Embedding career education in the Victorian Curriculum F–10

Dance, Levels 7 and 8

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 7 and 8

**Relevant content description:** Develop their choreographic intent by applying the elements of dance to select and organise movement ([VCADAE034](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE034))

**Existing activity:** Creating a dance on the concept of Opposites.

**Summary of adaptation, change, addition:** Developing ICT, research, planning and teamwork skills through consideration of career-related elements of the activity.

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 |
| In pairs, students brainstorm a list of opposites; for example, fire and ice, night and day, rich and poor, happy and sad, give and receive, friends and enemies, better or worse, good and evil, positive and negative  In their pairs, students select three of the opposites they might be interested in exploring through dance. They use the internet to research each opposite pair and create a PowerPoint or Google Slide presentation to demonstrate their research.  For each opposite, students should find images, related words and a creative piece such as an artwork, poem, story/novel, film or commercial.  The presentation should explain:   * the opposites chosen by the students * why they chose it * the genre/style they will be using * the music chosen and why it is appropriate * how they will manipulate the elements of dance.   Students present their research, choices and ideas to the class in an oral presentation. | As an extension, students answer the career-relevant questions about the creative works they have identified as relating to their chosen opposites, as part of their presentation. The following questions could be used as a guide:   * Who created this work? * How did the creator of this work end up in this career? * What training or experience did they have? * How long did it take this creator to be recognised in their chosen field? * What skills would be necessary for this type of work? |
| Each pair creates a 1-minute dance work based on their choice. They must manipulate an aspect of each of the elements of dance (time, space, dynamics and relationships) to help demonstrate contrast. Students are given several lessons to choreograph, refine, rehearse and perform their dance. | Students keep individual records of their choreography and rehearsal process. They make note of things that go well and conflicts that arise, and how these conflicts are resolved.  Students should video and review their work as they choreograph, refine and rehearse. These tasks allow students to experience the work of a professional choreographer and/or dancer. |
|  | Students reflect on the skills they have used throughout this activity by answering the following questions.   * What skills have you been using to work collaboratively with another person on this task? * Which of these skills are preparing you for working with others beyond school or in the workforce? * Other than dance, what other jobs might these collaborative skills be utilised in? * Which of these careers interests you and why? * What training, experience and skills might you need in this career? |

Considerations when adapting the learning activity

* Teacher may want to make ‘opposites’ the focus of a term’s unit of work because it relates well to the teaching of Contrast, Time, Space, Dynamics and Relationships. For example, in Time, the opposites might be fast and slow (tempo) or simple and complex (rhythm). In Space, it might be linear/straight and curved (pathways) or large and small (dimension). In Dynamics, it might be strong and gentle (force) or heavy and light (weight). In Relationships, it might be near and far (from an object or floor) or expansive or limited (body and space).

Additional resources to help when adapting the learning activity

* VCAA, [About the Arts](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/introduction/about-the-arts), [Learning in Dance](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/dance/introduction/learning-in-dance), (for resources on how Dance can be taught and what students learn through Dance)

Benefits for students

Know yourself – self-development:

* Students develop confidence when speaking and performing in front of others.
* Students build teamwork, communication, interpersonal and conflict resolution skills when working in pairs towards a common goal.

Know your world – career exploration:

* Students reflect on and discuss careers in and related to the Arts, as well as non-Dance careers that share skills with the Arts industry.

Manage your future – be proactive:

* Students improve organisation and formal presentation skills by planning, researching and presenting to an audience.
* Students develop problem-solving and critical and creative thinking skills by identifying how to demonstrate contrast through choreography. This can assist career-related decision-making.