



VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

UNIT GUIDE

Course: CUV50111 - Diploma of Visual Art

Cluster Name: Digital Media

Year: 2015

Semester / Dates: Semester 2 / July - November

Location: City Flinders Campus

Prepared by: Lisa Cianci

Section 1 – Unit Learning and Assessment Information

| UNIT DETAILS | | | | | |
|------------------|--|-----------------|--|-------------------------------|-----------|
| Unit Code | Unit Name | | | | |
| CUVDIG502A | Investigate technologies for the creation of digital art | | | | |
| Semester | 2 | Year | 2015 | Class | VA1 / VA2 |
| Day/s | Tuesday | Time | VA1: 08:30 – 12:30 VA2: 13:00 – 17:00 | No. of Weeks | 16 |
| Room/s | 16.16 | Location | City Flinders | Indicative Total Hours | 64 |

| CONTACT DETAILS | | | |
|--------------------------|---------------|------------------|-------------------------|
| | Name | Telephone | Email |
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| | | | |
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| DELIVERY AND ASSESSMENT BREAKDOWN | | | | | |
|-----------------------------------|---------------------|-------------------------|----------------------------|------------------------|--------------------|
| Class Hours | Online Hours | Laboratory Hours | Self-Directed Hours | Workplace Hours | Total Hours |
| 64 | 0 | 0 | 0 | 0 | 64 |

RECOGNITION OF CURRENT COMPETENCY (RCC) OR RECOGNITION OF PRIOR LEARNING (RPL)

If you wish to apply for Recognition of Current Competency and / or Recognition of Prior Learning, you should apply to the Program Manager at the beginning of the unit. RCC will be granted to students who submit a valid portfolio of evidence of competency. Arrange an appointment with the Program Manager if you feel you qualify for RCC or RPL.

LEARNING SUPPORT

If you experience difficulty with the learning in this unit, talk to your teacher as early as possible. Your teacher will help to ensure that you have appropriate learning support.

DELIVERY AND ASSESSMENT SCHEDULE

| Sessions | | Topic / Activities (including any pre-reading / resources required) | Assessment |
|---------------------------------------|-------|---|---|
| No. | Date | | |
| 1. | 14/07 | Introduction Introduction to Digital Media, Photoshop revision skills exercise, Introduction to Blogs - how can artists use them? | Start AT1 - Blog Setup |
| 2. | 21/07 | Wordpress Setup Setting up a Wordpress.com Blog - create and style your blog, writing exercise - creating an "About" page Prepare a set of images for use on blog in next class | |
| 3. | 28/07 | Wordpress Customisation Wordpress Customisations and Usage 1 - customising your Wordpress.com blog and working with media - Galleries & Slideshows | |
| 4. | 04/08 | Wordpress Customisation Wordpress Customisations and Usage 2 - customising your Wordpress.com blog and working with media - Galleries & Slideshows | |
| 5. | 11/08 | Wordpress Customisation Wordpress Customisations and Usage 3 - customising your Wordpress.com blog and working with media - Galleries & Slideshows - Presentations of Blogs | Assess AT1 - Blog Setup |
| 6. | 18/08 | Video & Animation Project Digital Media Formats - what kinds of formats are artists using and how? Provide a summary list of options for students to explore further. Retro Animated GIF exercise | |
| 7. | 25/08 | Video & Animation Project Introduction to Animation & Interaction Concepts - What is Flash & how does it work? | Start AT2 - Video & Animation Project |
| 8. | 01/09 | Video & Animation Project Video and Animation - how artists use them for different projects. Flash Class exercise - Video Kaleidoscope | |
| 9. | 08/09 | Video & Animation Project Video and Animation - Interaction exercise, working on own video/Flash project | |
| 10. | 15/09 | Video & Animation Project Video and Animation - working on own video/Flash project | |
| mid term break – 21/09 – 05/10 | | | |
| 11. | 06/10 | Mixed Reality Environments Mixed reality environments - history and practice - how artists have used these technologies | Start AT3 - Mixed Reality Environments Review Assess AT2 - Video & Animation Project |

