Embedding career education in the Victorian Curriculum F–10

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 Communication Design, Levels 9 and 10

**Relevant content description:** Develop a brief that identifies a specific audience and needs, and present visual communications that meet that brief [(VCAVCDP009)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDP009)

**Existing activity:** Writing a brief or part of a brief that identifies a client, audience, purpose and context, then preparing a presentation.

**Summary of adaptation, change, addition:** Researching how to develop a brief, and working with a client to produce a final presentation.

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 develop a brief using a real or imaginary client. With teacher guidance (and/or a brief template), they will determine the communication needs, context, constraints and audience. Students use the design process and a range of design thinking strategies to develop, refine and resolve concepts for the brief.Students identify the characteristics of their final presentations and determine the materials, methods and media that will be used to generate ideas, develop and refine their final presentations. | Students research a range of visual communication designs in the three design fields (communication, environmental and industrial), listing the products and discussing the communication needs, context and constraints of each design. They investigate the specific needs of the clients and how the designers developed final presentations that met the requirements of the brief.Students research how a brief is developed between a designer and client, and research the materials, methods and media required to produce visual communication design presentations. They investigate the knowledge and skills a designer would need to develop a final presentation meeting the requirements of a brief.Teacher organises a ‘real’ client for students to work with to create a design brief and produce a final presentation. Ideally the client will be someone within the school or local community who needs design work undertaken, such as for a school musical poster, a cover for a writing anthology or a logo for a local small business. Before meeting with the client, students should create a list of questions to ask the client to help identify the needs, context, constraints and audience of the final presentation. The client should be invited to meet with the class to answer questions and provide additional information to establish the brief. |
| Students commence research to generate ideas for their brief. They research the audience type, the presentation formats and general ideas about their client needs. They establish a timeline for the generation, development and refinement of the final presentations. | Students research how designers develop a timeline for a brief. They develop their own timeline to meet with the client over the course of producing the final presentation. During these meetings, students will gain feedback on the development and refinement of the final presentation and reaffirm details about the client’s needs. Students research how designers record and document the development of their final presentations and how feedback from the client is documented and acted upon. Students document the development of their final presentations including any feedback they have received from the client and the audience. They annotate the development and refinement of their concepts. |
| Students evaluate their final presentations and their relevance to the brief. They evaluate the techniques they have used for engaging and maintaining audience attention. They discuss how they would evaluate the final presentations with a client. | Students evaluate their performance when working with a client, including anything they felt they did well or that could be developed for the future. Students consider if they enjoyed working with the client, and why or why not. |

Considerations when adapting the learning activity

* Teacher may need to work with the client to assist with providing feedback to the students.
* Students may need support with presenting their research, ideas and mock-ups and refining their presentations to be appropriate for a client.
* A design practitioner could also be the client. This would give students additional insight into the design industry and could facilitate a discussion about career pathways as well as the design process, design thinking and problem-solving strategies.

Benefits for students

Know yourself – self-development:

* Students build communication skills by working with a client, addressing challenges and resolving issues that arise during the design process and what strategies they used to overcome these.
* Students develop creative resilience and adaptability by gaining feedback on designs and learn to adapt to the needs of the client throughout the design process.
* Students develop design thinking strategies.

Know your world – career exploration:

* Students engage in a workplace simulation by working with a client on an ongoing project, gaining feedback and making changes based on client needs.
* Students learn the steps and purpose of the design process while working for a client.
* Students gain an understanding of a creative process that is purpose driven.

Manage your future – be proactive:

* Students use critical thinking to evaluate their work, reflect on decision making and address feedback.
* Students learn to embrace making changes to the final presentation throughout the design process and using strategies for gaining feedback from the client and the audience.