

Intellectual Property: Respecting Creativity

Student Competition 2008

World Intellectual Property Day aims to raise the awareness of Intellectual Property (IP) and to promote, respect and protect people's creations be they inventions, patents, trade marks, novels, poems, plays, films, musical works, drawings, paintings, photographs, sculptures and architectural designs.

There are a variety of ways that this competition can be incorporated into teaching and learning programmes. The competition presents an opportunity for cross curricula engagement, but may be undertaken by a class in a single subject or discipline. Students may make group entries or investigate the possibilities in individual projects depending on what is best practice or appropriate for their learning programme. It is hoped that it will provide a source of motivation for students and an opportunity to investigate real life contexts.

Through applying knowledge and skills across a range of learning areas in creative ways, students can be engaged in promotion and protection of their own creativity. It's an exciting opportunity for expression, celebration and collaboration!

OBJECTIVE

To promote the theme of respecting creativity for World IP Day, through the development of design work, a short film, audio soundtrack or article, for a Copyright and Intellectual Property Campaign aimed at the **under 18 age group**.

CATEGORIES

Entrants are to produce promotional material in one or more of the following categories:

1. Poster, screen saver, billboard, magazine advertisement, flyer or clothing item
2. Song
3. Short Film or television advertisement
4. Radio advertisement
5. Article or essay
6. Computer or handheld game

RULES and REGULATIONS

1. The competition is open to all year 11, 12 and 13 students enrolled with a New Zealand school or Level 1, 2 or 3 NCEA programme.
2. Students may submit entries as individuals or as groups.
3. Visual Art and Design, Music, Media Studies, Technology, Graphics and English students may develop work for this competition as part of a course of study that includes opportunity for assessment of relevant achievement standards and/or unit standards. A list of relevant standards is attached.
4. All entries must be accompanied by an entry form available on registration.
5. All entries must be submitted in a commonly readable format, appropriate to the category. Hardcopy materials are to be presented in a clearfile, or secured in a folder or book no larger than A1.

6. The student/s name/s, year, teacher's name, school name and address must be printed clearly on each item submitted.
7. Entries must be the original work of the competitors only (although the guidance of the supervising teacher at various stages of the production is permitted and expected.).
8. Students may incorporate research material, as long as they attribute the source, check and comply with any copyright requirements. If music is used on a video, written permission to use the music must be included with the entry.
9. Each entry must have a completed cover sheet/ entry form. (see attached).
10. There are no limits to the number of entries per school.
11. The judges' decision will be final, and no communication will be entered into about the decision.
12. Entry is free (Design work entered in the 2007 Intellectual Property competition is not eligible).

TIMELINE

All entries must be received by the Ministry of Education by **28 October 2008**.

Prize-winners' schools will be notified by 12 November 2007.

POSSIBLE CAMPAIGNS INCLUDE (but are not limited to)

- World IP Day 2009
- Music Piracy- Remixing of music, illegal file sharing
- DVD piracy
- Software Piracy- Illegal downloading of software
- Protecting your own intellectual property as designers/ artists/musicians
- Clothing counterfeiting

Sample companies/clients:

- RIANZ, (the Recording Industry Association of New Zealand)
- Design Institute of New Zealand
- Ministry of Economic Development
- NZFA©T, New Zealand Federation Against Copyright Theft
- APRA, Australasian Performing Rights Association
- Copyright Council of New Zealand

Sample briefs: (please note these are samples only - entrants are not restricted to these scenarios)

A. Copyright

Using imagery without permission is a growing concern among professional designers, photographers and artists. The Design Institute of New Zealand is concerned at the lack of professionalism that this practice suggests.

As a designer/song writer/filmmaker or writer develop promotion material for the Design Institute of New Zealand in conjunction with Ministry of Economic Development, for a campaign called "Why my image?", with the by-line "Image Copyright", and the slogan "If it's worth it to you, then it's worth it to me".

The purpose of the campaign is to educate the public, businesses and in particular secondary and tertiary students, that the practice of using other people's images without permission is illegal, unfair and disrespectful to the creators of the images.

Firm guidelines need to be promoted to protect ownership and prevent piracy.

B. Music Piracy

Illegal file sharing has become a major concern for the New Zealand music industry, costing over \$50 million per year in lost revenue. The main piracy source is the internet.

