Embedding career education in the Victorian Curriculum F–10

Visual Art/Visual Communication Design, Levels 7 and 8

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 Art/Visual Communication Design, Levels 7 and 8

**Relevant content description:** Create and display artworks, describing how ideas are expressed to an audience [(VCCAVAP037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP037)

Develop and present visual communications for different purposes, audiences and in response to specific needs [(VCAVCDP003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDP003)

**Existing activity:** Planning the presentation or exhibition of artworks or final presentations.

**Summary of adaptation, change, addition:** Researching existing exhibitions and presentations of artworks, and exploring the various roles involved in successfully mounting an exhibition.

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 research the presentation of exhibitions either in the art or design industry. They discuss the purpose of exhibitions and the people involved in the planning and construction of an exhibition.  Students plan and present an exhibition of their work. They consider the physical context of the exhibition and the information they will provide about each artwork. The exhibition may be a physical exhibition in the school or community or an online exhibition. | Students visit a selection of exhibitions, either physically or virtually. Teacher guides a reflection on the various aspects of a sample exhibition to draw attention to all the issues that need to be addressed when planning an effective display, which may or may not also include an event such as an opening or launch.  Students can also discuss the jobs of people working in galleries, such as the curator, exhibition designer, marketing team and public programs manager, and what these roles entail.  Teacher supports students to record their findings so they can add insight to the list of tasks that need to happen during the planning and preparation phase. Students should add information on who would be involved in each of these tasks.  Teacher leads an exploration that emphasises the valuable skills, such as research, analysis, evaluation and critical reflection that students have used throughout their art-making and the decisions made during the process of planning and mounting an exhibition. Students work in groups and teacher highlights the benefits of working with each other and sharing roles and responsibilities, while making clear that many art and design jobs require collaborative working. |

Considerations when adapting the learning activity

* This activity can be considered for the end of any Visual Arts or Visual Communication Design unit when students are planning how to exhibit and present their work.
* This activity can be considered in conjunction with the other activities for Level 7 and 8 on the VCAA Career Education Curriculum Resources page for Visual Arts.

Additional resources to help when adapting the learning activity

* Resources for visits to art galleries and exhibitions, and online exhibitions:
* [Monash Gallery of Art](https://www.mga.org.au/education/case-studies)
* [Heide Museum of Modern Art](https://www.heide.com.au/learning/learning-resources/exhibitions)
* [Bendigo Art Gallery](https://www.bendigoregion.com.au/bendigo-art-gallery/online-learning)
* Monash University Museum of Art, ‘[Education resource: Exhibition case study – Agatha Gothe-Snape: The outcome is certain](https://vimeo.com/412600635)’

Benefits for students

Know yourself – self-development:

* Students understand that many careers in the art and design industries involve collaboration and consideration of the views of others.
* Students receive feedback from their peers and teacher, helping to build confidence and resilience: two important qualities when seeking employment.

Know your world – career exploration:

* Students develop an understanding of the range of careers involved in exhibition planning and design.
* Students experience the world of work by taking on roles associated with putting on an exhibition.

Manage my future – be proactive:

* Through exploring a wider range of career opportunities related to working in the visual arts field, students broaden the scope of potential careers they can explore later.