EDUCATIONAL RESOURCE

AUSTRALIANS & HOLLYWOOD

A tale of craft, talent and ambition

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CONTENTS

INTRODUCTION

Australians in the film industry have made their mark on global culture, using their fearless Australian spirit to tell original stories. Both in front of the camera and behind the scenes, Australian film talent has been embraced by Hollywood and beyond. Australians have created iconic works, leaving a distinctive mark and lasting influence.

Over the last three decades, our hardworking filmmakers have redefined big-screen spectacle, won every award and become household names internationally. Using their knowledge of Hollywood cinema, others have championed our local industry and culture, elevated Indigenous voices and told wholly Australian stories.

For many artists and creators, Hollywood is the ultimate launchpad. For others, it's a homogenising force. Whether they conquered or resisted the dream factory, we celebrate the storytellers who found success on their own terms.

Australians & Hollywood is an interactive exhibition, filled with the memorable, shared experiences of our homegrown creatives. It includes never-before displayed treasures from the NFSA collection and personal loans from our Hollywood friends. Celebrate the pivotal moments in Aussie cinema – on shoots, on screen and on the red carpet – the men, women and stories that made their mark at home, in Hollywood, and beyond.

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CURRICULUM LINKS

Australians & Hollywood addresses themes and topics from the Australian Curriculum for primary and lower secondary students.

YEAR	SUBJECT	CODE	DESCRIPTOR
5	English	ACELT1608	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts
		ACELT1609	Present a **point of view** about particular literary texts using appropriate **metalanguage**, and reflecting on the viewpoints of others
		ACELT1610	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
		ACELA1504	Understand how texts vary in purpose, structure and topic as well as the degree of formality
	HASS	ACHASS1099	Examine different viewpoints on actions, events, issues and phenomena in the past and present
	Media Arts	ACAMAM062	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, **story principles** and genre **conventions** in images, sounds and text
6	English	ACELT1613	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
		ACELY1708	Compare texts including **media texts** that represent ideas and events in different ways, explaining the effects of the different approaches
		ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
		ACELY1713	

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|			
		ACELT1617	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse
	HASS	ACHASS1099	Examine different viewpoints on actions, events, issues and phenomena in the past and present
	Media Arts	ACAMAM062	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text
7	English	ACELA1529	Understand how accents, styles of speech and idioms express and create personal and social identities
		ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance
		ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts
		ACELT1623	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels
	HASS	ACHASSI157	Analyse primary sources and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present
	Media Arts	ACAMAM066	Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text

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CONTENT ADVICE

The *Australians & Hollywood* exhibition covers a wide range of content including: film excerpts, interviews, behind-the-scenes images and audiovisual displays, on-set photography, excerpts from rushes and rehearsal footage, concept art, and character and costume designs. The exhibition includes large-scale projections (with and without sound), touchscreens, costumes, film props and images.

The content has been selected with a broad, general public audience in mind, however the films referenced in the exhibition do range from G classification right through to R. Accordingly, the imagery shown varies and includes vehicle stunts, stunt fighting, the occasional image of a gun, a couple of swear words and some very 1970s sunburn! Please also be aware that there is one touch screen showing concept art that contains a warning related to explicit imagery.

Please refer to the table on pages 12 to 17 with detailed content information, including films that are referenced in the exhibition.

To maximise your students' experience, we recommend that teachers view the exhibition prior to booking. To arrange a preview, please contact education@nfsa.gov.au.
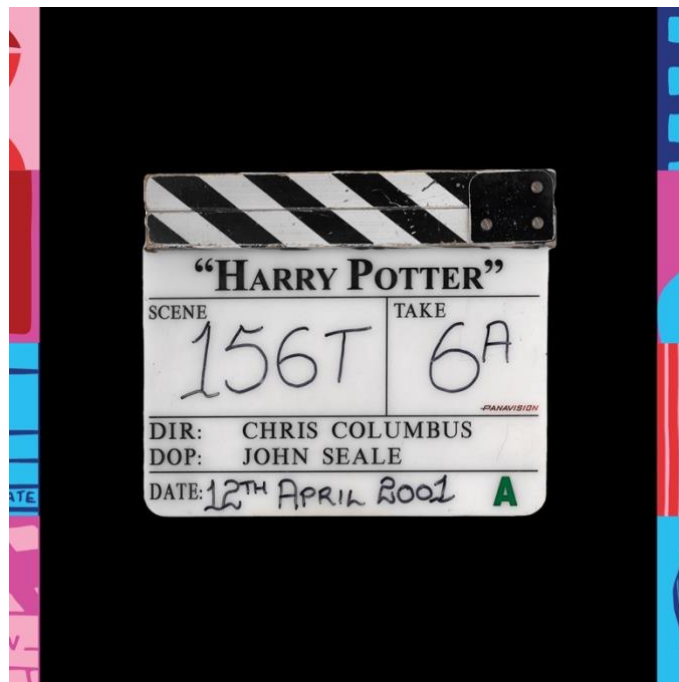
ACTIVITIES: BEFORE THE EXHIBITION

