Ekka

ROYAL QUEENSLAND SHOW

CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

CREATIVE CLIPS COMPETITION



Years 5 - 12

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COMPETITION OVERVIEW

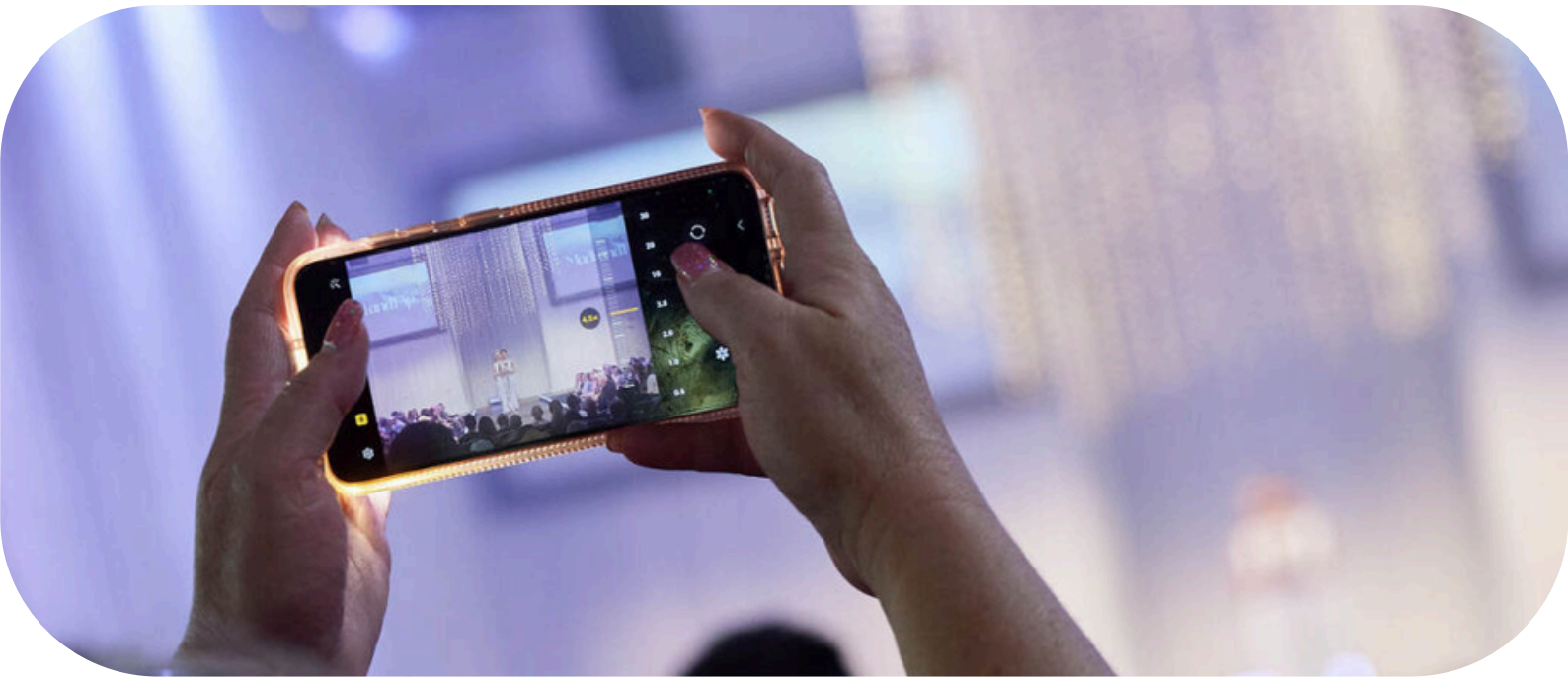
Ekka's Creative Clips

The Ekka's Creative Clips competition will see students create, produce and edit a multimedia product during their Ekka Excursion. There are two classes for this competition, Junior (Years 5 - 9) and Senior Secondary (Years 10 - 12). The submission requirements are listed in the competition schedule alongside the creative brief and judging criteria, which can be shared with students as a guide for their media arts creations.

