Embedding career education in the Victorian Curriculum F–10

Dance, Levels 5 and 6

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 5 and 6

**Relevant content description:** Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples ([VCADAR032](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR032))

**Existing activity:** Watching and responding to versions of Dance of the Cygnets from Swan Lake, noting the similarities and differences.

**Summary of adaptation, change, addition:** Considering how stereotypes and industries can change and be broken over time, and planning and writing interview questions to interview another student.

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 |
| Students read a synopsis of Swan Lake, then watch two different performances of the Dance of the Cygnets, including the all-male version by Matthew Bourne (see Additional resources). | Teacher leads a discussion about the similarities and differences between each version of the Dance of the Cygnets. Students visually demonstrate these using a Venn diagram. Guide the discussion into ballet dancing being a career option for both girls and boys, even though it is stereotypically thought of as a female role. Ask students to identify other jobs stereotypically assigned to a particular gender. Are any students drawn to or interested in any of these jobs? Are there any jobs students have thought about but decided they do not want to do because of an associated stereotype? |
| The class discusses the versions of the Dance of the Cygnets based on the following questions:   * Which dance do you think was choreographed more recently? Why? * What does this say about how dance has changed over the years? * Which do you find more entertaining? Why? * What does this say about what you prefer when watching dance? * Which costumes did you like better? Why? * If you were to design a costume for a Cygnet, what would it look like?   Teacher could follow-up with either a costume design task or a unit of work based on animal movement using abstraction as a choreographic device. | Students consider what the differences in each version of the Dance of the Cygnets says about how things change over time. What might people 100 years ago have thought about an all-male performance of the Dance of the Cygnets? What other industries have changed over time? What industries might change in the future?  In pairs, students each write four interview questions based on their Venn diagram to ask their partner. Each interview will be recorded. Encourage students to use an appropriate interview format that includes the interviewee’s name and the purpose of the interview, short and direct questions that the person is allowed to answer fully, a concluding statement summarising the interviewee’s opinions and a thank you for their time.  As a class, watch the interviews and discuss which techniques were effective. Prompt students using questions such as, ‘How were the questions structured and why? How did we elicit good answers? What constitutes a good answer? How and when might this insight help you in later life?’ Remember that job interviews are not the only time students will have to answer questions. A more immediate and relatable example might be applying for a student leadership position.  Students can also assess their own performance while watching their interview and list what they think they did well and where they could improve. |

Considerations when adapting the learning activity

* Teacher may want to show students examples of good on-camera interviews and point out the strategies used.
* Teacher can allow other students to take turns using the recording equipment.
* Teacher can provide a vocabulary list for interviewing, featuring words such as welcome, viewing, initial, impressions, significant, pleasing, entertaining, dance style, gender, classic, modern and interpretation.

Additional resources to help when adapting the learning activity

* The Dance of the Cygnets:
* [Matthew Bourne](https://www.youtube.com/watch?v=l8BqSKj1BTM)
* [The Royal Ballet](https://www.youtube.com/watch?v=0GsajWIF3ws)
* The Moscow Ballet, [Swan Lake synopsis](http://www.sistemaproducciones.com/eng/images/stories/repertorio/descargas/swanlake.pdf)
* Pittsburg Ballet Theatre, [Swan Lake synopsis and activities for young readers](https://www.pbt.org/wp-content/uploads/2018/02/Swan-Lake-Childrens-Activity-Guide.pdf)

Benefits for students

Know yourself – self-development:

* Students build self-confidence and oral communication skills.
* Students learn to assess themselves and their performance, noting strengths and weaknesses.

Know your world – career exploration:

* Students understand that career options are not limited by common stereotypes.
* Students consider how industries and expectations change over time.
* Students learn to plan, write and deliver an interview.
* Students learn to use technology useful for media communication.

Manage your future – be proactive:

* Students learn how to answer unrehearsed questions, which is useful for leadership roles and job interviews.
* Students understand how to apply language appropriate to a situation, including formal language and specific vocabulary.
* Students build planning, organising and self-management skills.