The NFSA has compiled a variety of activities for you to use in your classroom before attending the exhibition. Please feel free to pick and choose the ones that will suit your students' learning the most!

Y-DIAGRAM

Grouping: Whole class
Resources: Whiteboard/Smartboard

As a class, create a Y-diagram titled 'Australians and Hollywood'. (You may like to ask your students to brainstorm a list of these roles prior to starting).

Give each section the following headings:

- *Films;*

- *Actors; and*

- *Creatives* (note: Creatives includes all behind-the-scenes roles: directors, screenwriters, composers, costume designers, etc).

Ask students to fill in as many famous Australian movies, actors and creatives as they can think of. Afterwards, discussion points may include:

- Was there a category that was more difficult to fill out? Why?
- From the list, which films have students seen / not seen?
- Which films did they enjoy / not enjoy? Why?
- If we were to repeat this exercise, but using American or English films and people, do you think it would be easier or more difficult? Why/why not?

Keep a copy of this diagram to use in the After Exhibition activities.

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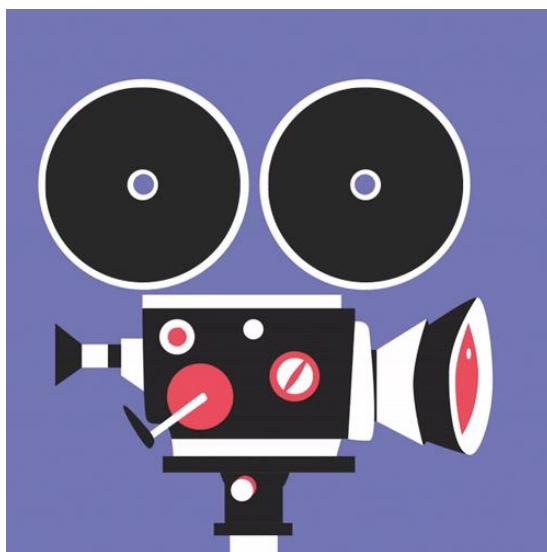
ORAL PRESENTATION

Grouping: Flexible – Individual, pairs or small groups
Resources: Computer/tablet OR poster and drawing materials

Choose one of the Australian film industry professionals listed in the previous activity (actor or creative) that you, or your small group or pair finds inspiring. Create a poster or Powerpoint presentation detailing information about them and their work. Present your poster to the class, focusing on the aspects that you found inspiring and what their main achievements are.

Keep this information for a post-exhibition activity.

MINI-RESEARCH PROJECT

Grouping: Individual or pairs
Resources: Access to the internet and/or library, writing resources

Baz Luhrmann is one of the key directors highlighted in the *Australians & Hollywood* exhibition. Four of his films featured in the exhibition are each set during a different time period:

- *Moulin Rouge!* (1850s)
- *Australia* (1890s)
- *The Great Gatsby* (1920s)
- *Strictly Ballroom* (1980s)

Choose one of those 4 films and research that period in history. Write a short blurb about what life would have been like at that time.

Then look online at a JPEG from the movie and consider the costumes Baz Luhrmann used for the film. Do the costumes reflect what life would have been like at the time?

Analyse one of the costumes and describe how it shows the setting of the film and the life of the relevant character.

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ACTIVITIES: DURING THE EXHIBITION

We suggest that teachers give students time to quickly 'scope' the exhibition first so that they can orient themselves in the space and get an idea of what to expect. You can then divide into small groups and go through the exhibition at a self-guided pace, using the following activities as a foundation for the experience.

PART 1: GEORGE MILLER AND HIS UNIVERSE

Find an evil-looking cat.
- Does anyone in your group remember watching the film? Animal characters can be very memorable. What other animal characters from this film or others stick in your mind?
- Name two other films that George Miller has worked on.

