Ekka

ROYAL QUEENSLAND SHOW

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

STUDENT PHOTOGRAPHY COMPETITION



Years 3 - 12

TABLE OF CONTENTS

Competition Overview..... 3
Important Contacts..... 3
Curriculum Alignment..... 4
Years 3 & 4.....4
Years 5 & 6.....5
Years 7 & 8.....6
Years 9 & 10.....7
Senior Secondary (11 & 12)..... 8
Visual Art..... 8
Classroom Resources..... 11



COMPETITION OVERVIEW

Student Photography

Those with an eye for photography can submit their work in the Ekka Photography Competition.

The student class encourages emerging artists to showcase their budding talents, by recognising and rewarding the next generation of passionate photographers. Students from Year 3 to Senior Secondary are welcome to submit their prints of any subject (monochrome or colour) in the Ekka competition, with winners to be displayed at the Show.

Open to students worldwide, this competition class provides a platform to exhibit creativity and perspective through the lens. This competition fosters a community of young visionaries in the dynamic world of photography.



IMPORTANT CONTACTS

Competition Enquiries

entries@rna.org.au

Education Content Enquiries

education@ekka.com.au

Ekka School & Group Bookings Enquiries

groupbookings@ekka.com.au





CURRICULUM ALIGNMENT

YEARS 3 & 4

Achievement Standard

By the end of Year 4, students describe the use of media languages and media technologies to construct representations in media arts works they experience and/or produce. Students use media languages, and media technologies and production processes to construct representations in media arts works. They share their work in informal settings using responsible media practice. 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. 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.

Media Arts

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)

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)

Digital Technologies

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

Creative and critical thinking

Literacy

Personal and social capability

Digital literacy

Intercultural understanding





CURRICULUM ALIGNMENT

YEARS 5 & 6

Achievement Standard

By the end of Year 6, students explain how media languages and media technologies are used in media arts works they construct and/or experience. Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice. 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. 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.

Creative and critical thinking

Literacy

Personal and social capability

Digital literacy

Intercultural understanding

Media Arts

Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies (AC9AMA6D01)

Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences (AC9AMA6C01)

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)

Digital Technologies

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





CURRICULUM ALIGNMENT

YEARS 7 & 8

Achievement Standard

By the end of Year 8, students analyse the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience. Students select and manipulate media languages and media technologies, and use production processes to construct representations. They produce media arts works that communicate ideas, perspectives and/or meaning. They present their work to an audience. They plan where and how they could distribute their work using responsible media practice.

By the end of Year 8, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. Students generate, document and develop ideas for artworks. They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.

Creative and critical thinking

Literacy

Personal and social capability

Digital literacy

Intercultural understanding

Media Arts

Develop media production skills throughout the production process to construct representations using media languages and media technologies (AC9AMA8D01)

Design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience (AC9AMA8C01)

Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning for specific audiences using responsible media practice (AC9AMA8C02)

Visual Arts

Investigate ways that visual conventions, visual arts processes and materials are manipulated to represent ideas, perspectives and/or meaning in artworks created across cultures, times, places and/or other contexts (AC9AVA8E01)

Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning (AC9AVA8C02)

Digital Technologies

Select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions (AC9TDI8P11)





CURRICULUM ALIGNMENT

YEARS 9 & 10

Achievement Standard

By the end of Year 10, students analyse how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience. Students use media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences. They present their work to an audience. By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity. Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

Creative and critical thinking

Literacy

Personal and social capability

Digital literacy

Intercultural understanding

Media Arts

Experiment with ways to construct representations that reflect ideas, perspectives and/or meaning, and/or use of media conventions, media languages and media technologies (AC9AMA10D01)

Design and structure media arts works that examine and communicate ideas, perspectives and/or meaning (AC9AMA10C01)

Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning, and confirm or challenge the expectations of specific audiences (AC9AMA10C02)

Visual Arts

Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that reflect personal expression, and represent and/or challenge, ideas, perspectives and/or meaning (AC9AVA10C02)

Digital Technologies

Select and use emerging digital tools and advanced features to create and communicate interactive content for a diverse audience (AC9TDI10P11)





CURRICULUM ALIGNMENT

SENIOR SECONDARY

Visual Art

1. Implement Ideas and Representations

When students implement ideas and representations, they develop skills in reading images as they plan and design responses. They make visible their thinking and decision-making, and put their ideas into effect, communicating meaning using images, words, objects and experiences. They identify and develop the scope of their inquiry, obstacles or anticipated challenges and what the indicators for success might be.