| | | | |
|-----|-------|--|---|
| 12. | 13/10 | <p>Mixed Reality Environments</p> <p>Mixed reality environments - experiments with QR codes and other technologies that use mobile media Begin review of mixed reality environments and selected artists in the field</p> | |
| 13. | 20/10 | <p>Virtual Exhibition</p> <p>Begin Group Project - Virtual Exhibition - group focus on curating work into a Virtual 3D space - is there a connecting theme or concept? what are the limitations of the environment?</p> | Start AT4 - Group Project - Virtual Exhibition |
| 14. | 27/10 | <p>Virtual Exhibition</p> <p>Complete Mixed Reality Environments review, presentation to the class. Work on Virtual Exhibition, selection process - which works will be in the exhibition? Preparing images for presentation in the gallery space</p> | Assess AT3 - Mixed Reality Environments Review |
| 15. | 03/11 | <p>Virtual Exhibition</p> <p>Work on Virtual Exhibition - getting the images into the exhibition space, writing a description and entering titles, details etc. Graduate Show Invitation Design</p> | |
| 16. | 10/11 | <p>Virtual Exhibition</p> <p>Presentation of Group exhibition, preparation of a promotional image for the exhibition that can be used on blogs and other promotional methods. Graduate Show Invitation Design</p> | Assess AT4 - Group Project - Virtual Exhibition |

Section 2 – Unit Assessment Information

The following assessments are designed to assess the knowledge and skills you have gained from your training. You will need to demonstrate both your knowledge and your ability to perform tasks in a real or simulated workplace environment.

ASSESSMENT FOR COMPETENCY

You must complete the following assessment tasks satisfactorily to be deemed competent in this unit.

| Assessment Task List | Description | Date of Assessment | Your Outcome |
|---|---|--------------------|--------------|
| 1. Web Presence – Wordpress Blog Setup & Customisation | Create your own wordpress site with own style, content and professional artist's web presence | Class 5 | |
| 2. Video & Animation Project | Use Flash and video content to create an animated kaleidoscope using object-oriented animation concepts | Class 11 | |
| 3. Review of Mixed Reality Environments | Rsearch and review a form of mixed reality technology such as Augmented Reality (AR), Virtual Reality (VR) etc, and its creative uses | Class 14 | |
| 4. Virtual Exhibition (group project) | Participate in small groups to set up your own public virtual 3D exhibition using the 3DVAS online software | Class 16 | |

ASSESSMENT REQUIREMENTS

Please read the following instructions about your assessment. They will help you to achieve the level of performance required to achieve success.

It is important that you clearly understand all the requirements of your assessments. If you are having difficulty with the terminology or the steps to follow please speak to your teacher / instructor prior to beginning.

The Assessment Criteria Tables included for each assessment task provide you with clear information about the particular skills and abilities that your assessor will be looking for in your work. You should self-assess your own work so that you can be confident you will meet the stated criteria.

There might be quality checkpoints highlighted throughout the assessment that you need to observe. At these points your teacher / instructor will check your work prior to your progressing.

During or following the assessment your teacher may ask you to explain various aspects of your work to test your underlying knowledge and skills.

On completion of this assessment your assessor will provide feedback. You should take this opportunity to discuss any concerns you might have had with the assessment. Your teacher will provide you with an opportunity to record these comments in your assessment record.

RE-ASSESSMENT

If your work does not meet the required standard, your teacher will give you the opportunity to have your work re-assessed. Arrangements will be made on an individual basis; however, you must be proactive to ensure that an appropriate time can be found for this.

ASSESSMENT APPEALS

If you disagree with the outcome of an assessment task, you have the right to request a review of the assessment. Your teacher will give you the opportunity to record your concerns on the teacher's record of the assessment and again on the unit outcome record.

In the first instance, such requests will ensure that a second person within the teaching area reviews your work. You will be advised of the outcome of this review in writing, most likely by email.

If you wish to take the matter further, you will need to lodge a formal appeal. You can find instructions on how to do this on the Student Portal.

Assessment Task 1

Assessment Task Title: Web Presence – Wordpress Blog Setup & Customisation

Documents to Submit: Wordpress site URL with required elements set up on the website

Due Date: Class 5

Assessment Task Details & Requirements:

Overview

In a Web 2.0 environment, social media software systems such as blogs allow us to easily create personal websites that can perform a number of functions. Blogs can be used for keeping a journal, documenting a project, publishing text or multimedia content to a wide audience, promoting creative work, creating networks and connecting users to others' blogs and social media system content.