Find three steering wheels.
- Look closely at the decorations on the wheels. What effect do they have? What do they make you think of?
- Have a look around you. What similarities and differences can you see across other *Mad Max* characters and sets?

PART 2: ADAM ARKAPAW AND THE NEW 'NEW' WAVE

Find the quote: *'If I could have told the younger me "Don't worry about it. One day, you'll be in Star Wars", I would have saved myself a lot of drama.'*
- Who said this?
- What do you think they meant?
- Do you find the quote inspiring? Why/why not?

Find the clip about *Somersault*, directed by Cate Shortland.
- The director chose a very muted colour palette for this film. What was the one bright colour she chose to use occasionally?
- We often associate particular colours with different meaning. What meaning does the colour above have for you?

PART 3: BAZ LUHRMANN, CATHERINE MARTIN AND THEIR COLLABORATORS

Watch the clip called *'Moulin Rouge: Cancan rehearsal'.*
- How many people do you think were involved in the opening scene with the cancan dancers?
- Name two people's jobs you saw on set other than the actors.

Find the image of Kyle Minogue as the green fairy in *Moulin Rouge!*
- The company who created the special effects (VFX) is an Australian company, Animal Logic. What other films in this exhibition has Animal Logic worked on?

Find the quote: *'All those films I made, made me happy, made me proud, made me strong.'*
- Who said this?
- Why do you think storytelling would have this effect on him?
- Look around and see some of the other films he was in. Can you name some?
- If the word 'versatile' means you can do lots of things and play lots of different roles in films, would you call the actor quoted above versatile? Why / why not?

PART 4: NICOLE KIDMAN AND HER CONTEMPORARIES

Find the *Costume Wall* and look for a red satin dress, white wedding dress and orange riding dress. For each of these ask:
- How would you describe these costumes?
- How do you think the characters would walk or move wearing them?
- Think about what sort of character might wear these costumes. What could they look like? How might their voice sound? What sort of words could they use?
- Costume designers create multiple copies of each costume for filming. Why do you think they do that? What kind of clothes do you own multiple copies of?

Find the costume that Russell Crowe wore in *True History of the Kelly Gang*.
- What are 3 adjectives to describe it?
- What do you think the costume designer had to consider when designing it?
- What does this costume say about life in those times?
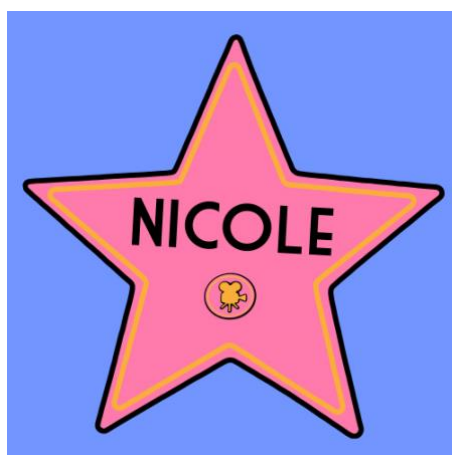
PART 5: RACHEL PERKINS, WARWICK THORTON & THE ORIGINAL STORYTELLERS

Watch the clip from the film *Radiance*, directed by Rachel Perkins.
- How did they create the fire special effect?
- You can see that in one of the scenes Deb Mailman was running through the bush. Do you think it would be different to be shooting a film in the bush compared to in a film studio? Why / why not?
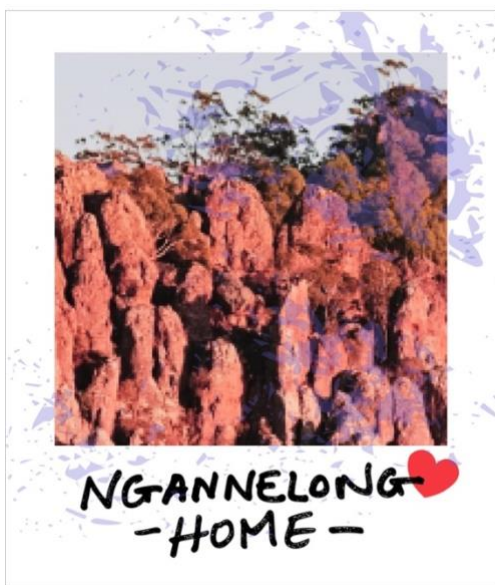
Find a blue sequinned dress.
- What film is this costume from?
- Based on the images you can see, where do you think this film was set?
- How would you describe the fabric this costume is made from?
- If you were designing a costume for an all-female band in the 1960s, what fabric would you choose? Why?

