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:** Identify and connect specific features of dance from different times and locations, including the dance of Aboriginal and Torres Strait Islander peoples, to explore viewpoints and enrich their dance-making ([VCADAR039](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR039))

**Existing activity:** Creating and presenting a poster that compares features from popular dance styles from different eras.

**Summary of adaptation, change, addition:** Delivering a dance tutorial to other members of the class.

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 guides an exploration of dances that have been popular in different eras, choosing one or two examples to highlight how changes in society change the types of dances that are popular – for example, the Charleston in the 1920s versus the Nutbush in the 1970s.  Students explore was happening in society at the time that led to the features of these dances being so distinctive and popular. For example, dances of the 1920s highlighted the legs. Students explore why this is significant, and how it reflected societal trends. Students can also consider the purpose of partner dances and why these declined over time. | Introductory activity runs unchanged. |
| Students individually research and create a poster outlining the main features of two dances of their choice. The poster should include:   * an overview of the time period and function these dances have in popular culture, or a historic background of the type of dance * how context shaped the distinct features of the dances * a visual for each dance * instructions about how to execute each dance * an appropriate music track to use for each dance. | As an adaptation, students use the internet to research and learn one of their chosen dances (in groups). They should pay attention to the particular features of the dance. Students can assign each other roles within the group based on the tasks that need to be carried out to research, learn and teach the dance.  Students prepare a tutorial to teach their dance to another group. This tutorial can be recorded. Students can watch their recording to assess their tutorial delivery, evaluating the length of the tutorial, and the instruction speed and clarity. The students who received the tutorial can also provide feedback on these areas. |
| Students present their findings to their peers. | After all tutorials have been delivered, students reflect on their experience as instructors. The following questions can be used as prompts:   * How important is preparation when delivering a presentation? * What did you do to make your tutorial easy to follow and understand? * Could your communication have been clearer? How? * Other than teaching, what jobs require people to give clear instructions? * How important do you think it is to give clear instruction in the workplace? What consequences could there be for poor communication? |

Considerations when adapting the learning activity

* Examples of popular dances from different eras include: craze dances of the 1920s, 1950s or 1960s, disco, popular party dances, ballroom or Latin styles, the Nutbush, the Bus Stop, the Macarena, the Hustle, and Watch Me Whip (Watch me Nae Nae). Tutorials for these dances are easily accessible on YouTube.

Benefits for students

Know yourself – self-development:

* Students build skills in teamwork as they plan their tutorials, and can realise their strengths and weaknesses in communicating instructions to a group through the tutorial delivery.
* Students develop their ability to assess themselves and their work and identify areas of improvement.

Know your world – career exploration:

* Students learn to delegate work and tasks within a team to achieve an outcome. This builds their understanding of common work tasks.
* Students understand the importance of communication in all industries, not just teaching.
* Students build their digital technology capabilities as they research their dances and create their tutorials.

Manage your future – be proactive:

* Students use critical and creative thinking to plan the delivery of their tutorials to their peers.
* Students develop and improve communication skills through breaking down dance steps into instructions and using feedback for improvement. These are skills which can be linked to their future careers.