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 visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks ([VCAVAV026](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV026))

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

**Existing activity:** Understanding landscape through art.

**Summary of adaptation, change, addition:** Exploring careers linked to use of the land and the different ways that the landscape is managed.

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

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher shows students examples of how a range of artists from different cultural and social contexts have explored the ideas of landscape, society and culture. These artists could include John Constable, Claude Monet, Vincent can Gogh and Hokusai, and could be compared with Australian artists such as Jan Senbergs, Sue Anderson, David Moore and Anne Zahalka. The theme of ‘landscape’ can be interpreted in multiple ways, depending on the context.Teacher guides students to think about a landscape close to where they live. It could be an urban area such as a city or suburb, a rural area such as a country town or farm, or a beach.  | Teacher leads a discussion about how and why land is used. These could include producing food or timber, or building houses, roads and infrastructure. Either as a class or in small groups, students explore different landscapes using technology such as Google Earth. In groups, students list occupations related to land use and individually use these ideas as a basis for a landscape artwork, such as a backyard garden or vegetable patch with lots of different plants, or a farm with ploughed fields, focusing on the work done on the land. Students share their research and develop a broader understanding of the way that the landscape is a source of employment for many people.Teacher may need to guide students in their discussion and research. |
| Teacher demonstrates a range of materials, such as crayons, pencils and coloured paper, to represent the landscape.  | Students explore different materials and how they can best represent their landscape. They include a visual reference in the artwork to a person who would work in that landscape, such as a truck driver standing beside his truck on a road or a person building a house.  |
| Students display the finished artworks in the classroom for their peers and parents/guardians to see the variety of ways that landscape can be interpreted. | Students work together to organise their finished artworks into themes. They consider the artworks and the aspects of the land that link them. For example, the artworks could be grouped based on ‘urban gardens’ or ‘regional landscapes’. Students identify the work associated with each landscape, such as a gardener, horticulturalist or pastoralist.  |

Considerations when adapting the learning activity

* Teacher may need to preface this activity with a discussion of the many careers that involve people working in different landscapes.
* A presentation of visual stimuli could guide students to the different ways land can be used.
* People who work with the land can be invited to speak to the class about what they do, how they use the land and how they do so responsibly and sustainably.

Additional resources to help when adapting the learning activity

* My Modern Met, [Art history: The evolution of landscape painting and how contemporary artists keep it alive](https://mymodernmet.com/contemporary-landscape-painting/)
* [Sue Anderson](https://www.sueanderson.com.au/)
* Jan Senbergs, [Paintings](https://www.jansenbergs.com.au/works/paintings/)
* National Gallery of Victoria, [Geography](https://nga.gov.au/collections/resources/gallery.cfm?displaygal=KLA_L3_Hum_Geo_SCOT901658&onlyparent=0)

Benefits for students

Know yourself – self-development:

* Students learn the value of personal expression.
* Students understand that ideas can be communicated in visual language and interpreted by a viewing audience.

Know your world – career exploration:

* Students link the visual communication of landscape with the careers involved in working with the environment and understand through their investigations how linked we are to the environment.
* Students connect their learning to the world of work by listening to people who work in the environment.
* Students understand that the land is a source of employment for many people.
* Students learn about the career opportunities available for working in the environment.

Manage your future – be proactive:

* Students think critically and creatively about the range of different careers that use the land.