ACTIVITIES: AFTER THE EXHIBITION

The NFSA has complied a variety of activities for you to use in your classroom after attending the exhibition. Please feel free to pick and choose the ones that will suit your students' learning the most!

Y-DIAGRAM REVISIT

Grouping: Whole class
Resources: Y-Diagram from pre-visit activities

As a class, revisit the Y-diagram you created about FILMS, ACTORS & CREATIVES. Highlight any that students remember being featured in the exhibition. In a different coloured pen, add any additional films/actors/creatives the students have since learned about.

It may also be interesting to note the suggestions your students brainstormed that weren't featured in the exhibition, and consider why that might have been?

STORYBOARDING

Grouping: Individual or pairs
Resources: A current class text or well-known fairy tale, storyboard templates (see page 18)

NB. There is a template for this activity at the end of this document.

Talk with students about storyboarding – an important step in the filmmaking process between having a script and filming it. This is where directors and DOPs (directors of photography) imagine what each scene will *look* like on screen.

Individually or in pairs, ask students to create a storyboard for a scene from a familiar fairy tale or class text.

WRITING FOR SCREEN

Grouping: Individual
Resources: Writing materials

Introduce the idea that most of the films we see on the screen start as written words on the page. Ask if any students saw the excerpts of original screenplays featured in the exhibition. If you want, go deeper in your discussion about the detail of the layout and structure of a screenplay - look at the difference between dialogue, action, stage directions etc. Otherwise, continue with the activity.

Explain that students are about to do some speed-script writing! Set a timer for 5 minutes and call out one of the pairs of characters below. Students must then quickly write a scene between those characters. Encourage them not to worry about being perfect – these are just rough drafts! Repeat a few times with different characters. Afterwards, ask students to choose one of their drafts to flesh out and turn into a longer script. Optional extra: choose a few students to perform their scripts with someone else.

Character pairs:
- A student and a school principal
- Two thieves breaking into a museum at night
- A hairdresser and an unwilling client
- A tomato and a knife
- A doctor and patient
- Any other character combination you think will stimulate your students!

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COSTUME DESIGN

Grouping: Individual
Resources: Costume design template (see page 19), drawing materials, fabric swatches

Begin with a discussion about the costumes that the students saw in the exhibition. Consider questions such as:

- What films were they from?
- What characters wore them?
- What do you think the costume designer was trying to say about the character through their clothing?

Next, ask each student to choose a character from a text you have been studying in class. Enrol your students as expert costume designers and tell them they have been chosen to create the costumes for the movie adaptation of this book.

Ask them to write or mind-map everything they know about that character and consider how they could show that through clothing (think about colour, shape, texture, decoration, function etc). Distribute costume design materials and let the students' imaginations go wild! (NB. There is a template for this activity at the end of this document).

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ADVERTISING AND MARKETING – POSTER DESIGN

Grouping: Individual
Resources: A&H poster (see page 20), design materials (craft, drawing or digital)

Consider the poster for the *Australians & Hollywood* exhibition featuring Cate Blanchett. Discuss what elements the advertising team has used to draw an audience.

