



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN ART AND DESIGN

DIGITAL FINE ART

R/504/0294

LEVEL 3 UNIT 64

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



DIGITAL FINE ART

R/504/0294

LEVEL 3

AIM OF THE UNIT

By completing this unit, learners will understand the work of artists who use digital media, and the digital techniques they use to produce fine art. They will be able to develop an idea for a fine art project or brief that uses digital media in its production and/or presentation. Learners will be able to produce and present a final piece of fine art using digital media for part, or all, of the production.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand digital techniques used by fine artists in their digital fine art work	P1 Learners investigate a range of fine artists who use digital media P2 Learners explore digital techniques that could be used in producing fine art		
2 Be able to generate ideas for a digital fine art project	P3 Learners generate ideas for a fine art project that uses digital media in its production, and develop one idea further	M1 Learners use their investigation into the work of their chosen digital fine artist to influence the development of an original, imaginative and thoughtful idea	
3 Be able to produce a final piece of digital art	P4 Learners produce a competent final piece of fine art using digital media for part, or all, of the production	M2 Learners demonstrate proficient skills in producing a successful final piece of digital fine art work. The outcome produced is generally of a good quality	D1 Learners produce an innovative final piece of digital fine art work. The outcome produced is skilfully finished, generally of a high quality and displays an appropriate and creative use of digital media and processes
4 Be able to present final piece of digital fine art	P5 Learners appropriately present the final piece of digital fine art	M3 Learners consider and use effective presentation techniques, which successfully communicate their intentions	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Understand digital techniques used by fine artists in their digital fine art work

Investigate a range of fine art that involves digital media in its production and/or the final presentation.

Examine how digital artists make us experience things differently,

for example:

- scale
- time
- space
- illusion
- colour
- sound
- movement
- interaction
- imagination

Investigate:

- a range of digital equipment, software and approaches
- techniques used to present work

Explore how to use a range of digital software and equipment e.g. Photoshop, iphoto, Premiere Pro, Final Cut, Soundbooth, After Effects, still and video cameras, sound recording equipment, and digital pen/mouse, for:

- recording, researching and ideas development eg digital photography, video and sound
- mark making using a digital pen with software packages that emulate traditional art media (making still or animated images)
- image manipulation eg software for layering, cutting, pasting and using transparency settings and other effects
- image or sound capture and post production e.g. software for editing and constructing digital artwork
- multi-media e.g. software to combine sound, text, still and moving image to facilitate interactivity.

Be able to generate ideas for a digital fine art project

Develop an idea for a project considering:

- project either self identified or set by the tutor
- how themes, issues and content might link to other units
- suitable media, approach and subject
- ideas generated by other artists' work
- reinterpreting traditional themes or ideas using digital media
- ideas generated by new opportunities arising through using digital media

Record the development of ideas using notebooks, annotated sketchbooks, storyboards etc.

Be able to produce a final piece of digital fine art

Develop an idea into a finished piece of work using digital media, considering:

- when digital media are appropriate
- how production might be improved by using digital media
- how using digital media may change the nature of the work
- possible permissions needed
- safe use of equipment and resources
- ways in which final work might be presented

Keep clear, well documented records of work as it progresses.

Be able to present the final piece of digital fine art

Plan presentation of work, considering:

- appropriate use of space/venue
- equipment/resources needed
- achieving an appropriate quality finish
- how audience might respond/interact.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets the pass grading criteria. There are no other additional requirements for this unit.

Using digital media in a fine art context provides new opportunities for developing and presenting ideas and can lead to new approaches and subjects being considered. Final work could be printed, viewed on screens, projected, and listened to - all or any of these become possibilities. Experiences for the audience can be exciting and provoke powerful responses.

Investigations into digital artists' work **P1** should examine how it was made, what it deals with, how it differs from traditional media, and what equipment, software, approaches, techniques, effects, and methods of presentation are used **P2**. With interactive, installation, performance and sonic work, space and location can also be very important aspects of presentation.

This unit therefore offers learners the opportunity to develop an understanding and awareness of a wide range of digital media applications, ranging from software packages to produce and manipulate images, to photography, video and animation, multi-media, interactive, and installation based pieces. Learners will initially generate ideas for a digital fine art project, then develop one idea further **P3/M1**.

For **P4/M2** a final piece of digital fine art will be produced, digital media being used in most or all of the work. It might feature throughout a project, it could play a major part in the

researching, recording and planning of work, and feature only as part of the final production. It could on the other hand take a more minor role in the early stages but have a major role in the final production.

The final piece of digital art work should be appropriately presented for **P5/M3**.

Learners must ensure a significant digital input in evidence for this unit. It would not be acceptable for instance, just to take a digital photo and then use it as reference for a painting. Digital software would have to play an integral part in the developmental process of the image, exploring for example; colour, composition, layering and manipulation, to create a personal subject for a painting.

Evidence and presentations will take many forms but learners should be aware of the importance of annotated work to support final outcomes and provide evidence of investigations into artists and techniques, development of ideas and progress during production.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

Books

Dawber, Martin. (2005)	<i>Pixel Surgeons</i> Mitchell Beazley ISBN 1 84533 157 5
Lipkin, Jonathan. (2005)	<i>Photography Reborn</i> Abrams Studio ISBN 0 8109 9244 2
Demos, T.J. (2006)	<i>New Perspectives in Photography</i> Phaidon ISBN 0 7148 4656 2
Webb, Jeremy. (2005)	<i>Creative Vision</i> Ava ISBN 2 88479 072 1
Gibbs, Tony. (2007)	<i>The Fundamentals of Sonic Art and Sound Design</i> Ava ISBN 978 2 94037349 9
Drate, Spencer. (2007)	<i>Motion by Design (Motion Graphics)</i> Lawrence King ISBN 1 85669 471 2
McKean, Dave. (1998)	<i>The Sandman Dustcovers – Dave McKean</i> Titan Books ISBN 1 85286 926 7

LINKS TO NOS

Creative and Cultural Skills – Design (2009)

DES3 Use critical thinking techniques in your design work

DES7 Contribute to the production of prototypes, models, mock-ups, artwork, samples or test pieces

DES10 Create visual designs

Proskills – Digital Print Production (2007)

Unit 127 Plan and produce edited images

Proskills – Digital Artwork for Print (2006)

Unit 711 Design and produce creative digital colour artwork for print



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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