Wordpress has become one of the most popular free, open-source systems available. Even users with very minimal digital media skills can create a personalised website either on Wordpress.com, or can install the software from Wordpress.org on their own web server. Themes, widgets and plugins allow users to customise their Wordpress site so that it makes a visual statement in keeping with the content of the site, and these customisable elements provide a range of functionality to suit a variety of purposes. Wordpress users range from individuals to organisations and collective groups with content ranging from the intensely personal to branding and product promotion.

This assessment task will involve the development of your own personal blog and website. The idea is to develop a practice of self-documentation using web technologies and digital tools that will assist in self-reflection and the cycle of creative development. You may also use the site as a portfolio for your creative work.

You will be assessed on technical aspects and the customisations you develop in the Wordpress site - you will use this site to document your creative development work throughout the Unit, and you may add any other material you choose to populate the site with rich and engaging content. You can write personal journal-type entries, or document your research for the Unit, add images, videos and links to other content on the Internet.

Don't be precious about what you put on the blog - work in development, unfinished ideas and concepts - these are all elements that you would document in a visual journal, so you can develop a similar practice here.

Something interesting to consider is the difference between an analogue visual journal and a blog - what is open to public access? what is closed & too personal to put on a blog? Are there issues of ethics and intellectual property, and keeping your developmental work private until a project is complete?

Blogs can take on many formats. It will be important for you to upload a range of media content documenting your work, but to also consider how you are writing for the blog, and different styles of writing you may need to use for different purposes. For example, you will be using the blog for written reviews - which will require a different style to journal-type entries.

Requirements

Technical Development

You will be shown in class how to create a free Wordpress site and implement a theme that suits your personal style. You may also make any additional changes by adding widgets and other customisations.

Assessment Criteria

You will be required to implement the following features in your blog

- a fully functional Wordpress blog with no errors
- a personalised theme selected for your blog
- the creation of a personalised header image for your theme
- the use of at least 3 widgets
- the creation of at least one image gallery and one slideshow showcasing your own artwork
- the development of a descriptive "About" page
- the implementation of links and blogroll to raise the profile of the blog via interlinking of blog sites

Specifications

It is preferred that you use a Wordpress blog for this project (and not some other type of blog software) to ensure everyone is working with the same customisations and widgets. I will help you to set these up and manage any technical aspects you are unfamiliar with. You do not require any skills in web development to undertake this project, you do need to have an email address and know the basics of capturing and manipulating a digital image.

Assessment Criteria Rubric

Your teacher will evaluate your work according to the performance criteria and the list of knowledge and skills requirements below.

| Task / Performance Criteria | Competent PP | Not Yet Competent NN |
|--|---|---|
| task: setup criteria 3.1 Explore different ways of working with technologies | Successfully setup and implement a wordpress.com blog with an appropriate URL name, applying skill and knowledge in developing the blog using the relevant browser and interface technology with further experimentation and creative developments relevant to a personal web presence beyond the requirements of the brief | Has not setup the blog, or has setup the blog but with critical technical errors and inappropriate data, blog is not functional, no evidence of blog setup |
| task: style criteria 3.2 Challenge and stretch the capabilities and uses of different technologies through experimentation | Selection of an appropriate theme for the blog which conveys an engaging and creative personal style, design of a high quality header image for the blog which applies a deep level of skill with the relevant browser and image manipulation software, image uses correct specifications and enhances the personal style of the blog theme. | No selection of a theme for the blog, no header image developed for the blog, nor image that demonstrates any skill with the relevant browser and image manipulation software, image is not of correct specifications and is not adequate as a header for the blog, image, theme does not reflect a personal style. |
| task: customise criteria 3.3 Develop own ways of working with technologies that achieve desired outcomes | Implementation of at least three Wordpress widgets to a professional standard to enhance the blog functionality and assist in the development of an artist's web presence. | No implementation of Wordpress widgets, or widgets are inappropriate or not functioning properly. |
| task: develop web presence criteria 3.4 Engage in informed discussion with others about the characteristics and opportunities of particular digital art technologies 3.5 Establish and follow safe work practices | Create a detailed "About" page that applies an understanding of critical self reflection and gives visitors insight into the blog's creator, create at least one gallery and one slideshow in the blog, develop categories and tags in all blog posts to enable better access to blog content, and implement a blogroll with several blog links and several links to external sites to promote the blog and raise it's profile. | No evidence of a customised "About" page, or poorly created page that doesn't enhance the blog site or inform visitors, no galleries or slideshows, no use of categories or tags, no blogroll or external links. |

| Assessment Task 1 - Skills & Knowledge | Self Assess |
|--|-------------|
| learning skills to develop and refine own skills to a professional practice standard | |
| self-management and planning skills to develop own ways of working with digital technologies and processes | |
| ways of integrating different technologies | |
| types of technical and other data that may need to be stored for safety and other reasons | |
| storage requirements and option for different materials used in digital work | |