PHOTO: MARK ROGERS

NATIONAL FILM AND SOUND ARCHIVE OF AUSTRALIA PRESENTS

AUSTRALIANS & HOLLYWOOD

A tale of craft, talent, and ambition

21 JAN - 17 JUL, CANBERRA | EXHIBITION TICKETS: NFSA.GOV.AU/HOLLYWOOD
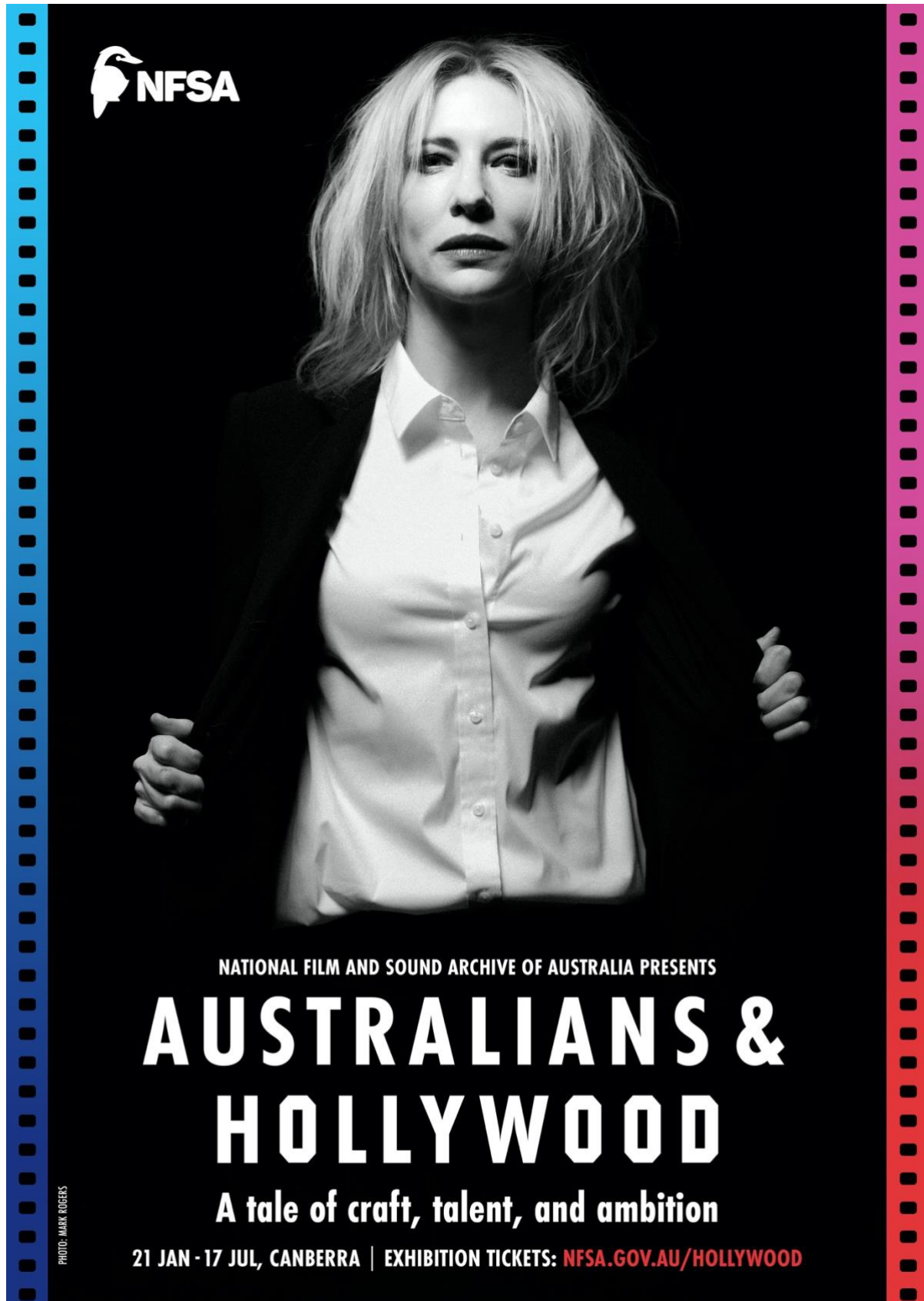
Now consider the oral presentation that you did before the exhibition in which you studied and presented about an industry professional.

Now that you have seen the exhibition and know more about that industry professional, design your own poster for the *Australians & Hollywood* exhibition celebrating the professional that you researched.

For example, if you looked at the costume designer for *Moulin Rouge!*, you might now design the poster based on the costumes you observed and the information you obtained about the *Moulin Rouge!* costume designer.

SOUND DESIGN

Grouping: Groups of 3 or 4
Resources: Access to selected theatrical trailer, computer/tablet, a selection of everyday materials

Choose one of the films features in the *Australians & Hollywood* exhibition and watch the theatrical trailer for it on mute.

Divide students into small groups and ask them to create a plan for the audio of this trailer. This may include:

- sound effects (can be created with everyday materials);
- music (students can sing themselves or use samples); and
- dialogue.

INTERVIEW WITH A STAR

Grouping: Pairs
Resources: Access to research materials, 2 chairs, prop microphone, costume item

In pairs, ask students to choose a famous actor from the *Australians & Hollywood* exhibition. Spend some time researching that actor and create a list of questions you would like to ask them if you had the chance.