The competition allows students to develop:

- An understanding of the structure and features of a short film.
- An understanding of camera angles, movement and shots in constructing a screen-based narrative.
- Practical production skills.
- Teamwork, time management and planning skills.

Students could see their creations shared on the Ekka's social media platforms.



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 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.

Literacy

Creative and critical thinking

Digital literacy

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)

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 art 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 art 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.

Literacy

Creative and critical thinking

Digital literacy

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)

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 art works they produce and/or experience. Students use media art concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media art works in a range of genres/styles and/or forms, for specific audiences. They present their work to an audience. They plan where and how they could distribute their work and the relationships they could develop with their audiences, using responsible media practice.

Literacy

Creative and critical thinking

Digital literacy

Personal and social capability

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)

Digital Technologies

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





CURRICULUM ALIGNMENT

YEAR 11 - 12: FILM, TELEVISION & NEW MEDIA

Syllabus Objectives

1. **Design Moving-Image Media Products**

When students design moving-image media products, they use specific conventions of preproduction formats such as storyboards, treatments and scripts. They plan moving-image media products, selecting and using codes and conventions to create representations. Students justify choices about production practices and processes, including technology requirements, stages of development and workplace health and safety practices.

2. Create Moving-Image Media Products

When students create moving-image media products, they engage in production processes to realise plans made in pre-production. This involves working with appropriate concepts and ideas, and selecting and using production technologies and post-production processes to develop, edit, manipulate, construct and systematically arrange visual and audio elements.

3. Resolve Film, Television and New Media Ideas, Elements and Processes

When students resolve, they address key concepts and contexts of production and use to consolidate conceptual, technical or creative purpose in a moving-image media product. They demonstrate use of languages to communicate representations to audiences. As students resolve ideas, elements and processes into moving-image media products, they establish and refine their own production practices.

4. Apply Literacy Skills

When students apply literacy skills, they select key terminology and appropriate language conventions for particular purposes and contexts. They use correct grammar and systematically arrange words, phrases, clauses and sentences to communicate meaning in texts. Students recognise, distinguish and apply genre-specific features appropriate to the text. They use and understand appropriate referencing conventions, including citations, that acknowledge the expertise of others, including sourced information and ideas.

Additional Subject-Specific Information

Making and Responding

Making and responding are interconnected. When students make moving-image media artworks, they are informed by their knowledge and experiences with the artworks and practices of others. When students respond, they are informed by their knowledge and experiences as both artist and audience.

The syllabus objectives in Film, Television & New Media reflect this interconnection by integrating the knowledge, understanding and skills acquired through both making and responding. The objectives recognise that when students work as artist and audience, making involves work in the art form, while responding involves work about the art form.



QCAA Film, Television & New Media 2025 v1.1 General Senior Syllabus



CURRICULUM ALIGNMENT

YEAR 11 - 12: MEDIA ARTS IN PRACTICES

Syllabus Objectives

1. **Use Media Art Practices**

When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.

2. Communicate Ideas

When making, students create media artworks that suit purpose and context. Students show making in both pre-production and production formats, and may use media language to communicate ideas.

Additional Subject-Specific Information

Purpose and Context

Media artworks reflect the context in which they are made. Students should consider how context influences art-making and how media 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 can be situated in real-time physical spaces or across virtual or online platforms.

When making and responding to media artworks, students determine the audience, the reason the artwork will be made and how it will be distributed (accessed or viewed). Reasons for artmaking may include celebration, clarification, decoration, entertainment, information, persuasion, promotion or utility.

How a media artist aims to address purpose and context in their art-making is referred to as their artistic intention.

Media artworks are made with a particular audience or client in mind. Media artists consider the potential engagement or reactions of the audience when developing ideas and artworks.

Engaging with community in the development and making of media artworks will provide realworld authentic engagement.

Media artworks are distributed, accessed and/or viewed in both public and private spaces, across physical and virtual platforms. Students consider how distribution choices can add value and social, cultural and artistic intention for their audience.

Unit Option C: Community

In this unit, students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences. Students may focus on a person, event, issue or other aspect in a community and should work collaboratively with other students or community members where possible.