Assessment Task 2

Assessment Task Title: Video & Animation Project

Documents to Submit: Flash and SWF files to be submitted on designated shared server space

Due Date: Class 11

Assessment Task Details & Requirements:

Overview

You will be creating an experimental animation piece using Adobe Flash and video footage you have taken yourself or have access to use without copyright restrictions or breach of intellectual property rights. The purpose of this task is to give you some basic skills with an animation application that is non-linear. Many web experts have suggested that Flash file content will eventually be superseded by HTML5 capabilities, but as yet, there is no other format that is so useful for animation, interaction, multimedia and game components for the web. Flash does have its limitations as you will see, but it can be a handy tool for artists looking to experiment and blend media formats in one portable file.

As most of you have completed the video subject last semester, you should be familiar with authoring a piece of video so we won't be learning new video skills in this task, rather you will be given time to develop your own video clips to bring into Flash and use in different ways.

You don't need any previous experience with Flash. We will cover some basic skills such as using nested timelines and objects, creating simple interactivity and importing media into the Flash application and familiarising yourself with the interface.

You will be shown some examples of art and games created with Flash, and will undertake some class exercises to learn very basic Flash skills.

The specifications for this project are quite open - the idea is for you to do your own experimentation with the basic skills taught in class using video content in Flash. I will be on hand to provide technical assistance where necessary, but be careful to not attempt an over-ambitious project that you can't complete within the short timeframe.

Requirements

Technical Development

Create your own video clips using any software that you prefer and convert your video to the FLV format in order to import them into Flash. You can use a mobile phone to video some content - it can be quick and dirty with low resolution if that's all you have access to. The focus here is on what we do with the video in Flash, not on the quality or skill in producing video itself.

When importing video to flash, we will not be using audio as some of our experiments will require creating multiple video sprites, so the sound of many video clips may clash.

Make sure your video clips are not too long. Short clips that can be looped are ideal for this task as using many long clips will create big file sizes and slow down the Flash player.

Consider the visual quality of your clips (colour, framing and movement) and what you might possibly be able to do with them in Flash. Flash also allows blending, masking and merging of layers which can create some interesting effects.

Specifications

The Flash file will be approximately 800 x 600 pixels (unless you want to negotiate another size with me). This means that video files should not have larger dimensions than that either - although they can be smaller if you want to use multiple small videos in the animation.

You may also import still images to use as backgrounds or to blend with video layers. JPEG or PNG-24 format image files are usually the best, although some people like to work with Photoshop files and import layers directly into Flash.

You will submit the completed **FLA** (Flash working file) and **SWF** (Flash published file) files to a specified folder on the network shared drive. Make sure you have your name in both file titles - for example:

lastname_firstname_DMA2015 fla
lastname_firstname_DMA2015 swf

Assessment Criteria Rubric

Your teacher will evaluate your work according to the performance criteria and the list of knowledge and skills requirements below.

