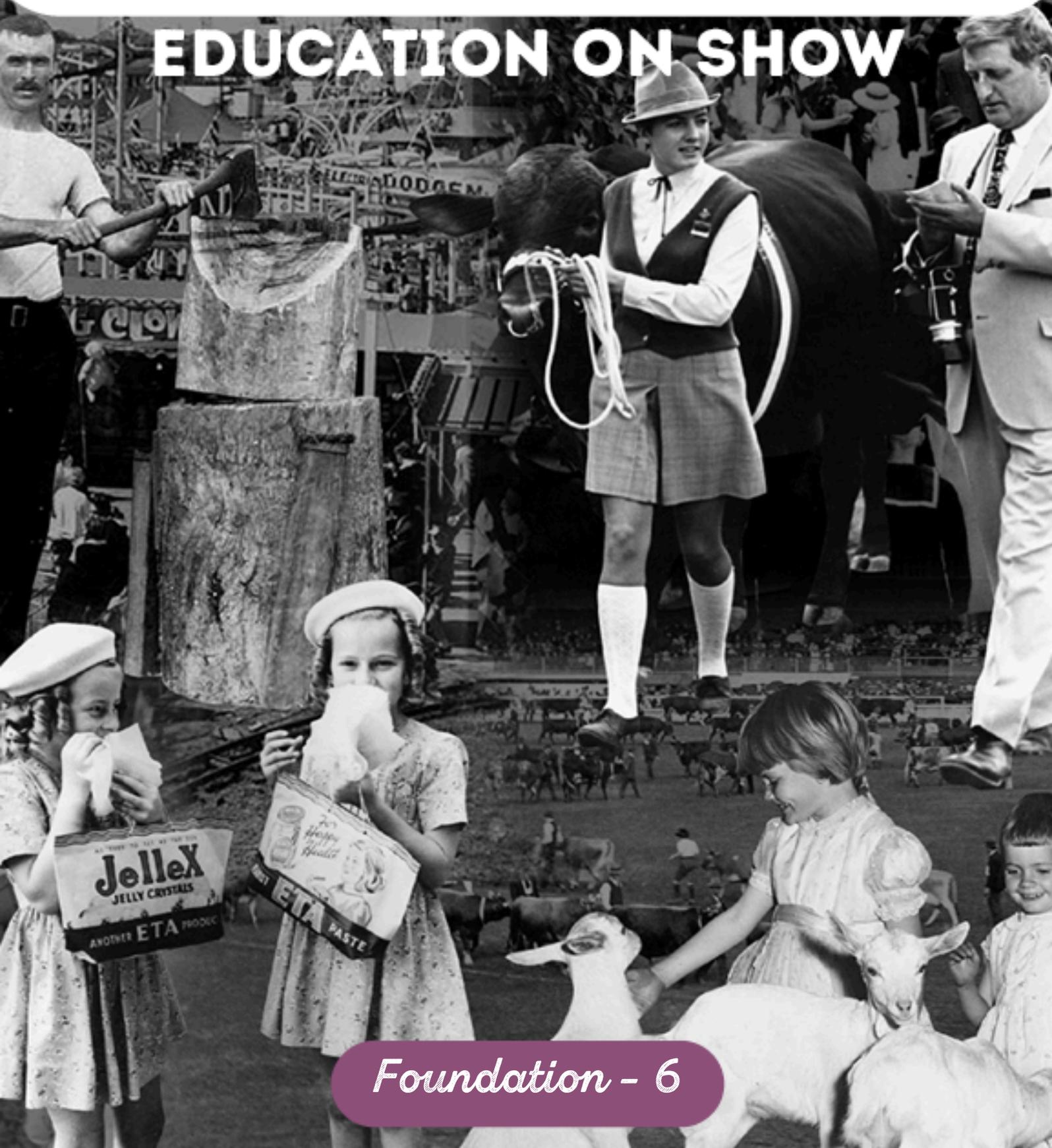# Ekka
ROYAL QUEENSLAND SHOW

CURRICULUM ALIGNMENT
EDUCATION ON SHOW

Foundation - 6

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COMPETITION OVERVIEW

Education on Show

Education on Show is a competition devoted to showcasing design and digital technologies, visual artworks and English literacy by Queensland students from Prep to Grade 6.