6. Experiment in Response to Stimulus

When students experiment in response to stimulus, they research new ideas and identify and test alternative solutions inspired by their research. They work in a non-sequential and nonhierarchical way through the process of inquiry learning by capitalising on unforeseen opportunities and insights.

7. Create Visual Responses using Knowledge and Understanding of Art Media

When students create visual responses, they make individualised artworks that demonstrate acquired skills and knowledge and understanding of art materials, techniques, technologies and processes. They work as artists to communicate intended and imagined ideas, representations and meaning.

Additional Subject-Specific Information

Contexts

Contexts are frames of reference that inform concepts and focuses, allowing visual communication and meaning to evolve. The contexts are contemporary, personal, cultural and formal. As students engage in art-making and responding, they employ different contexts to understand and appreciate how artists incorporate a range of influences and layers of meaning. Throughout the course of study, students develop their understanding of each of the four contexts, both individually and in combination, and how they provide alternative ways of analysing and interpreting their own artwork and the work of others.

The contemporary context informs the analysis and interpretation of past and present artwork through a lens of 21st century art ideas and issues, and how these challenge engagement, communication and meaning. Through:

- making, students can test boundaries of traditional art practices; they reconceptualise, modify and explore appropriation of artworks and images, and investigate the impact and place of new technologies on art practices and experiences
- responding, students examine new or different meaning and significance that may be assigned to artworks of the past; they question and re-evaluate traditionally held values and assumptions of art and representation.





CURRICULUM ALIGNMENT

SENIOR SECONDARY (CONT.)

Visual Art (Cont.)

Contexts

The personal context informs the analysis and interpretation of emotions, sensory experiences, personal philosophy, beliefs and ideas that are reflected in artworks, and how these contribute to engagement, communication and meaning. Through:

- making, students investigate their responses to the world around them; their personal interests, experiences and philosophies; and the impact these have on symbolism and practices
- responding, students examine how artists are influenced by life and experiences, and consider how their own feelings and backgrounds influence their physical and emotional reactions as audience.

The cultural context informs the analysis and interpretation of the social influences and representations of time, place, politics, purpose, ethnicity, gender and spiritual and secular beliefs on artwork, and how these contribute to engagement, communication and meaning. Through:

- making, students explore cultural values, historical or current events, social pressures, and attitudes that impact on them and others, and determine the origins of social meaning communicated in artwork
- responding, students consider Aboriginal perspectives and Torres Strait Islander perspectives; regional, national, international, social and cultural identity of artists and audiences; and how artists use their work as a vehicle to invite change and provoke conversation.

The formal context informs the analysis and interpretation of formal visual art elements and principles, the application of art materials, techniques, technologies and processes, the stylistic qualities relative to historical periods or iconology seen in artworks, and how these contribute to engagement, communication and meaning. Through:

- making, students focus on the formal organisation and placement of visual components, experimenting with codes, symbols and art conventions, and the communicative value of art materials, techniques, technologies and processes
- responding, students decode artworks by reading the relationships between specific visual language, signs, symbols, codes and conventions that are used to transmit information and ideas in artworks.

QCAA Visual Art 2025 v1.0 General Senior Syllabus





CURRICULUM ALIGNMENT

SENIOR SECONDARY (CONT.)

Visual Arts in Practice 2024

1. **Use Visual Art Practices**

When making, students use art-making modes, media, technologies and skills to create artworks. They develop independence across the course of study, selecting and refining use of visual arts practices according to their strengths and interests.

3. Communicate Ideas

When making, students use visual language to create artworks for specific purposes and in specific contexts. They interpret existing stimulus and generate and express individualised ideas or ways of working. Artworks may communicate representations, thoughts, feelings, experiences or observations.

Additional Subject-Specific Information

Purpose and Context

Artworks reflect the context in which they are made. Students consider how context influences art-making and how artworks can be developed through multiple contexts to communicate layers of meaning.

Art-making contexts may be generated from local, national or global places, spaces and time periods, and include contemporary, personal, cultural and formal perspectives.