Allocate who will take on the role of a Hollywood reporter, and who will take on the role of the chosen actor. Conduct an interview sitting on 2 chairs using the questions and research prepared earlier. Use costume items and props if you like.

REFLECTIVE WRITING

Grouping: Individual
Resources: Writing materials

Ask students to think back on the *Australians & Hollywood* exhibition and write a reflection of their experience. Prompt questions could include:
- What did you enjoy most?
- How did the exhibition make you feel?
- What did you want to know more about?
- What did you find surprising?
- What did you find confusing?
- What role do you think Australia plays in the international film scene?
- What do think was missing from the exhibition?

EXHIBITION CONTENT

FILM	RATING	RELATED EXHIBITION ITEMS ON DISPLAY	AV OR SOUND ON GENERAL DISPLAY
PART 1: GEORGE MILLER AND HIS UNIVERSE			
Babe (1995)	G	Puppets, images, animated gif	AV (sound, 3 mins) interview with George Miller
Cocktail (1988)	M	Lobby card, image, animated gif	Light meter from John Seale
Crocodile Dundee (1986) and *Crocodile Dundee II* (1988)	M	Lobby cards, images, costume items, storyboard, character sketch, animated gif	Images from awards ceremonies and festivals
Dances with Wolves (1990)	M	Clapperboard, on-set photos	Photos of film creatives
Dead Calm (1989)	M	Poster, AV (sound, 1 min) trailer	
Dead Poets Society (1989)	PG	Behind-the-scenes images	
Deathcheaters (1976)	G	Image of cinematographer	
Harry Potter and the Philosopher's Stone (2001)	PG	Clapperboard	
Little Women (1994)	G	Image of director	
Mad Dog Morgan (M)	M	Lobby card	
Mad Max (1979)	R	AV (silent, 7 mins) excerpt from original rushes (includes clapperboard shots, applying make-up, stunt car close-ups, retakes), original make-up kit	
Mad Max 2 (1981)	R		
Mad Max Beyond Thunderdome (1985)	PG	Lobby cards, costume designs, photographs of costume elements, continuity images, AV (sound, 4 mins) excerpt of behind-the-scenes footage (includes rehearsing scenes, stunts and set design) AV (sound, 3 mins) interview with	

		costume designer, poster, magazine	
Mad Max: Fury Road (2015)	MA15+	Film props, on-set and behind-the-scenes photos, clapperboard, storyboard, animated gif	
Not Quite Hollywood: The Wild, Untold Story of Ozploitation! (2008)	R	AV (sound, 5 mins) excerpt of directors and actors discussing 1970s Australian genre films (includes stunts and fight scenes)	
Sliver (1993)	MA	Lobby card	
The English Patient (1996)	M	Awards for cinematography	
The Man from Hong Kong (1975)	M	Lobby card, animated gif	
The Truman Show (1988)	PG	Behind-the-scenes image	
The Witches of Eastwick (1987)	M	Lobby card, animated gif	
Wake in Fright (1971)	R	Lobby card	
PART 2: ADAM ARKAPAW AND THE NEW 'NEW' WAVE			
Animal Kingdom (2010)	MA15+	AV (sound, 4 mins) excerpt from opening credits, costume, prop, animated gif	Audio interview with Ben Mendelsohn (sound, 4 mins)

AV (sound, 3 mins) of award acceptance speech by Jacki Weaver |
Assassin's Creed (2016)	M		
Bear (2011)	NO RATING		
Black Widow (2021)	M	Behind-the-scenes images, poster, animated gif, AV (sound, 2 mins) excerpt of promotional clip (includes choreographed fight scenes, comments from director and actors)	
Dune (2021)	M	Clapperboard, AV (sound, 3 mins) of trailer	
I Love Sarah Jane (2008)	NO RATING		

