Embedding career education in the Victorian Curriculum F–10

Visual Arts, Foundation Level

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, Foundation Level

**Relevant content description:** Experiment with different materials and techniques to make artworks. ([VCAVAV018](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV018))

Create and display artworks. ([VCAVAP019](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP019))

**Existing activity:** Viewing a playground as Art.

**Summary of adaptation, change, addition:** Building personal confidence and development through Art and the playground.

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 use different materials and techniques to paint or draw something in the playground that they like, such as the slide, swing or sand pit.  They can include a drawing or a painting of themselves and their friends playing on the equipment. | Teacher introduces vocabulary: rough, smooth, sharp, bumpy, soft.  Tune students into the activity by getting them to feel a range of different textured objects. Ask students if they can describe how the objects feel, using the new vocabulary they have just been introduced to.  Explain to students that they will be going outside to find different textures in their playground environment.  Go for a walk around the playground, stopping along the way and discussing the colours and textures they see using the new vocabulary.  While walking with students, give them the opportunity to take photos of their favourite part of the yard with an iPad. Teacher can also take photos of students playing at/on their favourite part of the yard.  When back in the classroom, go back through the photos and recap the colours and textures found.  Model to students how we can create these different textures using different techniques. For example, teacher may show long, smooth brush stokes when painting a slide and may show crosshatching to represent sand in a sand pit.  Students pick a photo that they took of an area in the yard to recreate themselves using materials of their own choice. |
| When students have completed their artworks, they can have an opportunity to describe how they used certain techniques to create different textures in their artwork, with support from a teacher if needed. |  |
| Students display their artworks in a group for their peers and parents. | Student should have the option to do gallery walks, where they view other students’ work, throughout the creative process to gain inspiration and ideas from their peers. Encourage them to talk about aspects of their artwork, such as what motivated them to use certain techniques, colours or textures, or how they approached challenging aspects of the task to enable them to start recognising and building learning strategies. |

Considerations when adapting the learning activity.

* Having student access to technology such as an iPad will help students to interpret the subject matter.

Additional resources to help when adapting the learning activity

* Color Matters, [Basic colour theory](https://www.colormatters.com/color-and-design/basic-color-theory)
* [“Warm” vs “Cool” colors](https://www.youtube.com/watch?v=0jFbFXYeqb0)

Benefits for students

Know yourself – self-development:

* Students build confidence and a positive sense of self by exploring different ways of expressing themselves and being able to do so in a supportive environment.
* Students develop their creative skills by exploring new techniques to communicate ideas.
* Students begin to understand the importance of the discovery that takes place through their involvement in the process of creating art as well as celebrating the end product. Pursuing a task to completion builds perseverance and can develop problem-solving skills.
* Students foster a positive attitude to learning by developing enabling skills that can be transferred to other learning contexts.
* Students learn to understand others’ points of view, allowing them to be aware of themselves and the world they live in.

Know your world – career exploration:

* Using technology for different purposes and understanding how technology can be a tool for communication can assist students in many areas of work and careers where skills such as perseverance and confidence will be essential.
* Student develop their ability to investigate and observe their environment to creatively respond to it.
* Student develop their ability to use multi-modal tools to help them create an artwork.

Manage your future – be proactive:

* Students learn the fundamental process of discovering and imagining, originating and problem solving, thinking and creating. Developing these skills early in life will enable them to utilise these skills readily in a wide range of contexts, including times when they are thinking about and planning for future careers.