The competition covers a wide range of contemporary curriculum aligned skills.

Class eligibility is determined by student year level and the competition classes can be found in the Competition Schedule.

IMPORTANT CONTACTS

Competition Enquiries

entries@rna.org.au

Education Content Enquiries

education@ekka.com.au

Ekka School & Group Bookings Enquiries

groupbookings@ekka.com.au

2026 THEME
"150 Years of Ekka"

Step into a celebration 150 years in the making! This year's Education on Show theme honours the rich history, vibrant culture, and enduring legacy of the Ekka — Queensland's most iconic event.

Students will explore the evolution of the Ekka from its agricultural roots to the dynamic, community-driven celebration it is today.

"150 Years of Ekka" is a journey through time: honouring the past, celebrating the present, and looking boldly toward the future. Join us in commemorating this legacy and envisioning the next chapter in the Ekka story

CLASS 1 - OUTFIT FROM THE PAST

Achievement Standard

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context.

Visual Arts

Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01)
Create arts works that communicate ideas (AC9AVAFC01)
Share their arts works with audiences (AC9AVAFP01)

Design & Technologies

Explore how familiar products, services and environments are designed by people (AC9TDEFK01)
Generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose (AC9TDEFP01)

Creative and critical thinking

Literacy

Personal and social capability

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CLASS 2 - SELF-PORTRAIT

Achievement Standard

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Visual Arts

Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01)

Create arts works that communicate ideas (AC9AVAFC01)

Share their arts works with audiences (AC9AVAFP01)

Creative and critical thinking

Literacy

Personal and social capability

CLASS 3 - GRAND PARADE

Achievement Standard

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. They demonstrate personal and social skills to interact respectfully with others.

Visual Arts

Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01)
Create arts works that communicate ideas (AC9AVAFC01)
Share their arts works with audiences (AC9AVAFP01)

Heath and Physical Education

Practice personal and social skills to interact respectfully with others (AC9HPFP02)

Creative and critical thinking

Literacy

Personal and social capability

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CLASS 4 - SOUNDS OF EKKA (YEAR 1)

Achievement Standard

They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice. They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. By the end of Year 2, students identify where they experience visual arts. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

English

Explore language to provide reasons for likes, dislikes and preferences (AC9E1LA02)
Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools (AC9E1LE05)
Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words (AC9E1LY06)

Visual Arts

Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01)
Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)

Literacy

Creative and critical thinking

Personal and social capability

Numeracy

CLASS 4 - SOUNDS OF EKKA (YEAR 2)

Achievement Standard

By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice. They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. By the end of Year 2, students identify where they experience visual arts. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

English

Explore how language can be used for appreciating texts and providing reasons for preferences (AC9E2LA02)

create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools (AC9E2LE05)

create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words (AC9E2LY06)

Visual Arts

Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01)

Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)

Literacy

Creative and critical thinking

Personal and social capability

Numeracy

#2025EDU02

CLASS 5 - REUSE, RECYCLE - CD ART

Achievement Standard

By the end of Year 2 students describe the purpose of familiar products, services and environments. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions. By the end of Year 2, students identify where they experience visual arts. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

Design and Technologies

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01)

Use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE2P02)

Evaluate the success of design ideas and solutions based on personal preferences and including sustainability (AC9TDE2P03)

Sequence steps for making designed solutions cooperatively (AC9TDE2P04)

Visual Arts

Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01)

Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)

Literacy

Creative and critical thinking

Personal and social capability

Numeracy

Sustainability

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CLASS 6 - ANIMAL ANTICS

Achievement Standard

By the end of Year 2 students describe the purpose of familiar products, services and environments. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions. By the end of Year 2, students identify where they experience visual arts. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

Design and Technologies

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01)

Use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE2P02)

Evaluate the success of design ideas and solutions based on personal preferences and including sustainability (AC9TDE2P03)

Sequence steps for making designed solutions cooperatively (AC9TDE2P04)

explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)

Visual Arts

Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01)

Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)

Literacy

Creative and critical thinking

Personal and social capability

Numeracy

Sustainability

#2025EDU02

CLASS 7 - STACKED SKEWER SCULPTURE

Achievement Standard

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. They share or display their artworks and/or visual arts practice in informal settings. By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. Students select design ideas against design criteria. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions.

