Embedding career education in the Victorian Curriculum F–10

English as an Additional Language (EAL),

Pathway C3: Level 7

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:** English as an Additional Language (EAL), Pathway C3:   
Level 7

**Relevant content description:** Respond to imaginative texts, showing an understanding of key events, characters and issues [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700)

**Existing activity:** Producing a short analysis of a still image or selected scene from a film.

**Summary of adaptation, change, addition:** Considering the roles and perspectives of different people involved in production of a film by creating audio commentary.

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

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Students view a film and analyse the way that visual features communicate the intentions of those who create the text. | Teacher guides students to consider the many people involved in the production of a film including:   * director * actors * producer * lighting designer * costume designer * set designer * makeup artist * camera operator.   Students research the different responsibilities of those involved in film production and how each role contributes to the making of a film. |
| Students are taught a range of film vocabulary to express their understanding of creative choices made in film texts. These may include phrases related to:   * *mise-en-scène* * lighting and sound * costume and props * set design * facial expressions and gesture. | Students are taught a range of phrases and sentence starters that include cinematic vocabulary and reflect the different responsibilities of those involved in the making of a film.  Examples may include:  ‘I chose \_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_.’  ‘My use of \_\_\_\_\_\_\_\_\_\_\_\_ illustrated \_\_\_\_\_\_\_\_\_.’  ‘Through the adoption of \_\_\_\_\_\_\_\_\_\_\_\_, I achieved a sense of \_\_\_\_\_\_.’ |
| Teacher guides students to use specialist vocabulary to construct phrases and sentences that analyse the different elements used to construct the text. These sentences also explore the effect of these elements.  For example, ‘The use of consistent pastel colours in all of the neighbourhood houses suggests suburban perfection.’ | Students are assigned a role of one of the jobs involved in the production of a film. Teacher presents students with the premise that they are recording the audio commentary on a set scene for a special feature. Students draft paragraphs from the point of view of their role to explain why they made particular creative decisions in that scene. Teachers may like to offer students the opportunity to select their own scenes or still images to encourage engaged participation.  Example explanations of creative decisions include:  Costume designer: ‘I selected an oversized shirt to convey a feeling of comfort.’  Makeup artist: ‘I used heavy shading on the eyes to illustrate the exhaustion felt by the protagonist.’  Director: ‘I positioned the two actors physically distanced, at either side of the room with their backs to one another, striving for a sense of separation and animosity.’ |
| Using a still image or short scene from the film as evidence for their discussion, students write a series of paragraphs analysing the creative decisions made in the film, and how they communicate meaning. | After viewing the scene as a class, the commentaries can be read aloud or recorded and presented to the class.  Teacher scaffolds students to reflect on links between the work of the people in roles they researched, and skills they develop in the classroom, such as teamwork, communication and critical and creative thinking. Students are also encouraged to consider how these skills are relevant to careers beyond the film industry. |

Considerations when adapting the learning activity

* Teachers may extend students by having them adopt two distinct careers, for example, a makeup artist and a director, to convey a clear understanding of the distinctions between different roles.

Additional resources to help when adapting the learning activity

* Insight, ‘[Responding to film](https://www.insightpublications.com.au/responding-to-film/)’ (film vocabulary)
* Premium Beat, ‘[What does everyone do on set?](file://vcaafs01/curriculum$/AusVELS/Victorian%20Curriculum/Careers/TEMPLATES%202020_27%20March%202020/EAL/EAL%20ready%20for%20Edit%202/•%09https:/www.premiumbeat.com/blog/what-does-everyone-do-on-set/)’

Benefits for students

Know yourself – self-development:

* Students develop their critical thinking skills as they analyse decisions made in the production of a film.

Know your world – career exploration:

* Students use information and technology effectively to produce meaningful texts with a specific audience and purpose.
* Students can examine the overlaps between different creative careers and be supported to recognise skills they are already developing in the classroom, such as teamwork and critical and creative thinking.

Manage your future – be proactive:

* By researching and reflecting on roles in the film industry and justifying creative decisions, students learn to recognise skills inherent in classroom activities that will help them make informed decisions of their own.