

Unit Title: Digital Performance  
 Level: 2  
 OCR unit number: 208  
 Credit value: 6  
 Guided learning hours: 45  
 Unit reference number: R/600/7709

## Unit purpose and aim

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This unit helps learners to understand the basics of digital performance for the creative and media sector. It allows them to understand the client brief and time frames and deadlines and preparation techniques to form part of the planning and creation process:

- Candidates will explore different types of digital performance and where they are used
- Plan a digital performance to the client brief
- Create and edit the digital performance
- Review the final product with against the original brief

The aim of this unit is for the learner to develop an awareness of the current use of software to create live digital performances, and the implications of this technology in the Creative Media sector. The learner will also learn how to exploit these technologies to reach new audiences and generate revenue.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1 Be able to explore the world of live digital performance	1.1 Explore the hardware and software requirements for creating and controlling live digital performances of audio and video.  1.2 Outline a range of different types of performances where live digital control is used  1.3 Identify the key components of a performance, to include the <ul style="list-style-type: none"> <li>(a) content</li> <li>(b) scenes</li> <li>(c) sequences</li> <li>(d) automation</li> </ul>	Hardware will include physical computer hardware and peripheral devices. This includes graphics card and audio peripherals providing enhanced functions to laptop or desktop computer  This would include midi-based controllers that can be mapped to software. For example, Fader/slider, Rotary knobs endless and fixed, XY controller, Buttons, Pads, Keys (as found on midi keyboards), Touch screen and surfaces, Remote devices for triggering scenes these could include mobile

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	<p>1.4 Outline how these key components are controlled digitally</p>	<p>phones and other programmable handsets</p> <p>A range should be at least 3 different types of performances which could include live music events or festivals, theatre, displays, ceremonies and any outdoor/indoor events. This could include the live visuals or audio or both for a performance of Music, Dance, Drama or any Arts based event.</p> <p>This would be from the basic mapping of a controller to software, to the construction of a sequence of video and/or sound that will be played and manipulated with filters and faders and other visual and audio effects.</p> <p>Audio performance could be the mixing of multiple sound clips including volume, panning, tempo, pitch, start/stop and basic effects such as filters and delays.</p> <p>Audio Content could include music loops, midi data, sourced and original recordings.</p> <p>Video performance could include the mixing of multiple video/image clips, fading, altering movement in 2d, movement in 3d, resizing, rotating, transparency.</p> <p>Video content could include pre-made video loops, animations, original and sourced video, digital still images, and text.</p>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>2 Be able to plan a live digital performance</p>	<p>2.1 Identify client requirements based on their brief to include the target audience</p> <p>2.2 Plan the identified digital sequence using a range of planning methods.</p> <p>2.3 Create a performance schedule</p> <p>2.4 Create a work plan to include</p> <p>(a) tasks</p> <p>(b) timescales</p> <p>(c) resources</p> <p>2.5 Identify any legal issues regarding all aspects of live digital performance</p>	<p>This could include storyboarding and visually mapping/listing of content. The timings of clips.</p> <p>Rehearsing will include experimentation of mixing and manipulating sourced and original content.</p> <p>This would include projectors for visuals and audio.</p> <p>A visual map showing how controllers or keys are assigned to software functions e.g.. faders and rotary knobs controlling visual or audio effects.</p>
<p>3 Be able to create, save and test the planned sequence</p>	<p>3.1 Source or create the required assets to produce the digital content with suitable file sizes and formats</p> <p>3.2 Collate and import the digital content into the performance software</p> <p>3.3 Prepare the sequence for use with the performance schedule</p> <p>3.4 Save sequences in the required format as specified by the client brief</p> <p>3.5 Organise electronic files using appropriate naming conventions to facilitate access by others</p> <p>3.6 Create and use a detailed test plan to check for suitability, correcting identified errors</p> <p>3.7 Rehearse and review the performance with the client making adjustments where appropriate</p>	<p>Content could be created from within the software and/or sourced from other sources including real instruments/musicians, the internet or other software.</p> <p>Content that is not original needs to be clearly indicated.</p> <p>Any editing of content during rehearsing needs to be noted and included as part of the tracking of the project. Any automated/programmed activity also needs to be tested.</p> <p>There should be 2 outcomes a digital file in an appropriate format of the performance and a video clip of the Live Digital Performance taking place.</p>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>4 Understand how to review the digital performance</p>	<p>4.1 Critically review the finished product with the client and record feedback</p> <p>4.2 Describe the quality of the finished product</p> <p>4.3 Explain the fitness for purpose of the finished product.</p> <p>4.4 Identify parameters and constraints that influenced decisions made</p> <p>4.5 Produce accurate written records of relevant information about assets obtained such as</p> <p>(a) source ownership</p> <p>(b) any restrictions on use</p> <p>(c) where they are located, filenames given</p>	<p>Critical personal review, commenting on the quality of finished product and its fitness for purpose</p> <p>The review should identify positives and negatives relating to the finished product, rather than the creation process as this has been included in earlier evidence.</p> <p>Candidates should review the digital performance against the original brief and obtain feedback from their client. They should identify any parameters and constraints that influenced their decisions. For example asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc</p> <p>Maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given</p>