Visual Arts

Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts (AC9AVA4E01)

Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01)

Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01)

Share and/or display artworks and/or visual arts practice in informal settings (AC9AVA4P0)

Design and Technologies

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01)

Describe how forces and the properties of materials affect function in a product or system (AC9TDE4K02)

Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE4P01)

Select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)

sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

Creative and critical thinking

Personal and social capability

Literacy

Sustainability

Numeracy

#2025EDU02

CLASS 8 - DIAMANTE POEM (YEAR 3)

Achievement Standard

They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features.

English

Describe how texts across the curriculum use different language features and structures relevant to their purpose (AC9E3LA03)

Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts (AC9E3LE05)

Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular word (AC9E3LY06)

Creative and critical thinking

Literacy

Personal and social capability

CLASS 8 - DIAMANTE POEM (YEAR 4)

Achievement Standard

They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features.

English

Identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes (AC9E4LA03)

Create and edit literary texts by developing storylines, characters and settings (AC9E4LE05)

Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation (AC9E4LY06)

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CLASS 9 - YESTERDAY AND TOMORROW

Achievement Standard

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. They share or display their artworks and/or visual arts practice in informal settings. By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. Students select design ideas against design criteria. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions.

Visual Arts

Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts (AC9AVA4E01)

Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01)

Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01)

Share and/or display artworks and/or visual arts practice in informal settings (AC9AVA4P0)

Design and Technologies

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01)

Describe how forces and the properties of materials affect function in a product or system (AC9TDE4K02)

Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE4P01)

Select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)

sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

Creative and critical thinking

Personal and social capability

Literacy

Sustainability

Numeracy

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CLASS 10 - DISTANT EDUCATION MAP (YEAR 5)

Achievement Standard

They explain the influence of people on the characteristics of places and in the management of spaces. Students develop questions and locate, collect and organise information and data from primary and secondary sources. Students evaluate information and data to identify and describe patterns or trends. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

HASS

The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04)

Develop questions to investigate people, events, developments, places and systems (AC9HS5S01)

Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS5S03)

Design and Technologies

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools (AC9TDE6P02)

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01)

Develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)

Creative and critical thinking

Sustainability

Personal and social capability

Literacy

Digital literacy

#2025EDU02

CLASS 10 - DISTANT EDUCATION MAP (YEAR 6)

Achievement Standard

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

HASS

Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K08)

Develop questions to investigate people, events, developments, places and systems (AC9HS6S01)

Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS6S03)

Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions (AC9HS6S07)

Design and Technologies

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools (AC9TDE6P02)

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01)

Develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)

Creative and critical thinking

Sustainability

Personal and social capability

Literacy

Digital literacy

Ethical understanding

CLASS 11 - PROMOTE THE EKKA (YEAR 5)

Achievement Standard

They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features.

Digital Technologies

Generate, modify, communicate and evaluate designs (AC9TDI6P04)
Evaluate existing and student solutions against the design criteria and user stories and their broader community impact (AC9TDI6P06)
Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions (AC9TDI6P07)
Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08)

English

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation (AC9E5LY06)
Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E5LY07)
Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (AC9E5LY03)

Creative and critical thinking

Personal and social capability

Digital literacy

Literacy

CLASS 11 - PROMOTE THE EKKA (YEAR 6)

Achievement Standard

They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features.

Digital Technologies

Generate, modify, communicate and evaluate designs (AC9TDI6P04)
Evaluate existing and student solutions against the design criteria and user stories and their broader community impact (AC9TDI6P06)
Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions (AC9TDI6P07)
Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08)

English

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)
Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E6LY07)
Analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences (AC9E6LY03)

Creative and critical thinking

Personal and social capability

Digital literacy

Literacy

CLASS 12 - INFORMATION POSTER (YEAR 5)

Achievement Standard

By the end of Year 5 students explain how the form and behaviour of living things enables survival. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They construct representations to organise data and information and describe patterns, trends and relationships. They use language features that reflect their purpose and audience when communicating their ideas and findings.

Science

Examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01)

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate (AC9S5I06)

Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships (AC9S5I04)

Creative and critical thinking

Personal and social capability

Digital literacy

Sustainability

CLASS 12 - INFORMATION POSTER (YEAR 6)

Achievement Standard

By the end of Year 6 students explain how changes in physical conditions affect living things. Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.

