Embedding career education in the Victorian Curriculum F–10

Music, Levels 9 and 10

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate career education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area and levels:** Music, Levels 9 and 10

**Relevant content description:** Perform music applying techniques and expression to interpret the composer’s use of the elements of music and compositional devices [(VCAMUP044)](https://victoriancurriculum.vcaa.vic.edu.au/level9" \o "View elaborations and additional details of VCAMUP037).

**Existing activity:** Teacher sets up performance opportunities in the music classroom as students perform for their peers.

**Summary of adaptation, change, addition:** Students learn about the many available career options related to the music performance industry.

2. Adapt the learning activity to include a career education focus

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher leads a discussion to outline the performance requirements and assessment outcomes. | Teacher first sets up the activity as an authentic industry experience, helping students understand that the music industry encompasses a broad range of musical genres (e.g. classical, rock, children’s songs, cultural), performance modes (e.g. solo artist, small groups such as rock bands and string quartets, symphonies) and roles (i.e. performing and non-performing roles).  They draw on external resources (See Additional resources) to provide a model for industry practice. Teacher considers how to use these resources to develop students’ skills.  For example, teacher could invite their local council event organiser to discuss their responsibilities when planning music events. |
| Students rehearse as a soloist or as part of an ensemble. | Students rehearse music that is appropriate for a student-led event. They make choices about what they want to perform with consideration of theme, venue, and purpose of a student-led event, and how these might be different based on the type of music they have chosen to perform. |
| Students perform at an event that is managed by the teacher. | Students work in teams to plan and present a performance event, considering and allocating roles required in addition to performers (e.g. conductor, costume manager, event manager, promotion and marketing people, stage manager, MC, sound and lighting technicians, music librarian, event photographer, booking agents) and detailing what each of these roles entails. Teacher could facilitate a discussion and/or exploration of the science associated with hearing safety and hearing loss (relevant to performers and non-performers).  During and after the activity, teacher should encourage students to document insight they gained, especially about skills they have developed and plans to research or develop skills related to their career goals. Students who do not yet have defined career goals can be encouraged to think laterally and consider how this activity has prepared them for part time work or provided insight into areas of interest. |

Considerations when adapting the learning activity

* Teachers may wish to connect with industry bodies that work in youth music, such as FreeZa, a Victorian Govenment initiative.
* In considering how to help students plan their event, and allocate non-performing roles, teachers may need to research non-performing roles and what they entail. The careers practitioner and student recruitment or outreach teams can help, and are generally keen to provide guest speakers and student ambassadors. School policy regarding excursions and school visits will need to be followed.
* Teachers need to ask students to create clear job descriptions for each role. Students begin to identify with the role for the duration of the activity, as they take on the tasks of that role.
* Teachers can support students to explore industries and careers that require musical and other creative skills, pathways to these careers, and the highlights and challenges of working in the creative industries.
* Encourage students to accept increasing levels of independence throughout the activity, and to reflect on skills they are developing and how they could be transferred to other settings.
* Teacher will need to identify the range of musical options they can accommodate (e.g. classical, modern, specific to a particular cultural group).

Additional resources to help when adapting the learning activity

* FReeZa, <https://www.betterhealth.vic.gov.au/health/HealthyLiving/freeza>
* A not-for-profit organisation that runs career-related workshops and hosts FReeZa, <https://www.thepush.com.au/about-the-push>
* Understanding about hearing safety and loss, <https://hearsmart.org/be-hearsmart/musicians/> and <https://hearinghealthfoundation.org/musicians>

Benefits for students

Know yourself - self-development:

* Students work collaboratively to plan and produce an event for an audience. They practise team work, listen to the opinions of others and work to solve problems.
* Students develop a range of transferable skills such as collaboration, communication and working to a deadline.

Know your world - career exploration:

* Students understand that the music industry offers a range of career pathways, not just as a performer.
* Performers understand how their future careers rely on other music industry professionals.

Manage your career - be proactive:

* Students develop specific music industry skills, including non-performing roles such as operating sound systems, booking a venue, and promoting an event.
* Students can keep a record of their skill development, adding to a résumé or e-portfolio.