Embedding career education in the Victorian Curriculum F–10

Visual Arts, Levels 3 and 4

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:** Visual Arts, Levels 3 and 4

**Relevant content description:** Explore ideas and artworks from different cultures and times as inspiration to create visual artworks ([VCAVAE025](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE025))

Explore different ways of displaying artworks to enhance their meaning for an audience ([VCAVAP027](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP027))

Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures ([VCAVAR028](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR028))

**Existing activity:** Researching the practice of artists and artworks of different styles, times and culture to inspire expression of ideas.

**Summary of adaptation, change, addition**: Examining how artists use creativity to express emotions and feelings, and personal expression as a communication tool.

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 |
| To tune students into the activity, teacher plays a selection of different songs or sounds that represent different feelings or emotions. These could include sounds heard in a rainforest, during a thunderstorm or during an explosion. Students describe the energy or feelings they experience with the music when they heard it. Can they match the music to a feeling?  Teacher leads a discussion about how artists express and communicate their personal ideas in their art practice and their artworks. Students examine works by artists such as the abstract expressionists De Kooning, Jackson Pollack, Mark Rothko, Helen Frankenthaler and Lee Krasner. | On the board, teacher lists the feelings that students felt when listening to the music and asks students what words and colours they associate with those feelings. Teacher highlights that music makes us feel certain emotions and so does painting.  After teacher introduces the expressionist artists, students investigate how each artist’s personal life influenced their work and career as an artist. What were the dominant feelings in the artists’ work that were influenced by their life and art practice?  Teacher leads a discussion about how the artists used colour to communicate their ideas and feelings. Teacher expands the discussion to link the feelings we have with occupations where people help us with our feelings, such as doctors, nurses, aged-care workers and all those associated with allied health. What are some of the feelings that the students have experienced in those environments? How could those ideas be expressed in an artwork? |
| Students investigate the emotions and messages portrayed in selected artworks. They identify and discuss how the artist has instilled certain emotions in their works, such as in the colours used, the type of brush strokes, harsh tones, etc.  Teacher demonstrates how to use art materials to express an emotion, focusing on how complementary and analogous colours function, as well as cold and warm colours and the way movement of a brush or pen can communicate emotion. | Students think of a time or an event that caused them to feel a strong emotion. Teacher may give a personal example, such as a visit to a doctor when feeling unwell and the doctor assisting with care in the recovery, to guide students’ thinking. |
| From their investigation into the emotions they explored in the music and the different experiments conducted as a class, students create their own artwork expressing the emotions they experienced in the music.  With teacher guidance, students organise a display of their artworks. When they discuss their work with the class, they link it to the piece of music that they see as their personal expression. | Teacher shows the students an exhibition of artworks in a public gallery. They discuss the way in which the artworks are exhibited and the information about the artworks such as titles and artists’ statements. |

Considerations when adapting the learning activity

* Teacher can use this activity to discuss career pathways related to, and the importance of, physical and mental health. The importance of communicating how we feel, especially when we are feeling sad or angry, and building good mental health care practices can also be discussed.
* Students are encouraged to explore artforms that can best communicate their personal expression.
* This activity can be expanded further by students creating an artwork, photographing it and recording how they are feeling that day, which they can present with the artwork.

Additional resources to help when adapting the learning activity

* [How to paint like Jackson Pollack](https://www.youtube.com/watch?v=EncR_T0faKM)
* [Emotional colour wheel overview](https://www.youtube.com/watch?v=q95WLi2Qa9U)
* [Art with Mati and Dada – Jackson Pollock | Kids animated short stories](https://www.youtube.com/watch?v=aSYo-98fO1Y)

Benefits for students

Know yourself – self-development:

* Students develop self-confidence by freely exploring and creating connections between their feelings and how they can communicate those feelings in an artwork.
* Students experience the way that other people express emotions.
* Students develop empathy by learning to identify how other people are feeling through different media.

Know your world – career exploration:

* Students identify careers that require empathy and understanding.
* Students understand that capabilities such as personal resilience and creativity can contribute to a career in the arts.
* Students create links between emotions and career pathways.

Manage your future – be proactive:

* Students build an understanding of how their emotional intelligence can be linked to work in the future.