Science

Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions (AC9S6U01)

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate (AC9S6I06)

Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships (AC9S6I04)

Creative and critical thinking

Personal and social capability

Digital literacy

Sustainability

CLASS 13 - EKKA AT NIGHT (FOUNDATION)

Achievement Standard

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context.

Music & Media Arts

Explore how and why the arts are important for people and communities (AC9AMUFE01)
Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AMUFD01)
Create arts works that communicate ideas (AC9AMUFC01)
Share their arts works with audiences (AC9AMUFP01)

Digital Technologies

Recognise and explore digital systems (hardware and software) for a purpose (AC9TDIFK01)

Creative and critical thinking

Literacy

Intercultural understanding

Digital literacy

Personal and social capability

CLASS 13 - EKKA AT NIGHT (YEAR 1 & 2)

Achievement Standard

By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts. Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings. By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online.

Music & Media Arts

Explore where, why and how people across cultures, communities and/or other contexts experience music/ media arts (AC9AMU2E01/ AC9AMA2E01)

Select and combine elements of music when composing and practising music for performance (AC9AMU2C01)

Explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements (AC9AMA2D01)

Use media languages and media technologies to construct representations (AC9AMA2C01)

Share media arts works with audiences in informal settings (AC9AMA2P01)

Digital Technologies

Identify and explore digital systems and their components for a purpose (AC9TDI2K01)

Follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) (AC9TDI2P02)

Use the basic features of common digital tools to create, locate and communicate content (AC9TDI2P04)

Use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults (AC9TDI2P05)

Creative and critical thinking

Literacy

Intercultural understanding

Digital literacy

Personal and social capability

#2025EDU02

CLASS 13 - EKKA AT NIGHT (YEAR 3 & 4)

Achievement Standard

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours.

Music & Media Arts

Explore where, why and how music/media arts is composed and/or performed across cultures, times, places and/or other contexts (AC9AMU4E01/ AC9AMA4E01)

Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements (AC9AMA4D01)

Manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance (AC9AMU4C01)

Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning (AC9AMA4C01)

Share media arts works in informal settings considering responsible media practice (AC9AMA4P01)

Digital Technologies

Explore and describe a range of digital systems and their peripherals for a variety of purposes (AC9TDI4K01)

Follow and describe algorithms involving sequencing, comparison operators (branching) and iteration (AC9TDI4P02)

generate, communicate and compare designs (AC9TDI4P03)

discuss how existing and student solutions satisfy the design criteria and user stories (AC9TDI4P05)

Use the core features of common digital tools to create, locate and communicate content, following agreed conventions (AC9TDI4P06)

Creative and critical thinking

Literacy

Intercultural understanding

Digital literacy

Personal and social capability

Numeracy

#2025EDU02

CLASS 13 - EKKA AT NIGHT (YEAR 5 & 6)

Achievement Standard

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours.

Music & Media Arts

Explore where, why and how music/ media arts is created and/or distributed across cultures, times, places and/or other contexts (AC9AMU4E01/ AC9AMA4E01)

Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements (AC9AMA4D01)

Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning (AC9AMA4C01)

Share media arts works in informal settings considering responsible media practice (AC9AMA4P01)

Digital Technologies

Explore and describe a range of digital systems and their peripherals for a variety of purposes (AC9TDI4K01)

Define problems with given design criteria and by co-creating user stories (AC9TDI4P01) generate, communicate and compare designs (AC9TDI4P03)

Discuss how existing and student solutions satisfy the design criteria and user stories (AC9TDI4P05)

Use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults (AC9TDI4P07)

Creative and critical thinking

Literacy

Intercultural understanding

Digital literacy

Personal and social capability

Numeracy

CLASS 14 - OUR FUTURE (FOUNDATION)

Achievement Standard

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Visual Arts

Explore how and why the arts are important for people and communities (AC9AVAFE01)

Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01)

Create arts works that communicate ideas (AC9AVAFC01)

Share their arts works with audiences (AC9AVAFP01)

Intercultural understanding

Literacy

Personal and social capability

Creative and critical thinking

#2025EDU02

CLASS 14 - OUR FUTURE (YEARS 1 & 2)

Achievement Standard

By the end of Year 2, students identify where they experience visual arts. Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

Visual Arts

*E*xperiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01)

Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01)