When making and responding to art, students determine the audience, the reason the artwork will be made and how it will be displayed. Reasons for art-making may include celebration, clarification, decoration, entertainment, information, persuasion, promotion or utility.

How an artist or artisan aims to address purpose and context in their art-making is referred to as their artistic intention.

Artworks are made with a particular audience in mind. Artists and artisans consider the potential engagement or reactions of the audience when developing ideas and artworks.

Engaging with community in the development and making of artworks will provide real-world authentic experiences.

Display and curatorial skills inform the real-world considerations artists, artisans and curators face when positioning, displaying and explaining artworks to enhance meaning and appreciation. Exhibiting artworks in public and private spaces is important to conveying social, cultural and artistic meaning.

QCAA Visual Arts in Practices 2024 v1.1 Applied Senior Syllabus





CLASSROOM RESOURCES

Art Gallery NSW: The Photograph and Australia - Accessible for all Ages

Photography was first used in Australia more than 170 years ago. Since then, it has played an important role in understanding Australia as a place and Australians as a people. This major exhibition brings together hundreds of images – from early daguerreotypes of 1845 to the digital images of 2015. Together, they explore how photography has shaped our view of the world, ourselves and each other.
cdn.sanity.io/files/m2obzhc2/production/37b7adabdc179f60d6177bf704483fff91878267.pdf

The School of Photography: An Introduction to Photography - Years 3 - 6

Here is a first lesson for students studying photography. It's aimed to assist teachers delivering photography to a new class. We'll look at how the science of photography hasn't changed since its invention in the 1830's, while referring to examples from the past, and discuss what the essentials of photography actually are. There will also be several tasks to set students on their way to a great photography course. These include making a camera obscura out of a shoe box and studying the early pioneers of photography!
youtu.be/T1OwVx8-Fig

QAGOMA: Animal Gallery - Years 5 - 6

Explore animals in art and imagine your own gallery where creatures large and small can live. Learn through Art, supports engagement with artworks from the collection in the classroom and online. Learn through Art invites students to explore works by contemporary artists. This includes Indigenous Australian artists and artists from the Asia Pacific region – with students encouraged to build upon their creative and critical thinking skills, plus develop a deeper understanding of the world around them.
learning.qagoma.qld.gov.au/wp-content/uploads/2020/06/Worksheet-Animals.pdf





CLASSROOM RESOURCES

QAGOMA: Rituals - Years 7 - 8

Explore the customs, values and beliefs of communities and cultures through a variety of artistic practices, objects and icons. Learn through Art, supports engagement with artworks from the collection in the classroom and online. Learn through Art invites students to explore works by contemporary artists. This includes Indigenous Australian artists and artists from the Asia Pacific region with students encouraged to build upon their creative and critical thinking skills, plus develop a deeper understanding of the world around them.
learning.qagoma.qld.gov.au/wp-content/uploads/2020/06/Worksheet-Rituals.pdf

QAGOMA: Identity - Years 9 - 10

Consider the role that art and visual culture can play in shaping contemporary understandings of identity. Learn through Art, supports engagement with artworks from the collection in the classroom and online. Learn through Art invites students to explore works by contemporary artists. This includes Indigenous Australian artists and artists from the Asia Pacific region while encouraging students to build upon their creative and critical thinking skills, plus develop a deeper understanding of the world around them.
learning.qagoma.qld.gov.au/wp-content/uploads/2020/06/Worksheet-Identify.pdf

QAGOMA: Creative Generation - Excellence Awards in Visual Arts - Senior Secondary

Each year, the Creative Generation Excellence Awards in Visual Art recognise and celebrate the artistic achievements and creative talents of senior high school students from across Queensland. These young artists reflect on their own cultural identities, draw attention to social issues and raise concerns about our impact on the environment. Drawing on a wide range of media, materials and techniques, they show us that art can communicate ways of seeing the world, document the human experience, and connect people. Together, these works demonstrate the passion, interests and creativity of a new generation.
www.qagoma.qld.gov.au/exhibition/creative-generation-2023/



Ekka

ROYAL QUEENSLAND SHOW

DISCOVER QUEENSLAND'S BIGGEST CLASSROOM

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



Scan here to get involved!

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.



ekka.com.au