Embedding career education in the Victorian Curriculum F–10

Dance, Levels 3 and 4

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:** Dance, Levels 3 and 4

**Relevant content description:** Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices ([VCADAE025](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE025))

**Existing activity:** Planning and rehearsing a dance work for performance to the classroom teacher.

**Summary of adaptation, change, addition:** Interpreting tasks performed in different careers from students’ local community as dance sequences.

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 |
| As a class, students come up with a list of things that their classroom teacher might do each day when working in the classroom. (The assumption is that this task will be completed with a specialist teacher.) Students must also come up with another list of activities that the teacher might perform on a daily or weekly basis in their classroom. Teacher segues the discussion from what students think their classroom teacher does to what the teacher actually does, or does in addition to these things.Once the list is created, teacher puts students in small groups to work on four dance phrases/moves that use two activities from each list as a basis or inspiration for their dance move. Initially students can just come up with a mimed movement.  | To extend the activity, students discuss different careers/jobs they are familiar with and the activities that might be involved in those careers/jobs. Ideally these should be jobs available in the local community, but the discussion should aim to extend what students already know. Teacher may need to provide guidance in the form of a list of common tasks performed in jobs students would be familiar with. For example: * **Carpenter:** sawing, hammering, lifting, climbing ladders
* **Nurse:** wrapping bandages, measuring medicines, pushing wheelchairs, inserting IVs

Teacher should consider giving non-typical gender stereotyped jobs to students (e.g. give a group of girls the role of carpenter or firefighter or a group of boys the role of nurse or childcare worker). In small groups, students mime four activities either in the career of their choice or of the teacher’s choice. |
| Once students have their four mimed movements, they must apply some of the principles of abstraction to turn their mime into a dance phrase.* **Break it down:** break the mime into four basic moves (teacher may count ‘1, 2, 3, 4’ and students freeze in each move at the given count)
* **Space:** Make it bigger, make it smaller/Make it higher, do it lower
* **Time:** Make it faster, make it slower/Make some fast, make some slow
* **Dynamics:** Do it smooth, do it jerky/Make it strong, make it weak
 | Existing activity runs unchanged. |
| Students experiment with their four dance phrases until they are happy with two. Teacher provides the music for the final performance and ask students to fit their two movements to the tempo and beat. At each stage of the process, students film their progress (teacher assistance may be required). | After each stage, students watch their recording and evaluate their mimes/dance phrases. They assess what they are doing well and where they could improve, and then brainstorm ways to improve their performance. Teacher guidance may be required. |
| Students combine the dance moves from each group to create a whole-class dance as a ‘thank you’ for the students’ classroom teacher. Students either perform the dance for their teacher in person, or record the final performance to share as a video. | Teacher asks students which of the careers/jobs they mimed seem like the most interesting or fun and why. Do they know anyone who works in this career/job? |

Considerations when adapting the learning activity

* Teachers should view the 2-minute video ‘Inspiring the future: Redraw the Balance’ as prior research and to consider its usefulness as a stimulus for students’ own ideas throughout the activity.
* Teachers may need to preload the activity with information about actions that might take place in different jobs. They should ensure a wide range of jobs are discussed and that stereotypes are avoided.
* Teacher should be aware of the exposure of the specific cohort to job-related information. For example, students in rural communities will be aware of different jobs compared to students in inner-city Melbourne. Teacher should also be mindful of students in areas of generational unemployment and in the post-COVID era, where unemployment is high.

Additional resources to help when adapting the learning activity

* Victorian Curriculum, [Learning in Dance](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/dance/introduction/learning-in-dance) (a breakdown of how Dance can be taught and what students learn through Dance)
* MullenLowe Group, ‘[Inspiring the future: Redraw the balance](https://www.youtube.com/watch?v=qv8VZVP5csA)’

Benefits for students

Know yourself – self-development:

* Students develop self-confidence by performing in front of others.
* Students build teamwork and communication skills by working in groups and sharing ideas.
* Students develop self-evaluation and judgement skills by reviewing videos of the rehearsal process.

Know your world – career exploration:

* Students broaden their understanding of career options that are available to them by exploring a range of jobs.

Manage your future – be proactive:

* Creating lists from brainstorming and selecting and improvising from brainstorming sessions utilises problem-solving skills and creativity.