



Teacher Resource

# Creative AI

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What did Sony Pictures announce recently?
2. How is AI already being used in the filmmaking process?
3. How do you feel about watching movies that are made with entirely AI generated visuals?
4. What creative jobs could be impacted by AI?
5. Do you think AI can be as creative as humans? Why or why not?

## Activity: Class Discussion

### Before Watching

Before watching the BTN Creative AI story students will discuss in small groups what they already know about AI and what they think this BTN story will be about.

- What do you know about AI?
- What words do you associate with AI?
- What impact might AI have on jobs?
- What do you wonder about AI?



### After Watching

Students will respond to one or more of the following questions after watching the BTN story:

- What did you learn watching the BTN Creative AI story?
- Have your thoughts or feelings about AI changed since watching the BTN story? Discuss.
- What impact do you think AI could have on some creative jobs?
- Do you think that AI can be as creative as humans? Give reasons for your answer.



### EPISODE 16

11<sup>th</sup> June 2024

### KEY LEARNING

Students will explore the impact of artificial intelligence on creative industries and look at how creative AI can be.

### CURRICULUM

#### Science – Year 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

#### Design and Technologies – Years 5 & 6

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use.

## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Creative AI story. Here are some words to get them started.

ARTIFICIAL INTELLIGENCE	CREATIVE	GENERATIVE AI
ALGORITHM	MACHINE LEARNING	CREATIVE INDUSTRIES

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Creative AI story and highlight all the words that relate to the topic.
- Create a word cloud using key words from the Creative AI story. Create a word cloud using a free online word cloud creator such as [MonkeyLearn](#) or [Word It Out](#)

## Activity: AI Research

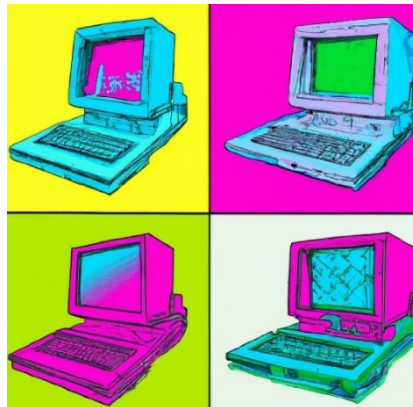
Discuss the information raised in the BTN Creative AI story. What questions were raised in the discussion and what are the gaps in students' knowledge? Students will develop their own question/s to research or choose a question below.

- What are the advantages and disadvantages of artificial intelligence?
- How have jobs changed or been replaced by technology over time? Investigate and record your findings on a timeline. Include the following on your timeline: Industrial Revolution, digital revolution, and artificial intelligence.
- What creative jobs will artificial intelligence have an impact on in the future? Choose a job to research in depth explaining how AI will impact it.
- Are there any jobs that *shouldn't* use AI? Why?
- Which jobs face the biggest risk of automation? Which face the lowest risk of automation?
- What do you think jobs will look like in 10 years or 50 years' time? Make a prediction.
- How can artificial intelligence be used in creative jobs?
- How do artists use artificial intelligence as a tool to create art? Choose an artist to explore in detail.
- Can AI match humans for artistic creativity? Create an argument for or against.

## Activity: AI or Human?

Can students tell if these artworks were created by artificial intelligence or a human? Take [the quiz](#). Students can respond to the following questions when they've completed the quiz:

- How difficult was it to tell whether the image was created by AI or a human?
- How can you tell if an image was created using AI? What are some things to look out for?
- What does AI mean for the future of art?
- Further investigation: How do AI image generators work?



## BTN AI Art story

The BTN AI Art story looks at the debate over an image created by artificial intelligence winning a prestigious photography prize. Students [watch the story](#) then respond to the following questions:

1. What is AI art?
2. Why did Boris Eldagsen refuse the photography award that he won?
3. How do the AI programs create the art?
4. What are the copyright issues with AI art?
5. Do you think there is a place for AI in visual arts? Give reasons for your answer.



## BTN AI Song Contest story

The BTN story looks at an online song contest where all of the songs were composed by computers and meets the programmers behind Australia's entry. Students [watch the story](#) then respond to the following questions:

1. Why was the AI Song Contest created?
2. Explain how the song was created.
3. Complete the following sentence. Computers find mathematical \_\_\_\_\_ within music to create original songs.
4. Who used computers to make music in 1961?
5. What do you think the future of using AI in music is?



## Useful Websites

- [AI Art](#) – BTN
- [AI Jobs](#) – BTN
- [AI Videos](#) – BTN
- [Sentient AI](#) - BTN
- [AI Laws](#) – BTN
- [AI vs Human: The Creativity Experiment](#) – ABC iview