**NZQA**

**Approved**

Achievement standard: 91073 Version 3

Standard title: Implement basic procedures to produce a specified digital media outcome

Level: 1

Credits: 4

Resource title: Digital storyboard

Resource reference: Digital Technologies VP-1.43 v2

Vocational pathway: Manufacturing and Technology

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91073-02-7341 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91073

Standard title: Implement basic procedures to produce a specified digital media outcome

Level: 1

Credits: 4

Resource title: Digital storyboard

Resource reference: Digital Technologies VP-1.43 v2

Vocational pathway: Manufacturing and Technology

Learner instructions

# Introduction

This assessment activity requires you to implement basic procedures to produce a digital storyboard to display the design of a garment.

You are going to be assessed on how efficiently you implement basic procedures to produce the digital storyboard to display the design of a garment.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are to create a digital storyboard that will show the development and progression of a new garment from initial inspiration through to prototype. The completed storyboard could be presented to a client or design team.

## Specifications

The specifications for your storyboard include the following:

* at least two pages
* includes images that you have taken and edited; and/or images you have created from scratch
* images showing progressions from initial inspiration through to a representation of the final prototype
* clear titles
* consideration of design principles.

To meet specifications, you will need to use photographs, images and/or electronic drawings you have developed and edited. You are also to create an electronic representation of your prototype garment. Your final storyboard must combine at least two different media types (e.g. graphics, print media, still images).

You may refer to existing templates or images for information and ideas, but you may not download a template or an image and modify its appearance.

## Develop and structure the storyboard

In developing your storyboard you will:

* use appropriate features of the software application, including editing and integrating your images
* apply formatting techniques and design elements, such as colour, line, shape, texture, space and proximity
* apply data integrity and testing procedures to ensure that your storyboard meets all the agreed specifications; this includes checking relevance, accuracy and reliability
* follow legal (including copyright), ethical and moral responsibilities
* show accuracy and independence in making decisions and in the application of techniques and testing procedures
* undertake techniques and testing procedures in a manner that economises the use of resources, for example working in a timely fashion, being prepared for each session, optimising tool selection and use.

When you have finished, save the final version of your storyboard using a suitable medium. Hand the storyboard in to your assessor/educator. Ensure that you include copies of:

* data that is embedded in your final storyboard
* any records of testing and your response to testing outcomes
* any other documents that you created as you developed your final storyboard.

Your final grade will take into account your independent work habits, and your accuracy and efficiency.

This is an individual task.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to efficiently implement basic procedures to produce a storyboard that incorporates original content and integrates at least two digital media types. The storyboard will show the development and progression of a new garment from initial inspiration through to prototype.

# Conditions

You are required to assess the ways in which the techniques are implemented, as well as the quality of the outcome. To facilitate these requirements learners should complete all their practical work with their assessor/educator present.

# Resource requirements

Access to:

* computers and to appropriate software, for example image-manipulation software, such as Photoshop and GIMP
* appropriate software to enable learners to preview their outcomes
* cameras
* specifications, or examples of specifications
* content.

# Additional information

The example specifications in this resource would be typical for a digital storyboard. You would need to provide different specifications for other types of digital media.

## Other possible contexts for this vocational pathway

The digital media outcome could equally well be a website that incorporates digital image manipulation, an edited movie or another outcome selected by or negotiated with your learner. It could also be an outcome trialled through technological practice that the learner is now ready to create in its final form.

