Embedding career education in the Victorian Curriculum F–10

Visual Arts/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 Arts/Visual Communication Design, Levels 9 and 10

**Relevant content description:** Conceptualise, plan and design art works that express ideas, concepts and artistic intentions ([VCAVAV043](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV043))

Create, present, 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))

Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience ([VCAVCDE006](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDE006))

**Existing activity:** Creating an artwork based on an observational drawing of a shoe.

**Summary of adaptation, change, addition:** Investigating a range of design fields, the roles of designers and the design process.

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 |
| Teacher demonstrates how to use a selection of art materials such as charcoal and pencil to complete a monotone artwork of a school shoe. | Teacher extends the existing activity by incorporating some or all of the suggested adaptations.  For example, the activity can begin with students researching a range of shoe companies and the roles of designers and specialists in the production of shoes for different purposes. This could include shoes for women and men, sporting shoes, haute couture and costumes. |
| Teacher compares the school shoe to the style of shoe someone might wear in a specific career or role. | Students create a mind map of a variety of careers associated with fashion or costume design. Each student compiles a list of five occupations they might like to be involved in that relate to design. Their choices should be based on their interests, as well as their skills and strengths. |
| The students either select a shoe related to their mind map to draw from observation or download a photograph as a source. | Students select a career that interests them and research shoes related to that career. |
| Students use a range of materials, including photography, pen, pencil, pastels and watercolour to complete their drawing.  Students observe the way others are exploring materials in their artworks. They investigate how others have used materials, techniques, art elements and principles in the art process. | Students explore the different materials that designers use to visualise and develop concepts for products. Using material from one or more of the videos listed in ‘Additional resources’, students explore the history of shoe design, both Australian and international. This can be linked back to the identification and encouragement of unique approaches to art-making. |
| Students explore how they would pitch their design to a client. They may wish to develop a brief to gain an understanding of the relationship of the client and the designer, and investigate the work of design studios and the use of the design process in design development  Students present their work in exhibition. They describe the purpose of their work and the materials they have used to represent their ideas. | Students share their findings with others to illustrate the range of possible career directions identified during the activity. They reflect on whether the selection they made from the original list generated by the class has relevance for their own career interests, and why. Students are encouraged to explain ways in which this activity may influence an aspect of their future planning – for example, further research into a particular career pathway, or more conscious development of specific skills or interests. They can record this information in a suitable career planning tool, such as an e-portfolio. |

Considerations when adapting the learning activity

* These activities can be taught either as Visual Art or Visual Communication Design. The teacher can select the activities that address the content of either curriculum from the left hand column.
* Teacher may need to be aware that some students will not be comfortable drawing, so they may want to photograph their boot/shoe, in which case they can think of things such as lighting and context.

Additional resources to help when adapting the learning activity

* The Historialist, [Shoes and art](http://www.thehistorialist.com/p/shoes-and-art.html)
* [What does a shoe designer do?](https://www.youtube.com/watch?v=wqdwFptIxas)

Benefits for students

Know yourself – self-development:

* Students benefit from feedback and communication from peers and teachers, and by viewing the work of other students, see the broad range of career opportunities available to them.

Know your world – career exploration:

* Exploring the work of designers helps students create connections between their interests and skills and a range of career pathways related to learning areas they enjoy.

Manage your future – be proactive:

* Understanding the breadth of careers in a particular industry helps students understand that there is breadth in every industry. Research specific options helps them develop the skills to research other areas of interest independently, enabling them to make informed decisions when planning and building their own careers.