## Assessment

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Assessment will consist of the candidate producing evidence to an OCR set or centre devised brief. All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is remotely moderated by OCR within their e-portfolio solution.

Results will be Pass or Fail.

## Evidence requirements

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This unit aims to equip the candidate with the ability to produce work for a client to create a digital performance to a standard that meets the requirements of the brief. The candidate is able to work with the client to an agreed design brief to produce a completed product and to use the necessary tools and source the required resources as appropriate.

1 Candidates should present a report or presentation to show their understanding of the components and technologies of digital performance.

2 A plan to show that they have identified the client requirements, that they understand the appropriate equipment, resources and formats for a digital performance to meet the brief. Candidates should be able to produce a work plan for the digital performance through to the creation of the digital performance.

Candidates should create sketches or drawings of ideas.

These sketches should be digitised and submitted with a planning document for moderation.

The planning document clearly meeting all the learning outcomes must be submitted for moderation.

3 Be able to produce the digital performance in line with their plan to include:

- Sourcing or creating the required assets to produce the digital content with suitable file sizes and formats
- Collating and importing the digital content into the performance software
- Preparing the sequence for use with the performance schedule
- Saving sequences in the required format as specified by the client brief
- Creating and using a detailed test plan to check for suitability, correcting identified errors
- Rehearsing and reviewing the performance with the client making adjustments where appropriate

Evidence should also include a list of file names, types and properties of created files.

Candidates should submit the edited files and annotated screen captures in a report will also assist in evidencing their activities.

4 Candidates should prepare a review file to compare the finished product to the original brief and plan.

This should include the identification of any parameters and constraints that influenced decisions that were made e.g. file formats, asset manipulation, software and hardware constraints, copyright permissions, a critical review of the quality of the finished products and their fitness for purpose. A review of the digital performance with the client must be recorded and a record of feedback submitted.

In this critical review candidates should also identify areas for improvement and further development of the digital performance.

## Guidance on assessment and evidence requirements

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Candidates must produce all work to an acceptable standard and meet all the identified assessment objectives and learning outcomes.

A report that incorporates, for example, client discussion, written brief, specification, end user requirements, purpose and timescales must be submitted.

Screen captures of the finished product do not evidence the planning process.

Screen captures will need to evidence the creation process, using an appropriate range of tools and techniques

Candidates should submit files created at all stages of the process to include the final product. This evidence should be provided in a compressed digital format.

Students should produce critical review reflecting upon how successfully product meets the requirements of the brief, identifying any parameters and constraints that influenced their decisions. (e.g. file formats, asset manipulation, software and hardware constraints, copyright permissions) identifying what they would do differently if faced by a similar task and why.

You should refer to the 'Admin Guide: Vocational Qualifications (A850)' for Notes on Preventing Computer-Assisted Malpractice.

## Details of relationship between the unit and national occupational standards

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OCR Creative iMedia		Content crossover with National Occupational Standards	
Unit	Title		
208	Digital performance	IM1	Work Effectively in Interactive Media

## Resources

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Equipment: A computer system capable of running a range software packages that will enable the candidate to meet the requirements of the client must be used.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)*.