Embedding career education in the Victorian Curriculum F–10

Media Arts, 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:** Media Arts, Levels 9 and 10

**Relevant content description:** Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text ([VCAMAE040](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE040)).

 Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making ([VCAMAR046](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR046)).

**Existing activity:** Evaluating movie posters over time and creating a movie poster for a particular genre.

**Summary of adaptation, change, addition:** Investigating distribution and marketing in the film industry.

2. Adapt the learning activity to include a career education focus

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| Existing activity | Adaptations, changes or extensions that can be made |
| Students evaluate posters that advertise movies and identify the use of media elements and genre conventions. The movie posters should come from different cultures and periods of time so the students can evaluate a range of different viewpoints. It would be worthwhile studying the posters in chronological order so students can see how conventions change over time. | Students investigate the film production industry by exploring the distribution and marketing of movies over time, with a focus on periods of great change or social upheaval. How was movie marketing and distribution affected during the significant events, such as wars, the depression, and the COVID-19 pandemic? What changes did movie theatres have to implement to survive the closure of businesses? What were the differences in the operation of movie theatres in urban and rural areas? Were any of these changes kept after the pandemic and business returned to normal? Why might this have been? Using distribution as a focus, they look at the relationships between film production and marketing both in Australia and internationally. They explore concepts such as ethical, financial and cultural influences.  |
| Students pick a film genre and design a movie poster based on their research of movies. They consider the technical and symbolic elements of media when creating their poster, using genre conventions for a specific audience.  | Students research the different roles of people in the marketing and distribution of films and the skills they need to perform their roles. How might these roles have been affected by global events such as world wars, climate change, pandemics, the depression? Would they have changed? If so, how? Would other skills have increased in importance, or different skills become necessary? What might this mean for people working in movie marketing or distribution in the future? |
|  | Students reflect on how external forces can drive change and adaptation in an industry. How do they deal with change? Is it something they feel comfortable with or something they feel they need to work on improving? What other industries might be affected by significant change, either in the short- or long-term? |

Considerations when adapting the learning activity

* Teacher need to be sensitive if discussing issues about the COVID-19 pandemic and employment, as this might be stressful for any students who have lost loved ones or whose family suffered loss of jobs or income.
* These extension activities can be compared with movie marketing and distribution during a historical global event, such as World War II to further identify areas of change and adaptation. This could provide an opportunity for collaboration between Arts and Humanities students.
* This activity could be combined with a task in the Communication design field in Visual Communication Design.
* This activity could focus on a specific film genre, such as action, romantic comedies, horror or foreign films, as an overall theme, and presents a good opportunity for collaboration with Humanities teachers. The films studied should be from different periods of time so students can gain an understanding of how viewpoints and distribution has changed over time.
* This activity could include a study of show-reels or movie stills to broaden the understanding of distribution.

Additional resources to help when adapting the learning activity

Benefits for students

Know yourself - self-development:

* The learning activity focuses on ‘viewpoints’ in Media Arts, therefore students gain skills in cultural and ethical sensibilities as well as the ability to communicate ideas using specific genre conventions.
* Students learn to communication through visual images.
* Students consider their own response to change and adaptation.
* Students build critical and creative thinking and interpersonal skills, intercultural and ethical understanding.

Know your world - career exploration:

* Students explore the marketing and distribution process of the movie industry leading to a broader understanding of the labour market, both locally and internationally.
* Students identify the roles and skills of people involved in movie distribution and marketing, and consider how these roles and skills change over time.
* Students explore how external global forces drive change in industry.

Manage your future - be proactive.

* Students learn to communicate concepts and different viewpoints.