| Task / Performance Criteria | Competent PP | Not Yet Competent NN |
|--|---|---|
| task: prepare content for import to Flash criteria 2.3 Select technologies that suit own practice | Content (video and image) is correctly formatted and is ready to use in the Flash software application, the video content is created with deep knowledge and understanding of the relevant formats and their usage showing a refined methodology and technical proficiency. | Content (video and image) is not present, or is not functional, does not demonstrate knowledge or comprehension of the relevant formats and their usage. |
| task: develop experimental content in Flash criteria 1.3 Investigate the relationships between technologies and the achievement of certain effects | The development of visual content in Flash shows multiple forms of innovative experimentation and usage of the relevant functionality of the Flash software - extending on the content taught in class to integrate self-directed experiments, which combines and applies knowledge and understanding of the criteria of the brief and in usage of the Flash format in a refined way. | No development of content in Flash, or no functional Flash content, no evidence of skills with the Flash application |
| task: testing and bug fixing Flash content criteria 2.2 Determine limitations and constraints of particular technologies | The Flash content is bug free due to extensive testing and bug fixing where necessary. Advice for improvement has been followed and improved upon to create a flawless end result. | No Flash content, or incomplete Flash content that requires more work before bug testing and fixing can be undertaken. Advice has not been followed and no complete end result can be produced at this point. |
| task: presentation of Flash content criteria 2.1 Assess the creative and professional opportunities offered by different technologies | The Flash content is professionally presented in the correct SWF format, and the content itself is professionally finished, engaging and a successful aesthetic outcome that does not breach any intellectual property rights or university policies | Flash content not presented, or is incomplete and cannot be generated as a SWF file, or work is not ethically suitable, nor does it function as a creative piece |

| Assessment Task 2 - Skills & Knowledge | Self Assess |
|--|-------------|
| initiative and enterprise skills to: <ul style="list-style-type: none"> • develop individual ways of working with technologies and processes • identify and act on opportunities for own practice presented by different materials and processes | |
| technology skills to work with the advanced features of a wide range of technologies used for digital work | |
| ways in which a wide range of digital technologies and processes can be used, adapted, combined and challenged by the professional artist | |

Assessment Task 3

Assessment Task Title: Review of Mixed Reality Environments

Documents to Submit: Review to be saved in electronic format (doc or pdf or blog post) and submitted through personal Wordpress blog site

Due Date: Class 14

Assessment Task Details & Requirements:

Overview

You will be shown a range of mixed reality artworks in class, and based upon this introduction, you will engage in further self-directed research and develop a review of one or more artists engaged with mixed reality artworks. The purpose of this task is to both increase your knowledge of this area of contemporary art, and to increase your research and critical thinking skills.

Requirements

You will write a short review essay of 600-800 words focusing on artists that work with a form of mixed reality. Some common areas to explore may be artists that work in virtual environments such as Second Life, artists that create installations using mixed reality technologies, artists that work with Virtual Reality systems and mobile devices, artists that create public art using mixed reality technology.

Specifications

Your essay should include images where appropriate, and must properly reference and credit any text or image that is not your own.

The essay can be written using word processing software, but should ultimately be published as a blog post on your Wordpress.com site.

Assessment Criteria Rubric

Your teacher will evaluate your work according to the performance criteria and the list of knowledge and skills requirements below.

| Task / Performance Criteria | Competent PP | Not Yet Competent NN |
|--|---|--|
| task: select criteria 1.4 Determine cost and supply parameters for different technologies and equipment | Documentation generates strong relevance and advanced understanding of the task criteria with a clearly defined direction and outcome of the research. The subject area is well selected with a large body of reference material available to assist the research. | Content selected for the task is not suitable, or content has not been selected for the task. The task has not been understood and the submitted work demonstrates a lack of reflective practice in developing a subject area for the project. |
| task: research criteria 1.1 Research the detailed capabilities of different digital technologies and equipment | Research documentation is well presented and organised into several sub-sections that develops the progression of the idea behind the research. Investigation is based on several sources from several media types. The idea behind the research and the expected outcome is clearly described in the documentation. | Research has not been undertaken or is shallow and lacking in a variety of information sources. Documentation has not been undertaken to a competent level. |

| | | |
|--|--|---|
| <p>task: write & present online</p> <p>criteria 1.2 Evaluate current, emerging and experimental technologies</p> | <p>Written work shows advanced academic literacy and critical analysis where sentences and paragraphs are well constructed and clearly communicate the ideas in the writing. The writing demonstrates a high degree of critical reflection on both the subject, interpretations and expression in an objective voice. The writing is composed in a professional style where the contexts in which the artworks were created are well considered and expressed. Presentation of work shows a professional standard of preparation and organisation.</p> | <p>Written work not completed or does not demonstrate competency in literacy or critical analysis in discussing creative works and the context of their creation. Lack of reflection on the research work and personal arts/design practice means that connections have not been made and the outcome of the project is undermined. Spelling and grammar including sentence and paragraph construction are not of an acceptable standard. Presentation and submission of work not done, or not completed to a competent standard.</p> |
|--|--|---|

| Assessment Task 3 - Skills & Knowledge | Self Assess |
|--|--------------------|
| communication skills to engage in informed discussion around digital technologies and their relationship with ideas | |
| critical thinking and analytical skills to evaluate and make judgements about relationships between technologies, techniques and processes | |
| sustainability issues associated with the technologies used in digital work | |

Assessment Task 4

Assessment Task Title: Virtual Exhibition (group project)

Documents to Submit: Virtual exhibition to be presented through online 3DVAS software

Due Date: Class 16

Assessment Task Details & Requirements:

Project Description

You are already developing skills in this course for creating digitised versions of your analogue work. This can be used for all kinds of purposes - some promotional, some administrative, some creative.