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





CLASSROOM RESOURCES

Media Literacy & the Curriculum - Teachers

Michelle Ciulla Lipkin, Executive Director of the National Association for Media Literacy Education in the US visited Australia for Media Literacy Week in 2018. She highlights how we should be bringing media literacy awareness into different curricula.
abc.net.au/education/media-literacy/media-literacy-and-the-curriculum/10230924

Storyboard Preparation - Years 5 - 12

A storyboard is a shot-by-shot visual plan that shows what a film will look like before the film is shot. The storyboard acts as a visual guide to the team shooting the film. Here, you'll learn about what storyboards are used for, why they're important, and how to create them.
acmi.net.au/education/school-program-and-resources/film-it-storyboards/

Creative Careers Resource - Years 5 - 12

For students interested in a career in film and television, this guide can provide a sneak peek into the industry and opportunities for emerging film students.
acmi.net.au/education/school-program-and-resources/careers-resource/

Filmmaking - Years 5 - 12

This AFTRS Media Lab Learning Resource is an introduction to filmmaking - designed to be used by teachers for students across a wide range of ages. It provides information, worksheets and suggested activities to guide students through the process of preparing for, and making, a short narrative film. We help you and your students think about pre-production and planning, about ways to use the camera, crew roles and managing digital files.
medialab.aftrs.edu.au/resources/filmmaking/

Ultimate Video Skills - Years 5 - 12

Hosted by presenter Luke Franks, Ultimate Video Skills is a series of 5-minute shows that teach kids the skills to make video clips on their phones or tablets. In each episode, Luke will be joined by a guest creator, who will bring to life a new camera trick that kids can try at home or on a creative assignment.
abc.net.au/education/tv-guide/ultimate-video-skills/101884082





CLASSROOM RESOURCES

Behind the Scenes at Behind the News - Years 5 - 6

The team at 'Behind the News' take you behind the scenes to see how their weekly news program is produced. They have an education team that helps make sure their stories are teaching students what they need to know and an archive team find pictures from all over Australia to illustrate the stories.
abc.net.au/education/media-literacy/behind-the-scenes/10007708

Film It - The Filmakers Toolkit - Years 7 - 10

Film It is an online resource covering a range of filmmaking skills found in pre-production, production and post-production stages. The resource is aimed at students with a range of knowledge, from those who have done little or no filmmaking, to those with some experience. The lessons and activities showcase a range of filmmaking skills and roles.
acmi.net.au/education/school-program-and-resources/careers-resource/

Editing - Years 10 - 12

Through the creative and critical thinking capability, students will learn about the art of editing to make a completed film project. This digital resource provides the 4 key steps of editing; the rough cut, fine cut, addition of music, quick/jump cuts as well as additional editing techniques.
acmi.net.au/education/school-program-and-resources/film-it-editing/

Exploring Shot Types - Years 10 - 12

This in-depth digital resource encourages students to explore "shot types" as a way of framing what the camera sees and impact of those choices on a character, setting or object. Check out the shot types and examples listed, then tackle one or more of the activities at the end of the page to create your own shots.
acmi.net.au/education/school-program-and-resources/exploring-shot-types/

Exploring Camera Angles - Years 10 - 12

Used in conjunction with the shot types resource above, the exploration of camera angles is beneficial to students as they develop their skills in filmmaking. The way the camera is angled can contribute to the meaning the audience will get from the shot and can be used to make characters look strong, weak, intimidating, inferior. They can also help an audience get a sense for what a
character is experiencing and what they are feeling; all these by simply changing the angle of the camera.
acmi.net.au/education/school-program-and-resources/exploring-camera-angles/





CLASSROOM RESOURCES

EXTENSION ACTIVITY

Aus Film: Australian Screen Industry Roles - Years 10 - 12

This resource lays out department structures and job descriptions of hundreds of roles in Australia's film and television industry (physical + post production). It aims to build awareness of screen careers and demystify the department structures to help individuals navigate career paths.
www.ausfilm.com.au/news/australian-screen-industry-roles-guides/

AUSFILM



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