design				
Realisation tools				
Copyright				
Moral rights				
Intellectual property				
Individual interpretation and choice				
Challenges and issues of designing 2D forms				

Delivery strategies

The following suggestions for combining units of competence arise as a result of the industry consultation. Industry representatives were not asked how best this program could be delivered, but the suggested delivery strategies were developed as a consequence of the consultation with industry.

The strategies provided below are not intended to be prescriptive. There is no requirement for teachers/trainers to adopt these delivery strategies.

The Training Package suggests that competencies, where practicable, should be delivered in combinations.

The assessable outcomes for the two clusters of units presented below may be combined into one final item to replicate a realistic industry project and to aid in the continuity of delivery.

Teachers/trainers are reminded that the Scored Coursework Tasks for the VCE VET Interactive Digital Media program must conform to the assessment plan and task design rules published in the VCAA VCE VET Assessment Guide.

CLUSTER 1

Part A

BSBDES302A: Explore and apply the creative design process to 2D forms

A specific brief should be provided to which student's apply the creative process to resolve. In this case, it should be a 2D animation (which could be a motion graphic, short animated sequence or a small game) and visual design components (for example, logos, illustrations, graphics, displays, promotions, advertisements, product displays).

Students are asked to conduct wide ranging research or source a range of ideas. A variety of creative thinking techniques and exploration should then be used to develop a range of ideas. The most appropriate creative solutions are recorded in a sketchbook/folio/journal. Small team approaches could be considered, with students adopting a different role within the team and making contributions from these different perspectives. In the final stage, however, each student needs to provide several 2D representation of their design solutions preferably hand drawn.

The work on the 2D animation should not commence until 'approval' is given that the design solution meets the design brief.

Part B

CUFDIG304A: Create visual design components

Flowing on from the creative design process unit, this unit could have two outcomes produced:

- a 2D animation
- various visual design components that can be incorporated into the Cluster 2 website (see next page).

The creative solution provided in the creative design process from Part A can now be developed into a digital form, using Photoshop (or Illustrator) to apply the principles of visual design to the concept. Rather than seeing this as a stage in the development of the IDM product, the visual design principles are employed in combination with the 2D animating skills (combining this competency directly with Create 2D digital animations). If this pathway is chosen, it is vital that visual design principles and elements of design are adequately demonstrated in the 2D animation product. Thus, in the case of a simple game, its visual design approach is as important as its functionality as a game.

There is an expectation that students would plan the design by clarifying the requirements of the animation and assessing the suitability of the design solutions generated in Part A before commencing the production of the components.

Students could also be expected to produce a number of visual design components (for example, logos, illustrations, graphics, displays, promotions, advertisements, product displays) which could be animated, or remain as static images that can be later incorporated into a website as part of Cluster 2.

Students should assess the suitability of their components and seek feedback to ensure that modifications are not required before progressing to Part C.

Part C

CUFANM301A: Create 2D digital animations

The product of the 2D animation is a motion graphic, short sequence or small game.

It is vital that the product adequately demonstrates the range of screen principles, visual design and animating principles. Therefore, its narrative, transition, 'camera' positions and transitions must be demonstrated, along with animating skills within a robust visual design framework.

Students could later incorporate this 2D animation into their website as part of Cluster 2.

Again it is vital that student repeat that process of planning the animation to meet the requirements of the website and assess the suitability of the components generated in Part B before commencing the production of the animation.

Students should assess the suitability of their animation and seek feedback to ensure that modifications are not required.

CLUSTER 2

Part D

CUFWRT301A Write content for a range of media

This unit should drive the delivery of this cluster of units. A brief should be provided so students are able to identify the requirements and purpose of the content to be written. Students are asked to identify target users/audience and consider suitable writing styles.

Students are then asked to produce text content (original or modified) which is written and structured so that it meets the audience as specified in the brief. Communication and presentation skills must be demonstrated.

Part E

CUFDIG301A: Prepare video assets

As this is a technical process of optimising video, the exercise can be developed by providing video for different bandwidths and inserting them into HTML pages using Flash and H.264; uploading videos into a video repository such as YouTube and linking to the website and providing packages downloadable for mobile devices and smart phones.

Part F

CUFDIG302A: Author interactive sequences

This unit is focused on the technical aspects of authoring (not visual design – although using web conventions and composition is important). Therefore the delivery of this cluster of units should be driven by the written content emerging from Part A the ‘writing content’ unit. This is a realistic scenario, as in industry it is the content that drives the functionality of the webpage design and navigation.

Therefore, the assessment should be based on the student’s ability to produce webpages by creating/modifying themes, applying style sheets, ensuring navigation functionality and optimising media assets correctly (for example, the visual design components and 2D animations created in Cluster 1, as well as the Part E video assets). In selecting and modifying themes and templates, they are again demonstrating their ability to apply visual design principles.

Students should also demonstrate that they are able to check for functionality and seek feedback on the finalised webpages.



INTERACTIVE DIGITAL MEDIA



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