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:** Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts ([VCAMAR045](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR045))

Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences ([VCAVAR045](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR045)).

Analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience ([VCAVAP044](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP044)).

**Existing activity:** Analysing multimedia and site-specific installation work, including street art.

**Summary of adaptation, change, addition**: Investigating the vocations and specialist skills involved in creating large public art installations

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 analyse large scale works by multidisciplinary artists who work across several media forms, including photography, video, sound, installation work and street art. They analyse the use of art and technical elements to convey the artist’s viewpoint on current issues, such as globalisation, the environment and sustainability. See ‘Additional resources’. | Students investigate the different collaborations and roles that artists use in planning and creating these works. They investigate the different specialists who are involved in the project and the skills that they need.  Students investigate the broader skills involved in planning such a work, including budget and financial constraints, on-location work, planning permits and legal arrangements. |
| Students investigate the practice of a media artist of their choice. They research their background and the factors that influence their work, including the work of other artists. | Students research the artist’s personal background and how their education and training has influenced their practice. They brainstorm the skills the artist might require to create their art, including, but not limited to, technical skills (such as painting and sound production), and capabilities (such as problem solving and creative and critical thinking). Students can then consider questions such as: Are these skills transferable to other multidisciplinary artists? Are they transferable to other careers? If so, how? |
|  | Students reflect on the opportunities presented in the activity and identify what these mean for them personally. Have they learnt new skills or interests, or identified skills they would like to develop? What career options might these skills/interests open up for them? Encourage students to articulate and record relevant insight using career planning tools such as a personal journal, e-portfolio or career action plan.  Teacher should encourage exploration of roles beyond the obvious (i.e. producing and displaying artworks), so that students whose future goals do not necessarily include art-specific careers can see where else the skills they are developing might be applied. The concept of job clusters (see Additional resources) can be used to introduce and develop the concept that various skills are required in a wide range of careers. |

Considerations when adapting the learning activity

* This learning activity connects with a number of Arts disciplines, including Visual Communication Design, Music, Drama and Dance, as well as general capabilities such as Critical and Creative Thinking, Personal and Social, and Ethical Understanding.
* This could be a theoretical task where students investigate the transferability of skills in the Arts industry.
* Before introducing job clusters to students, teachers should read The Foundation for Young Australians website (see ‘Additional resources’).

Additional resources to help when adapting the learning activity

* The Foundation for Young Australians, [The Cluster Model explained](https://www.fya.org.au/2019/07/31/the-cluster-model-explained/)
* [Ian Strange](https://ianstrange.com/): TED Talk, [Home is where the art is](https://www.ted.com/talks/ian_strange_home_is_where_the_art_is)
* [Rosemary Laing](https://tolarnogalleries.com/artists/rosemary-laing/): [Art talk with Rosemary Laing – ‘Fire’ series](https://www.youtube.com/watch?v=W7zo7S8XOKk)
* [Gregory Crewdson](https://gagosian.com/artists/gregory-crewdson/): [Guggenheim, Gregory Crewdson](https://www.guggenheim.org/artwork/artist/gregory-crewdson)

Benefits for students

Know yourself - self-development:

* Students identify personal skills and strengths and link these to career opportunities.

Know your world - career exploration:

* Students gain an understanding of artists’ work beyond the production of artwork. By studying an artist’s thinking and background students understand the wider skills that an artist requires to work on large scale community projects and commissions.
* Students explore the Arts industry and industry roles beyond the production of artworks.
* Students appreciate the skills an artist requires to work on large scale projects and commissions.
* Students understand the importance of the Arts in the community around issues of advocacy and voice.

Manage your future - be proactive:

* Students investigate an artist’s roles, skills and challenges when working on commissions and community projects, including planning, financial constraints and ethical considerations.
* Students build critical and creative thinking and interpersonal skills, and inter-cultural and ethical understanding.