Embedding career education in the Victorian Curriculum F–10

Media Arts, 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:** Media Arts, Levels 7 and 8

**Relevant content description:** Experiment with the organisation of ideas to structure stories through settings, genre conventions and viewpoints, in images, sounds and text ([VCAMAE033](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE033)).

Develop and refine media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, purpose and meaning ([VCAMAM035](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM035)).

**Existing activity:** Creating a stop motion animation.

**Summary of adaptation, change, addition:** Investigating the roles, skills and specialists in the animation industry.

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 view a range of stop motion animations from the Aardman Animations Group and Pixar. They focus on the genre conventions and viewpoints expressed by the creators of the animations. | Students explore the roles of designers and producers in the production of animations. They discuss how an animation is produced and the skills in art and design needed to work in the industry. They also investigate the making of productions and the collaboration of specialists on a project. |
| Students explore the technical skills required to produce an animation. They list the materials and equipment needed for production.  Students develop an intention, audience and narrative statement for an animation of their own. They plan the animation using a storyboard and script. | Teacher guides exploration into or reflection of the specialist skills students will need to use the equipment. Students investigate the type of training needed to acquire these specialist skills. This continues throughout the activity, so that at all stages of the activity, students are considering the skills needed and how they can be acquired or developed further. |
| Students film their animation using iMovie, iPhoto or another suitable software application. After filming, they view the animation and edit the sequencing of the images, and apply filters to the lighting if necessary. | Existing activity runs unchanged. |
| The class watches each animation and provides feedback on the story, representation of ideas and the effective use of technical skills. Students use this feedback to evaluate their work and their use of technical skills. | By evaluating their animations, students are reviewing the strength of their skills. They investigate what they can do to improve their animations and what skills they would need to build to create more effective animations in the future. Students identify other jobs where these skills might be useful. |

Considerations when adapting the learning activity

* While students at these levels are not necessarily conducting active pathways research, this is the ideal age for them to be learning about the huge variety of different pathways available, especially in the creative industries. Teacher can help to develop students’ awareness of this by alerting them to information or information sources that highlight vocational and higher education opportunities, as well as exposing them to information about how various professionals in this field arrived at their current role. Where possible, guest speakers can be invited to share their career story, with a focus on their decision-making, opportunities that changed their trajectory, and the highlights and challenges of their working life. School policy regarding excursions and school visits will need to be followed for this activity.
* Students will benefit most from this activity if they can explore the changing and unpredictable nature of the creative industries in a way that helps them understand the need to be flexible and resilient. The school’s career practitioner may be able to provide insight, resources and connections to industry.
* Each step of the process can be adjusted to focus on the vocations associated with stop motion production and the skills required to use materials, techniques and processes. The steps can be illustrated with examples from the industry.

Additional resources to help when adapting the learning activity

* yelldesign, [Process](https://www.yelldesign.com/what-we-do/)
* [Moana: Behind the scenes of the animation](https://www.youtube.com/watch?v=7EWLeynJ5_w)
* National Gallery of Victoria, [Look and explore the film *Ting\** 2008](https://fusecontent.education.vic.gov.au/4e0daee8-6078-4a79-b483-add757cfd92d/Tromarama%20look%20and%20explore%20ting.pdf)
* [How Pixar’s ‘Toy Story 4’ was animated](https://www.youtube.com/watch?v=fT_LdcWFHkA)
* Australian Centre for the Moving Image, [The magic of Aardman](https://www.acmi.net.au/education/online-learning/magic-aardman-education-resources/)

Benefits for students

Know yourself - self-development:

* Students evaluate their strengths and skills in the use of materials and equipment required to produce a stop motion animation.
* Students learn to use feedback effectively to produce a better product.

Know your world - career exploration:

* By investigating a range of animations produced by different production companies such as Aardman, Disney and Pixar, students gain an understanding of the roles associated with production in the film industry and the skills required to perform those roles.
* By undertaking roles required to produce a stop motion animation, students investigate the labour market.

Manage your future - be proactive:

* Students investigate the transferability of skills and learning at school to other careers.
* Students engage in critical and creative thinking to create a stop motion animation from concept to final product.