



CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

EKKA CREATIVE CLIPS COMPETITION

A person's hands are shown holding a smartphone horizontally, recording a presentation on a stage. The phone's camera viewfinder is visible, showing a speaker at a podium and an audience. The background is a blurred stage with blue and white lights.

GRADE 5 - GRADE 12

COMPETITION OVERVIEW

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 (Grade 5 - 9) and Senior (Grade 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 DATES

Competition Opens: Tuesday 21 November 2023

Entries Close: Friday 19 July 2024

Ekka Dates: Saturday 10 August - Sunday 18 August 2024

Judging Commences: Thursday 5 September 2024

IMPORTANT CONTACTS

Competition Enquiries

Kathleen Brock | Competitions & Event Planner

kbrock@royalqueenslandshow.com.au

Education Content Enquiries

Kimmy Balmer | Entertainment & Education Coordinator

kbalmer@royalqueenslandshow.com.au

School & Group Bookings Enquiries

Syafiqah Raimee | Group Sales & Marketing Coordinator

sraimee@royalqueenslandshow.com.au

FOR TEACHERS

ABC Education: Media Literacy & the Curriculum

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.

<https://www.abc.net.au/education/media-literacy/media-literacy-and-the-curriculum/10230924>



FOR ALL AGES

ACMI: Storyboard Preparation

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.

<https://www.acmi.net.au/education/school-program-and-resources/film-it-storyboards/>



Media Lab: Filmmaking

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.

<https://medialab.aftrs.edu.au/resources/filmmaking/>



VERSION 9 - GRADE 5 & 6

Media Arts: Developing practices and skills

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](#)).

Media Arts: Creating & Making

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: Collaborating and Managing

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



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Thinking*



Digital Literacy



Literacy

VERSION 9 - GRADE 7 & 8

Media Arts: Developing practices and skills

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

Media Arts: Creating & Making

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: Collaborating and Managing

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



VERSION 9 - GRADE 9

Media Arts: Developing practices and skills

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](#))

Media Arts: Creating & Making

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: Collaborating and Managing

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



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Digital Literacy



Literacy

CLASSROOM RESOURCES

ABC Education: Ultimate Video Skills

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.

<https://www.abc.net.au/education/tv-guide/ultimate-video-skills/101884082>

ABC's BTN: Behind the scenes at Behind the News

The team at Behind the News take you behind the scenes to see how their weekly news program is produced.

<https://www.abc.net.au/education/media-literacy/behind-the-scenes/10007708>



VERSION 9 - GRADE 10***Media Arts: Developing practices and skills***

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](#))

Media Arts: Creating & Making

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: Collaborating and Managing

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



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Digital Literacy



Literacy

**QCAA FILM, TELEVISION & NEW MEDIA SENIOR SYLLABUS 2019 -
GRADE 11 & 12*****Syllabus Objectives:***

3. Construct proposals and construct moving-image media products
6. Structure visual, audio and text elements to make moving image media products
7. Experiment with ideas for moving-image media products

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/film-television-new-media/syllabus>



QCAA FILM, TELEVISION & NEW MEDIA SENIOR SYLLABUS 2019 - GRADE 11 & 12

Pedagogical and Conceptual Frameworks: Making & 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.

Pedagogical and Conceptual Frameworks: Inquiry Learning

Inquiry learning is fundamental to Film, Television & New Media. It requires students to solve problems through questions that have more than one possible resolution, and emphasises the process of investigation when making and responding. Inquiry learning develops students' critical and creative thinking skills, and contributes to their ability to participate in aesthetic processes. It encourages students to move beyond acquisition of facts to metacognition and developing understandings about concepts and focuses. It can also enhance personal and social skills by encouraging students to take responsibility for their own learning.

Students' inquiry learning can include:

- Developing and creating media products
- Experimenting with ideas and formats
- Refining ideas through making and responding
- Reflecting, evaluating consequences and outcomes of creative choices, and justifying choices and decisions

Subject Matter: Create Opportunities for Collaborative Learning

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.

Subject Matter: Encourage Exploration and Experimentation with New Media Technologies

When possible, students should be provided with opportunities for experimentation with new media technologies. In addition to using a variety of technologies for production work, students can plan, collaborate and outline concepts for products with new media technologies. Opportunities for students to learn through online collaboration could also be provided.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/film-television-new-media/syllabus>



CLASSROOM RESOURCES***ACMI: Editing***

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.

<https://www.acmi.net.au/education/school-program-and-resources/film-it-editing/>

***ACMI: Exploring Shot Types***

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.

<https://www.acmi.net.au/education/school-program-and-resources/exploring-shot-types/>

***ACMI: Exploring Camera Angles***

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.

<https://www.acmi.net.au/education/school-program-and-resources/exploring-camera-angles/>

**EXTENSION ACTIVITY*****ACMI: Career Resource***

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.

<https://www.acmi.net.au/education/school-program-and-resources/careers-resource/>

***Aus Film: Australian Screen Industry Roles***

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.

<https://www.ausfilm.com.au/news/australian-screen-industry-roles-guides/>



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EDUCATION

www.ekka.com.au