Embedding career education in the Victorian Curriculum F–10

Music, Levels 5 and 6

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:** Music, Levels 5 and 6

**Relevant content description:** Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects [(VCAMUEO29)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE029).

**Existing activity:** Students create a short composition using graphic and/or conventional notation. Teacher records their work.

**Summary of adaptation, change, addition:** Students collaborate to devise music that may help solve an authentic problem in their school. They notate and record their own work, manage the recording process and reflect on the product.

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 frames the purpose of student composition or describes expected outcome. | Teacher allows for student voice when devising the purpose of their compositions. Students consider an authentic problem in their school and devise music to help solve this problem (e.g. a jingle related to the theme of waste-free lunches). |
| Learning tasks are focused solely on music skills and understandings. | The task is planned to develop both music and career-related skills, such as collaboration. Collaboration is explicitly discussed with students as an important career-related skill. |
| Students experiment to explore musical ideas. | Students work in groups to explore musical ideas with a purpose in mind. They devise music to solve an authentic problem in their school (e.g. minimising waste). Students discuss community issues that are important to them. |
| Students notate their ideas using either graphic or conventional notation, and structure these ideas to create a short composition. | Students notate their ideas in ways that are meaningful to them. They share their knowledge with others in the group and learn from their peers to gain new knowledge. |
| Teacher selects, manages and operates recording technologies. | Students are taught to manage and operate technologies as appropriate. They share their existing knowledge of apps and software and develop independence as they are taught (by teacher and peers) to manage and operate technologies. |
| Teacher assesses the music skills applied by each student. | The task could be set up as Project Based Learning (see the last bullet point in Additional resources below) and assessment extended to include the development of collaborative and creative skills. The structure of Project Based Learning can replicate authentic collaborative professional work. |

Considerations when adapting the learning activity

* Teachers may need to research recording apps and software to ensure classroom accessibility. Students can provide insight into apps they may already use, such as GarageBand and Voice Memos.
* Allocate time to allow for regular and explicit instruction of effective collaborative practice. Group work protocols may need to be designed.
* Teachers could frame discussions around emerging technologies (phone apps, free software) and the impact they have had (both positive and negative) on professional recording studios as home recording becomes more accessible.
* Consider inviting a guest speaker to your school (e.g. a local composer or recording engineer). School policy regarding excursions and school visits will need to be followed for this activity.

Additional resources to help when adapting the learning activity

* For a very user-friendly website for technology in the music classroom: [www.midnightmusic.com.au](http://www.midnightmusic.com.au)
* For step-by-step instructions for recording with GarageBand on iPad: <https://midnightmusic.com.au/2019/06/free-checklist-how-to-record-a-song-in-garageband-on-ipad/>
* For demonstrations of song-writing: <https://www.youtube.com/watch?v=jefiMzHPuj8> and <https://musicaustralia.org.au/program/countusin/>
* For a template to support self-reflection and Project Based Learning: <https://my.pblworks.org/resource/document/self_reflection_on_project_work>

Benefits for students

Know yourself - self-development:

* Students reflect on the development of their collaborative skills throughout the activity.
* Students work creatively, explore ideas and practice being flexible and resilient thinkers.

Know your world - career exploration:

* Students explore pathways of relevant occupations by asking questions from a visiting composer and/or recording engineer.
* Students connect to career pathways as they identify with young composers while watching Music Count Us In videos.

Manage your future – be proactive

* Students plan to research technical requirements (such as file formats) for the final delivery of their product, and gain an understanding that technology in the music industry is constantly evolving. Teacher uses this to draw links to the world of work and to reinforce the importance of keeping current in your field of work and that a lifelong learner continues to research and develop skills.
* By interacting with members of the community, students practise authentic work-based skills, such as setting up meetings, relating appropriately, and keeping accurate records.