Develop a campaign called “Sharing’s not caring” that could be used by RIANZ, (the Recording Industry Association of New Zealand). It will focus on protecting the New Zealand music industry and musicians from a loss of income through piracy.

The campaign will educate people to respect the creativity of the artists and their fair reward of payment for their music. It will raise awareness of the associated legal issues and promote the fact that true fans don’t share and it’s not cool to share – own the original.

C. Movie Piracy

Movie piracy through the illegal copying of rental DVDs is a real problem for the movie industry in New Zealand resulting in lost revenue for the rental companies and retail stores as illegal copies are burnt and shared around.

Develop promotional material for a campaign called “Hire original – See Original - Buy Original” for the New Zealand Federation Against Copyright Theft (NZFA©T). Its focus is to deter the illegal copying of DVDs and protect the DVD rental and retail markets.

The campaign will educate people to respect the creativity of the movie industry and the fair payment of the movie they enjoy. It will raise awareness of the associated legal issues and promote the fact that unauthorised copying of DVDs is illegal.

D. Software Piracy

Copying software without paying for it denies the rights of the creators of digital content. Each year software companies lose millions of dollars through illegal copying and distribution of their material. Many internet sites appear safe, and enable people to download content for free, but they also put people at risk, through exposing them to illegal content and unsuitable material.

Following the theme ‘Risks and Rights, Get it Right’ or a slogan of your choice, develop campaign material that will raise consciousness of safe use of the internet. The campaign should raise awareness among secondary students about the risks of illegally downloading material from the internet.

E. Clothing Counterfeiting

Internationally fashion designers are lobbying to increase the rights of fashion designers and stem the flood of counterfeited items generated each year. The international market for fake fashion goods could reach the \$2 trillion mark (£1.146 billion) in the next 20 years.

Develop promotional material that could be used by New Zealand fashion designers to raise public awareness of the fashion counterfeiting market. Promotional material may include an item of clothing.

The campaign may target New Zealanders travelling overseas who purchase clothes and fashion accessories. The highest producers of counterfeited items are countries such as Korea and China

The campaign may focus on travellers in airports, travel agencies and related businesses, and/or through online sales facilities. The campaign aims to educate people to make decisions that will not harm the growing fashion industry in New Zealand. You want to encourage buyers that to look good, they need to dress right, and ‘address copyright’.

F. Computer Game Piracy

Easy access to high speed internet, pirated games and peer-to-peer networks has resulted in widespread piracy. It is estimated that more than 20% of Xbox and PlayStation gamers use pirated games. A common attitude among gamers is that accessing pirated games is a means of trying before you buy, and does not harm the developer unless they were planning to purchase a game and then decided not to. The analogy of borrowing a book from the library rather than buying your own copy, doesn’t justify the use of pirated games.

Develop a hand held or computer game that will introduce the community to the concepts of intellectual property and the facts and features of game piracy. The campaign must target the game community in order to raise awareness of piracy practice and foster responsible decision making. The objective of the campaign is to make people play the game, and not to try before they buy.

JUDGES

A panel of judges representing the design, music, and film industry will be named in 2008.

The judges will provide general comments for each prize winner on their design. The judges will be looking for cutting edge material in each category that communicates clear messages and will appeal to the target audience. The judges' decision will be final.

Winning entries will be used in the promotion of World IP.

PRIZES

A range of prizes will be awarded across the categories and each year level. Prizes may include a high specification laptop, DVD's, music vouchers and movie passes.

ENQUIRIES TO:

Attention:

Nigel Evans or Andrew Dunn

Ministry of Education

Professional Learning and Curriculum Support

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Student Competition 2008 Standards Reference List

Entry submissions for the IP Competition may be generated by class programmes that include assessment for the following achievement and unit standards. The intellectual property theme could generate a topic that extends across different learning areas, assessed by one or more standards. It may include collaborative group projects as well as individual investigations. In some standards, particularly English and Music, the competition might generate one piece of work towards the assessment of a standard. Achievement and unit standards from other technological areas may also be selected to assess student learning.