This assessment task will explore what is possible for your digital images by creating a "virtual exhibition" that could potentially exist anywhere, or be overlaid on a physical gallery. We will use a virtual 3D gallery space online for this project.

Examples of this kind of virtual work include:

Unseen Sculptures - <http://www.unseensculptures.com/>

Augmented Reality at MoMA - <http://www.youtube.com/watch?v=b9T2LVM7ynM>

MONA Gallery - "O" Device (the opposite of the MoMA exhibition - in this case, the information is virtual, triggered as you approach the physical artwork)- <http://mona.net.au/theo/>

The AR Art Manifesto - <http://www.manifestar.info/>

Further examples & references

<http://aroccupywallstreet.wordpress.com/protests-onsite/>

<http://rhizome.org/editorial/2011/sep/15/qr-code-city/>

<http://www.i-nigma.com/CreateBarcodes.html>

http://en.wikipedia.org/wiki/Augmented_reality

http://www.bannerblog.com.au/news/2009/06/35_awesome_augmented_reality_examples.php

http://www.amirbaradaran.com/ab_monalisa.php

http://www.wired.com/beyond_the_beyond/2011/08/augmented-reality-science-fiction-writer-becomes-augmented-reality-developer/

Requirements

Select a range of images of your artwork for the exhibition - the number may depend on how many people are in your group. As a group, decide on a title for the exhibition, which artworks and the order in which they might be accessed, and produce an invitation (as a JPG image file).

If you want to use video in this project, One piece of video can be uploaded per group to the 3D virtual gallery.

Promote the exhibition by using different media - physical and online. What are the possibilities?

You will be provided with the technological assistance to do this project, so the only skills you will require are those of creating digital versions of your artwork, and a willingness to participate in something outside of your comfort zone.

Specifications

Digital Images must be suitable for Web - JPG or PNG-24 format, 72dpi, with a maximum width/height of 1200px (depending on orientation).

Assessment Criteria Rubric

Your teacher will evaluate your work according to the performance criteria and the list of knowledge and skills requirements below.

| Task / Performance Criteria | Competent PP | Not Yet Competent NN |
|---|---|---|
| <p>task: Image preparation - content quality and appropriate format</p> <p>criteria 4.2 Develop ways of working that minimise waste</p> | <p>Images are of a professional quality and are created with advanced and refined skill and understanding of relevant imaging software</p> | <p>No evidence of images or images are of poor quality and as such, cannot be used for the project</p> |
| <p>task: Participation in group work for organising the title, selection of items, and layout of the exhibition</p> <p>criteria 4.3 Maintain the quality and life of equipment and consumables through appropriate handling and storage</p> | <p>Student performs as a highly professional, ethical & engaged participant in group work, with extensive contribution to project tasks using sustainable methods</p> | <p>Student has not participated in group work, has not behaved ethically or has not engaged with others in group work, and has not contributed to project tasks</p> |
| <p>task: Presentation & promotion of the exhibition via various means</p> <p>criteria 4.1 Establish systems and habits to maintain currency of knowledge around digital art technologies</p> | <p>Student performs with a highly professional level of innovative and creative participation in group work relating to development, communication and promotion of the exhibition, with an extensive contribution to promotional media</p> | <p>Student has not participated in group work, has not engaged with others in group work, and has not contributed to development, communication and promotional media</p> |

| Assessment Task 4 - Skills & Knowledge | Self Assess |
|--|-------------|
| literacy skills to analyse varied and technical information about digital technologies and processes | |
| problem-solving skills to identify and resolve technical problems in digital artwork | |
| intellectual property issues and legislation associated with digital work | |
| OHS requirements for the set-up and operation of a professional work space | |