Idiot Box (1996)	MA	Costume item	
Judy & Punch (2019)	MA15+	Puppets, production images, animated gif	
Lion (2016)	PG	Animated gif	
Lore (2012)	MA15+		
Lucky (2017)	MA15+		
Macbeth (2015)	MA15+		
Netherland Dwarf (2008)	NO RATING		
Snowtown (2011)	MA15+		
Somersault (2004)	MA	Visual art diary, AV (sound, 4 mins) excerpt discussing making the movie, poster, production image, animated gif	
Spider (2007)	MA		
The Batman (2022)	YET TO BE RATED	Clapperboard	
The King (2019)	MA15+	Production images	
The Rover (2014)	MA15+		
The Square (2008)	MA15+	Images of cast and crew	
Top of the Lake (TV series) (2013)	MA15+		
True Detective (TV series) (2014)	MA15+		
True History of the Kelly Gang (2019)	R	Audio of director discussing the making of the film, on-set and behind-the-scenes images, animated gif	
Wish You Were Here (2012)	MA15+		
Zero Dark Thirty (2012)	M	Clapperboard, production image	
PART 3: BAZ LUHRMANN, CATHERINE MARTIN AND THEIR COLLABORATORS			
Australia (2008)	M	Portraits of cast and crew	

Moulin Rouge! **(2001)**	M	Production notebooks, personal diaries belonging to Baz Luhrmann, concept art books alongside touchscreens showing individual pages, sketches, cancan costumes, continuity polaroids, original storyboards, scale model of windmill, AV (sound, 6 mins) of cancan scene (includes behind-the-scenes, pre-production and rehearsal footage). Note: touchscreen of concept art book includes warning label identifying explicit images	AV (sound, 3 mins) interview with Jill Bilcock AV (sound, 7 mins) excerpt from *The Art of Film Editing* discussing *Strictly Ballroom* and *Romeo + Juliet* AV (sound, 2 mins) excerpt from Catherine Martin backstage speeches at the Academy Awards AV (sound, 3 mins) interview with David Gulpilil
Romeo + Juliet **(1996)**	M	Concept books alongside touchscreen interactive showing individual pages, lobby cards	
Strictly Ballroom **(1992)**	PG	Personal diaries of Baz Luhrmann, production notebooks, poster designs, polaroid production shots, photos of actors and cinemas	
The Great Gatsby **(2013)**	M	Production and rehearsal images, AV (sound) of VFX effects, images of VFX green fairy	
Walkabout **(1971)**	PG	Animated gif	
PART 4: NICOLE KIDMAN AND HER CONTEMPORARIES			
Alice in Wonderland **(2010),** *Alice Through the Looking Glass* **(2016)**	PG	Animated gif, production image, script, costume book	AV (silent, 1 min) Nicole Kidman attending film premiere AV (sound, 10 mins) clips from TV news shows of film award ceremonies includes some scenes from movies AV (sound, 3 mins) Gillian Armstrong interview AV (sound, 4 mins) Cate Blanchett, Nicole Kidman backstage at the Academy
Avatar **(2009)**	M	Lobby card	
Batman Forever **(1995)**	PG	Lobby card	
Blue Jasmine **(2013)**	M	Lobby card	
Brokeback Mountain **(2005)**	M	Poster	
Chopper **(2000)**	R	Costume of Chopper character with AV (sound, 1 min) excerpt showing costume	

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Days of Thunder (1990)	M	Lobby card	Awards
Gladiator (2000)	M	Lobby card, animated gif	Audio (sound, 6 mins) Nicole Kidman interview
King Kong (2005)	M	Lobby card	AV (sound, 3 mins) Eric Bana interview
Knowing (2009)	M	Lobby card	
LA Confidential (1997)	MA	Poster, publicity image	
Madame Bovary (2014)	M	Madame Bovary's riding habit with AV excerpt (sound, 1 min) showing costume, costume folder	
Memento (2000)	MA	Lobby card	
Moulin Rouge! (2001)	M	Costume of Satine character	
Muriel's Wedding (1994)	M	Costume of Muriel's wedding dress with AV (sound, 1 min) excerpt showing costume	
Once Upon a Time in Hollywood (2019)	MA15+	Poster, behind-the-scenes image	
Oscar and Lucinda (1997)	MA	Glass church prop, AV (sound) excerpt from film	
Santa Clarita Diet (2017)	MA15+	On-set images	
Tank Girl (1995)	M	Lobby card	
The Adventures of Priscilla, Queen of the Desert (1994)	M	Headdress with AV (sound, 1 min) excerpt showing costume	
The Devil Wears Prada (2006)	PG	Lobby card	
The Favourite (2018)	MA15+	Award, promotional material	
The Life Aquatic with Steve Zissou (2004)	M	Lobby card	