LEVEL ONE			
Standard	Standard Type	Credit	Title
Visual Arts/ Practical Art			
19377	Unit	8	Develop design solutions from a given design situation using established ideas and methods
90020	Ach/Ex	12	Generate and develop ideas in making artworks
90021	Ach/Int	4	Extend ideas in media and techniques to produce new work
Music			
10654	Unit	6	Demonstrate music compositional skills through two short music compositions
90014	Ach/Int	6	Compose pieces of music
Technology- Graphics			
90042	Ach/Int	5	Apply a design process and design principles to identified needs and opportunities
English			
90059	Ach/Int	3	Produce a media or dramatic presentation
90060	Ach/Int	3	Research, organise and present information
8812	unit	4	Produce transactional texts in simple forms

LEVEL TWO			
Standard	Standard Type	Credit	Title
Visual Arts/ Practical Art			
9059	Unit	9	Research and generate ideas in response to a particular design situation
9060	Unit	9	Develop, clarify and refine ideas in response to a particular design situation

90475	Ach/Int	6	Generate and develop ideas using drawing processes and procedures in design practice
90235	Ach/ex	12	Produce a body of work within design to show understanding of art-making methods and ideas
Music			
10654	Unit	6	Demonstrate music compositional skills through two short music compositions
20747	Unit	10	Perform music based on research of recorded compositions
90266	Ach/Int	5	Compose effective pieces of music
Media Studies			
7470	Unit	4	Investigate print conventions by producing a print publication
7471	Unit	4	Investigate television conventions by producing a video item
7472	Unit	4	Investigate radio conventions by producing a radio programme
10820	Unit	4	Write short news stories
10823	Unit	3	Write radio news stories
90282	Ach/Int	3	Use technology in media production
90765	Ach/Int	6	Design and produce a media product and evaluate the process used to create the product
Technology			
90342	Ach/Int	6	Develop and model a conceptual design in information and communication technology
90349	Ach/Int	6	Develop and implement a one-off solution in information and communication technology
90368	Ach/Int	4	Demonstrate skills in information and communication technology
Graphics			
7491	Unit	3	Generic Design: Develop and refine design solutions
7508	Unit	4	Produce illustration and advertising graphics
90325	Ach/Int	3	Design and present a solution for a media or technical illustration brief
English			
12425	Unit	3	Present moving images combining verbal and visual features
12426	Unit	3	Present static images combining verbal and visual features
8825	Unit	5	Produce transactional written text in complex forms
90376	Ach/Int	3	Produce crafted and developed formal transactional writing

LEVEL THREE			
Standard	Standard Type	Credit	Title
Visual Arts/ Practical Art			
9072	Unit	8	Demonstrate understanding of established practice in a drawing study for a design problem
9073	Unit	18	Demonstrate understanding of existing procedures and practices in design
90516	Ach/Int	6	Investigate and use ideas and methods in the context of a drawing study in design
90517	Ach/ex	14	Produce original work within design to show extensive knowledge of art-making methods and ideas
Music			
10656	Unit	8	Demonstrate developed music compositional skills through two or three compositions of substance
90775	Ach/Int	5	Present a portfolio of musical composition
Media Studies			
7478	Unit	4	Investigate multi-media conventions by producing a multi-media programme
10827	Unit	4	PRELIMINARY JOURNALISM SKILLS Write feature stories
10829	Unit	2	PRELIMINARY JOURNALISM SKILLS Lay out pages for publication
10831	Unit	2	PRELIMINARY JOURNALISM SKILLS Produce radio news stories
10832	Unit	5	PRELIMINARY JOURNALISM SKILLS Write and produce news stories for television
10832	Unit	18	PRINT JOURNALISM Write a variety of print news stories
90606	Ach/Int	6	Create a media product using appropriate media technology
Technology			
90685	Ach/Int	6	Demonstrate techniques in information and communication technology
Graphics			
90734	Ach/Ext	5	Negotiate a brief and a solution by applying a design process
90735	Ach/Ext	4	Plan and produce a presentation to communicate design ideas
90738	Ach/Int	5	Develop and communicate a solution to a media or technical illustration design brief
English			
12459	Unit	3	Present moving images based on analysis of a chosen genre
8835	Unit	6	Produce sustained transactional writing in a range of complex forms
90720	Ach/Int	3	Produce an extended piece of writing in a selected style

