Embedding career education in the Victorian Curriculum F–10

Visual Communication Design, Levels 9 and 10

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 Communication Design, Levels 9 and 10

**Relevant content description:** Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples [(VCAVCDR011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR011)

**Existing activity:** Analysing methods, media, materials, design elements and design principles of visual communication design presentations from different historical, social and cultural contexts.

**Summary of adaptation, change, addition:** Comparing designs from a range of industries, making connections between purpose, ergonomics, form and functionality.

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 complete a research task that focuses on the analysis and evaluation of either an iconic chair design or another domestic object, such as lighting, kitchen appliances, tableware or household furniture, through different historical periods. Students should analyse the purpose, function, aesthetics and use of materials in the design, with a focus on cultural, historical and social influences and sustainability. | Students analyse, evaluate and compare domestic designs with those from industry, public and professional working environments. Examples include:   * design studio furniture * furniture for office spaces, such as administrative buildings, beauty salons, medical surgeries and schools * furniture for public spaces, such as art galleries, museums, parks, sporting stadiums and shopping centres * furniture, tableware and appliances used in cafes, restaurants and take away restaurants * commonly used tools from different industries, such as kitchen appliances, automotive, building and carpentry tools, hair and beauty appliances * retail furniture, such as desks, chairs and shelves   Either individually or though class discussion, students research one design and its change over time based on the use and social constraints on the product.  Students evaluate which products they think are effective and which are ineffective based on functionality and purpose, and explore the influence of the designs on job performance. Students investigate the process used to generate ideas for the product and how it was developed.   * What is the role of the designer as a visual communicator? Does the role vary between domestic and industrial designs? Students should consider the stages of the visual communication design process and the skills required to develop the design. * What specialists are involved in the development of a product in the industrial design field? Do these specialists require different skills? If yes, which ones? * Are you more drawn to the role of the designer or a specialist? Why? Do your own skills suit this role? |

Considerations when adapting the learning activity

* Teachers should prepare examples of products from different industries before commencing the lesson. Some examples are listed in the additional resources.

Additional resources to help when adapting the learning activity

* Artrageous with Nate, ‘[The art of engineering: Industrial design at Delta Faucet](https://www.youtube.com/watch?v=c1ksrjRA678)’
* Good Design Australia, ‘[Good Design Index](https://good-design.org/good-design-index/)’
* Medium, ‘[The art history of cars](https://medium.com/swlh/the-art-history-of-cars-6042359135b4)’
* Captain Gizmo, ‘[Evolution of television 1920–2020](https://www.youtube.com/watch?v=PveVwQhNnq8)’
* Electric Kettles Guide, ‘[A history of the electric kettle](https://www.electrickettlesguide.com/a-history-of-the-electric-kettle/)’
* Yanko Design, ‘[Top notch hand tools](https://www.yankodesign.com/2015/07/14/top-notch-hand-tools/)’
* EchoNous, ‘[EchoNous, Inc. announces FDA approval for its new KOSMOS platform](http://echonous.com/en_us/discover/echonous-inc-announces-fda-approval-for-its-new-kosmos-platform)’

Benefits for students

Know yourself – self-development:

* Students evaluate their suitability for a job in the industrial design industry by examining their own skills.

Know your world – career exploration:

* Students are exposed to a variety of careers by researching objects from a range of industries.
* Students examine the role of designers as visual communicators and the skills required for this.

Manage your future – be proactive:

* Students identify the skills used by different people in the design process and consider their own skills to think about the future.
* Students think critically and creatively about the role of visual communication design in the industrial design field by examining how the design of products can influence job performance and the importance of functionality and ergonomic design.
* Students reflect on the role of visual communication design in product design by analysing and evaluating the functionality and purpose of product design in a range of contexts.