

# RESPECTING CREATIVITY

WORLD IP DAY STUDENT COMPETITION 2009

## HEY!

Looking for an exciting competition for your students to enter that's not only fun, but will also fulfill their coursework requirements?

Do you have students who like being creative and would like to ensure creative people get proper respect for their valuable work? Then get them to have a go at this competition!

## WHAT THEY NEED TO DO:

Produce promotional material based around having respect for people's creativity using the following visual arts mediums...

Poster / Flyer  
Magazine Advert  
T-Shirt Design  
Web Banner

## WHO CAN ENTER:

There are two levels of entry. Year 8 - 10 students and Year 11 - 13 students who are enrolled with a New Zealand School or those taking Level 1, 2 or 3 NCEA.

## HOW TO ENTER:

All entries must be original work. Design entered in the 2008 IP Competition can't be re-entered in 2009. Pre-registration closes at the end of term three and finished entries must be submitted by 28 October 2009, so there's plenty of time to get planning!

## AWESOME PRIZES INCLUDING...

1ST PRIZE: A HI-SPEC LAPTOP

PLUS OTHER PRIZES OF...

MUSIC VOUCHERS

MOVIE PASSES, MP3 PLAYERS,

DVDS ...AND MORE!!!



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[WWW.LOVEMUSIC.CO.NZ](http://WWW.LOVEMUSIC.CO.NZ)

# RESPECTING CREATIVITY STUDENT COMPETITION

## Motivational Classroom Activities and Teaching Ideas

### STUDENT DISCUSSION TOPICS/ACTIVITIES

#### GETTING THE STUDENTS THINKING

- ❖ What is creativity? Is it the same as an original idea?
- ❖ Let's give examples of people being creative in:
  - *creating works of art*
  - *in music and music-making*
  - *in photography or film-making*
  - *in writing*
  - *inventing something new*
  - *in the computer world*
  - *as a graphic artist*
  - *in the world of dance or choreography*
  - *when taking part in any craft activity*
- ❖ When were we last creative? What was the last creative thing we did?
- ❖ How do we feel when we create something original?
- ❖ Can creativity be encouraged?
- ❖ What creative occupation would you choose if you had a choice? Why would you choose this occupation?



#### WHO OWNS WHAT IS CREATED?

- ❖ Is it possible to own an idea or must it be something you can feel and touch?
- ❖ Discuss difference between real (tangible) property and intellectual property (creations of the mind). Can we give examples of both types of property?
- ❖ What personally are our top five prized or valued examples of tangible property? How would we feel if any of this property was stolen? Has this ever happened?
- ❖ Is it possible to steal an idea or a creation (intellectual property) in the same way as tangible property? Give examples of what could be stolen and how?
- ❖ Is it possible to own intellectual property or creative ideas? What do we know about copyright? How does it work? Learn about copyright by visiting the following websites: [www.lovemusic.co.nz](http://www.lovemusic.co.nz), [www.nzfact.co.nz](http://www.nzfact.co.nz), [www.copyright.org.nz](http://www.copyright.org.nz), [www.iponz.govt.nz](http://www.iponz.govt.nz)
- ❖ What effect on creative people such as film-makers and musicians could illegal downloading of films and songs have? Is this illegal downloading the same as stealing?
- ❖ How is respecting copyright the same as respecting creativity? How does this encourage creativity?

### TAKING PART IN THE COMPETITION

- ❖ Tell students that the competition is all about raising awareness of Intellectual Property (IP) and to promote the idea of respecting the creativity of people in all creative fields, **eg** *musical works, poems, photographs, novels, films, drawings, paintings, inventions, sculptures ...*
- ❖ As 'creatives' the students are challenged to produce material for a copyright and IP campaign aimed at the under 18 age group.
- ❖ This promotional material could be in one or more of the following forms: *posters, billboards, stickers, screen savers, magazine advertisement, posters, flyer, storyboard for a short film or TV advertisement, radio adverts...*
- ❖ Entries can be from one student or a group of students could consider entering a combined portfolio suitable for several types of different media.
- ❖ Possible campaigns could be: *music piracy and illegal file sharing, DVD piracy, software piracy, protecting personal IP as designers, musicians, clothing counterfeiting, promoting the copyright act ...*
- ❖ Check out full details at: [www.lovemusic.co.nz](http://www.lovemusic.co.nz) > select learn about > select World IP Day student competition.

### DESIGN CONSIDERATIONS

- ❖ Introduce the idea that a good design makes a clear statement – that is the message is clear and obvious.
- ❖ Help students understand that good design is all about visual communication and should be: *clear, readable, says only one idea at a time, stays on the subject, is important, is simple, is interesting, and is accurate*. Discuss! Have students look through magazines to find designs they like. Can they say why they like them? Is the message clear? Does the design enhance the message?
- ❖ Discuss the concept of a target audience. How would it differ for age groups, gender etc, **eg** if it was for 10-12 year-old boys would a TV campaign be the best choice? Would a trendy T shirt advertised in a teenage fashion magazine appeal to 12-15 year-old girls? Who would be the target audience for YouTube viewers?
- ❖ Have students consider the language used. Should it be short and punchy or more detailed? How effective would a slogan be?
- ❖ Focus on elements of visual composition, **eg**
  - *we can use lines, shapes, textures, colours and spaces for visual communication*
  - *headlines or words don't always have to be at the top*
  - *illustrations and art should be roughly equal in area to the background*
  - *primary colours work well as well as black and white, too many colours are confusing, use 3 or 4 colours max!*

Further detailed teaching and learning activities can be found in **starters&strategies** Magazine, Term Four 2008 or download from our magazine section at: [www.teachingonline.org](http://www.teachingonline.org)

Download entry form pdf from [www.lovemusic.co.nz](http://www.lovemusic.co.nz)