# Assessment schedule: Digital Technologies 91073 – Digital storyboard

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements basic procedures to produce a digital storyboard by:   * applying a set of techniques to produce the digital storyboard that meets specifications   For example:  The learner completes a multi-page digital storyboard that meets the specifications and functions as intended. Images show progressions from initial inspiration, through to a representation of the final prototype. The storyboard has more than two pages.   * using the appropriate features of the digital media software to edit and integrate digital media types to create the digital storyboard   For example:  The learner takes relevant photographs or scans drawings, edits them using an image application, and embeds them in the storyboard. The images are resized and the resolution is set so that they may be inserted into the storyboard. Tools from the imaging application are used to create some effects such as feather borders.   * applying formatting techniques and design elements as appropriate to the media type and requirements of the digital storyboard   For example:  The learner uses a hierarchy of headings, fonts and colours appropriate to the selected design. There is minimal use of different styles and fonts (repetition). The storyboard follows a logical sequence.   * applying data integrity and testing procedures to ensure the storyboard meets the specifications   For example:  The learner prints draft copies to ensure that all text and images fit. The learner proofreads the text to ensure that it is readable and legible, minor errors may exist. The images are edited to remove most unwanted distractions. Checks are undertaken to ensure the storyboard’s layout is accurate.  All major issues are addressed (for example there should be no errors in major headings); although the learner may not correct all the minor inaccuracies that showed up during testing.   * following legal, ethical, and moral responsibilities as appropriate to the storyboard   For example:  The learner seeks permission to use text sourced from the internet and references this text correctly. If any images have people in them permission has been obtained to use the image.  The above expected learner responses are indicative only and relate to just part of what is required. | The learner skilfully implements basic procedures to produce a digital storyboard by:   * showing accuracy and independent decision making in the application of techniques to produce the digital storyboard that meets specifications   For example:  The learner completes a multi-page digital storyboard that meets the specifications and displays and functions as intended. The learner has images showing progression from initial inspiration through to a representation of the final prototype. The storyboard has more than two pages. All images are clear and there is no pixilation, fonts are styled consistently, images are manipulated to fit the space available and to enhance the design concept.   * using the appropriate features of the digital media software to edit and integrate digital media types to create the digital storyboard   For example:  The learner, independently, takes relevant photographs or scans drawings, edits them using an imaging application, and embeds them in the storyboard. Images are resized and the resolution is set so that they may be inserted into the storyboard. Tools from the imaging application are used to create some effects such as feather borders.   * applying formatting techniques and design elements, accurately and independently, as appropriate to the media type and requirements of the digital storyboard   For example:  The learner uses a hierarchy of headings, fonts and colours appropriate to the selected design. The storyboard follows a logical sequence. The storyboard has good use of the whitespace (proximity) and there is suitable and consistent use of a minimum number of fonts and styles.   * applying data integrity and testing procedures accurately and independently to ensure the storyboard meets the specifications   For example:  The learner makes decisions independently and uses online support effectively. They may not always use the optimal tool in the optimal way, but they need no direct assistance to:   * + set up the page   + apply a range of design elements   + print test documents to ensure that the storyboard displays accurately and that the information used is correct   The learner independently prints draft copies to ensure that all text and images fit. They proofread the text to ensure that it is readable and legible. The images are edited to remove most unwanted distractions. Checks are undertaken to ensure the storyboard’s layout is accurate.  The learner addresses all issues.   * following legal, ethical, and moral responsibilities as appropriate to the storyboard   For example:  The learner seeks permission to use text sourced from the internet and references this text correctly. If any images have people in them permission has been obtained to use the image.  The above expected learner responses are indicative only and relate to just part of what is required. | The learner efficiently implements basic procedures to produce a digital storyboard by:   * applying techniques independently, accurately and in a manner that economises the use of resources, to produce the digital storyboard that meets specifications   For example:  The learner creates a multi-page digital storyboard that meets the specifications and functions as intended in a straightforward, deliberate manner, selecting and using the most efficient tools and resources at each stage and not resorting to a trial-and-error approach.   * using the appropriate features of the digital media software to edit and integrate digital media types to create the digital storyboard   For example:  The learner, independently, takes relevant photographs or scans drawings, edits them using an imaging application, and embeds them in the storyboard.   * undertaking formatting techniques and design elements, accurately, independently, and in a manner that economises the use of resources, as appropriate to the media type and requirements of the digital storyboard   For example:  The learner, independently, uses a hierarchy of headings, fonts and colours appropriate to the selected design. Their storyboard follows a logical sequence. The storyboard has good use of the whitespace (proximity) and there is suitable and consistent use of a minimum number of fonts and styles.   * applying data integrity and testing procedures accurately, independently, and in a manner that economises the use of resources, to ensure the storyboard meets the specifications   For example:  The learner makes decisions independently and uses online support effectively. Tools are optimised. The learner needs no direct assistance to:   * + set up the page   + apply a range of design elements   + print test documents to ensure that the storyboard displays accurately and that the information used is correct   + print draft copies to ensure that all text and images fit   + proofread the text to ensure that it is readable and legible   + edit images to remove most unwanted distractions   + check to ensure the storyboard’s layout is accurate   + address all major issues and correct inaccuracies.   The storyboard displays as intended, with no errors. Images are optimised before being imported and saved. Editing information is supplied.  The learner resamples the image/s so that they are the correct size and resolution to be inserted into the storyboard without further resizing in the target application. Tools of the graphics application are used to remove errors like scratches, red eye etc.   * following legal, ethical, and moral responsibilities as appropriate to the storyboard   For example:  The learner seeks permission to use text sourced from the internet and references this text correctly. If any images have people in them permission has been obtained to use the image.  The above expected learner responses are indicative only and relate to just part of what is required. |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.