Embedding career education in the Victorian Curriculum F–10

Music, 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:** Music, Levels 7 and 8

**Relevant content description:** Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style ([VCAMUP037](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP037))

**Existing activity:** Rehearsing music and performing to peers.

**Summary of adaptation, change, addition:** Planning a music performance for a wider audience, using insight about real-world work tasks and roles.

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 plans a student performance and works with students as they begin to rehearse their music. | Teacher invites a guest speaker to the classroom or guides a discussion on how to plan and produce a performance (see ‘Additional resources’). Students learn about the many non-performing career options available in the music industry. |
| Students rehearse their music in class. | Teacher talks about collaboration, providing resources to practise group work. Student groups are allocated different roles/tasks for the planning and production of the music performance. These could include booking a venue, promoting the event, planning the performance structure, and hosting the event. Student groups research the roles and tasks they have been allocated to learn how they would contribute to planning a performance.Teacher help students develop organisation skills by setting up regular deadlines for their tasks. Students understand the importance of meeting deadlines in the workforce, particularly in collaborative industries. |
| Teacher sets up a performance opportunity for students. | Students work in groups to plan the event, drawing on the industry knowledge they have developed. They work with increased levels of independence as they step into their roles.  |
| Students perform piece to peers. | The planned performance takes place. Students perform piece to wider audience while others continue their allocated roles. |
|  | Post-performance, students reflect on the experience. They consider the skills they have practised, challenges they faced/overcame, and what they have learnt about the music industry. They also reflect on how they felt about the roles they were allocated, and if they want to explore that career path further. |

Considerations when adapting the learning activity

* Teachers could invite a music industry professional at the beginning of the activity to talk to the class about some of the roles they might need to assume as they plan and stage their event. Including this stage will significantly enhance the career-related benefits to students, although teachers will have to allocate extra time to the adapted activity.
* Where it is not possible to invite a music industry professional to speak, students could brainstorm what sort of work roles would likely be involved in the planning of a musical performance. Then, students could research a ‘day in the life’ of someone in that role (such as facilities manager, events coordinator, etc.). This will enhance the career exploration element of the activity.
* Time should be allocated to allow for regular and explicit instruction of effective collaborative practice. Group work protocols may need to be designed. This aspect of the task allows for cross-curriculum connections to be made with other learning areas, such as Media Arts or English.
* Teachers could invite the guest speaker back to the performance, and for a post-performance review of student successes, areas for future improvement and insights gained.

Additional resources to help when adapting the learning activity

* [Buck Institute of Education](https://my.pblworks.org/planner) (project planning templates)
* [Australian Music Industry Network](http://www.amin.org.au/)

Benefits for students

Know yourself – self-development:

* Students will have opportunities to work creatively, exploring ideas and being flexible and resilient thinkers as they contribute to the planning of the performance.
* Working with a team and potentially with people outside of their class will develop stronger communication and collaboration skills, and insight into how important these are in the work context.

Know your world – career exploration:

* Students begin to see that the music industry offers a range of career pathways, not just as a performer.
* The tasks associated with this activity mimic the working life of people within the music industry, including musicians and those working behind the scenes, providing students with opportunities to connect their learning to the world of work.

Manage your future – be proactive:

* Students develop and reflect on a range of transferable skills such as collaboration, communication and working to a deadline. These skills will assist students to plan and manage their careers.
* Students can reflect on and record their skill development, in relation to both music and employability skills, and record these in an e-portfolio.