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The Proposition (2005)	MA15+	Script, promotional material	
The Sixth Sense (1999)	M	Lobby card	
The Talented Mr Ripley (1999)	M	Lobby card	
Thor: Love and Thunder (2022)	YET TO BE RATED	On-set image	
True History of the Kelly Gang (2019)	R	Costume of Harry Power character with AV (sound, 1 min) excerpt showing costume	
X-Men (2000)	M	Lobby card	
PART 5: RACHEL PERKINS, WARWICK THORTON & THE ORIGINAL STORYTELLERS			
Goldstone (2016)	M	On-set image	AV (sound, 3 mins) interview with Rachel Perkins
High Ground (2020)	MA15+	On-set image	AV (sound, 3 mins) interview with Warwick Thornton
Jasper Jones (2017)	M	Behind-the-scenes image	AV (sound) video essay commission by Garuwa
Mystery Road (TV series) (2018)	M	On-set image	
Picnic at Hanging Rock (TV series) (2018)	MA15+	On-set image	
Radiance (1998)	M	Costume item boots, Radiance tin, shooting script, AV (sound, 5 mins) excerpt of behind-the-scenes footage (includes sets, stunt sets, crew, comments from director and actors)	
Samson and Delilah (2009)	MA15+	On-set images	

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The Sapphires (2012)	PG	3 costumes, AV (sound) showing excerpt from the film, behind-the-scenes image	
Sweet Country (2017)	MA15+	On-set images	
The Drover's Wife: The Legend of Molly Johnson (2022)	YET TO BE RATED	On-set image	

STORYBOARD

TITLE _____   PAGE _____ OF _____

NAME _____   YEAR & SUBJECT _____   DATE _____

SCENE:

NOTES:
_____

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SCENE:

NOTES:
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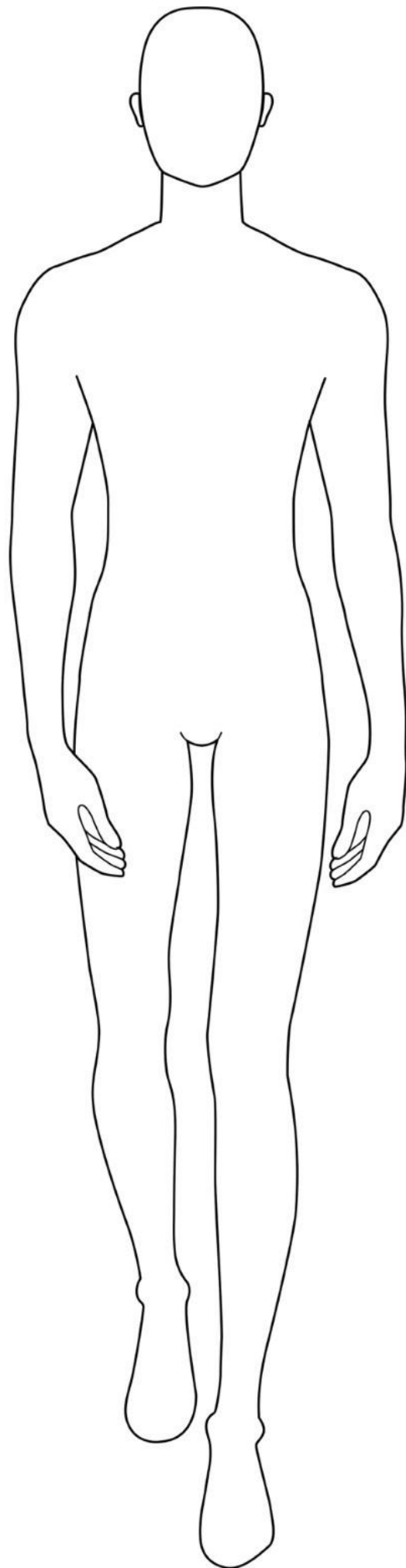# COSTUME DESIGN TEMPLATE

Character's name:

_____

What film is your character inspired by:

_____

Swatches go here

Colour palette here

FURTHER RESOURCES

NFSA provides a range of classroom activities relating to media literacy. To download, please go to:

https://www.nfsa.gov.au/learning/education-programs/media-and-me

CONTACT

To book an education program please contact:

Phone: 02 6247 2000

Email: education@NFSA.gov.au

Thank you for supporting the National Film and Sound Archive of Australia. We hope you enjoyed this resource!