Share artworks and/or visual arts practice in informal settings (AC9AVA2P01)

Numeracy

Literacy

Personal and social capability

Creative and critical thinking

#2025EDU02

CLASS 14 - OUR FUTURE (YEARS 3 & 4)

Achievement Standard

By the end of Year 4, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts. Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

Visual Arts

Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts (AC9AVA4E01)

Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01)

Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01)

Share and/or display artworks and/or visual arts practice in informal settings (AC9AVA4P01)

Intercultural understanding

Literacy

Personal and social capability

Creative and critical thinking

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CLASS 14 - OUR FUTURE (YEARS 5 & 6)

Achievement Standard

By the end of Year 6, students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. Students develop and document ideas for their own artworks. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

Visual Arts

Explore ways that visual conventions, visual arts processes and materials are combined to Communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts (AC9AVA6E01)

Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials (AC9AVA6D01)

Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01)

Intercultural understanding

Literacy

Personal and social capability

Creative and critical thinking

CLASS 15 - MINECRAFT EDUCATION (FOUNDATION)

Achievement Standard

By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them.

Design and Technologies

Explore how familiar products, services and environments are designed by people (AC9TDEFK01)

Generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose (AC9TDEFP01)

Digital Technologies

Recognise and explore digital systems (hardware and software) for a purpose (AC9TDIFK01)

Creative and critical thinking

Literacy

Digital literacy

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CLASS 15 - MINECRAFT EDUCATION (YEAR 1 & 2)

Achievement Standard

By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online.

Design and Technologies

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01)

Explore how technologies including materials affect movement in products (AC9TDE2K02)

Generate and communicate design ideas through describing, drawing or modelling, including using digital tools (AC9TDE2P01)

Use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE2P02)

Evaluate the success of design ideas and solutions based on personal preferences and including sustainability (AC9TDE2P03)

Sequence steps for making designed solutions cooperatively (AC9TDE2P04)

Digital Technologies

Identify and explore digital systems and their components for a purpose (AC9TDI2K01)

Investigate simple problems for known users that can be solved with digital systems (AC9TDI2P01)

Use the basic features of common digital tools to create, locate and communicate content (AC9TDI2P04)

Creative and critical thinking

Literacy

Digital literacy

Personal and social capability

Numeracy

#2025EDU02

CLASS 15 - MINECRAFT EDUCATION (YEAR 3 & 4)

Achievement Standard

By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours.

Design and Technologies

Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01)

Describe how forces and the properties of materials affect function in a product or system (AC9TDE4K02)

Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE4P01)

Generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools (AC9TDE4P02)

Select and use materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE4P03)

Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05)

Digital Technologies

Explore and describe a range of digital systems and their peripherals for a variety of purposes (AC9TDI4K01)

Define problems with given design criteria and by co-creating user stories (AC9TDI4P01)

Generate, communicate and compare designs (AC9TDI4P03)

Use the core features of common digital tools to create, locate and communicate content, following agreed conventions (AC9TDI4P06)

Creative and critical thinking

Literacy

Digital literacy

Personal and social capability

Numeracy

CLASS 15 - MINECRAFT EDUCATION (YEAR 5 & 6)

Achievement Standard

By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions.

Design and Technologies

Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01)

Explain how electrical energy can be transformed into movement, sound or light in a product or system (AC9TDE6K02)

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01)

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools (AC9TDE6P02)

Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions (AC9TDE6P03)

Develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05)

Digital Technologies

Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions (AC9TDI6P07)

Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08)

Creative and critical thinking

Literacy

Digital literacy

Personal and social capability

Numeracy

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ROYAL QUEENSLAND SHOW

DISCOVER QUEENSLAND'S BIGGEST CLASSROOM

Join schools from across the state bringing learning to life through the Ekka experience.

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Ekka
ROYAL QUEENSLAND SHOW

INTERNATIONAL AWARD WINNERS

The Royal Queensland Show (Ekka) is recognised for its excellence, over many years, by winning numerous awards at the International Fairs & Expos (IAFE) Awards.

IAFE has more than 1,000 members representing agricultural fairs from the United States, Canada, the United Kingdom, and Australia.

These awards represent the continued dedication the Ekka plays in bridging the country city divide, and educating the next generation on the essential role farming and agriculture plays in their everyday lives.