Embedding career education in the Victorian Curriculum F–10

Dance, 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:** Dance, Levels 9 and 10

**Relevant content description:** Structure dances using movement motifs, choreographic devices and form [(VCADAD043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD043)

 Evaluate their own choreography and performance, and that of others, to inform and refine future work [(VCADAR045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR045)

**Existing activity:** Choreographing and performing a dance that manipulates the elements of dance to explore a concept such as ‘journey’ or ‘identity’.

**Summary of adaptation, change, addition:** Considering the career skills inherent in the existing activity and their applications in other areas.

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 |
| In pairs, students brainstorm a list of ideas to choreograph a dance around the theme such as ‘journey’ or ‘identity’. Students/teacher can view the ABC Education videos linked below for more information/inspiration on these themes.Students choose two of their favourite ideas to develop into more specific ideas for choreography.  | Throughout the activity, students extend their thinking to explore the work of a choreographer. They research the skills, knowledge and training typical of a choreographer. They can watch Steven Butler’s TEDx Talk: ‘The process of a choreographer: A new way to view dance’ or read about the work/training of a choreographer, and learn more about the choreography planning process.  |
| Teacher provides a planning sheet with the elements of dance to help students plan their concept and approach to manipulating the elements to convey the theme of their dance.Students finalise the choreography of their dance, recording the movement creation process as they go. This recording can be used to refine their choreography. | Students incorporate their insight into the work of the choreographer into the planning process. Teacher also links the work they are doing (critical and creative thinking, planning, teamwork) to skills students would utilise in the workplace – as a choreographer but also in other industries. |
| Students perform their dances to class. All performances are recorded. After all performances are complete, each pair of students watch their recording and assess their performance. They should identify things they did well, as well as areas for improvement. This can be compared with feedback from the rest of the class about each performance. | Students consider their creative process in relation to the TEDx Talk. They discuss how thinking like a professional choreographer influenced their approach to the project and the results. They discuss what elements of the choreography process and performance they enjoyed, and why.  |
| Students reflect on their experience using question prompts such as: * How does focusing on manipulating the elements of dance improve the quality of your choreography?
* What strengths did you bring to this task and what are some areas for improvement?
* How did you overcome hurdles in the planning process?
* How did you use dance to communicate information to the audience?
* Do you think your communication was successful or could it be improved? If so, how?
 | Students reflect on the employability skills they developed while working through this activity, using prompts such as:* What was the value of working collaboratively?
* What was required for good teamwork?
* How could you improve your teamwork skills?
* What do you feel you learned through this creative process? How might this benefit you in the future outside a dance context?
* In what other careers might you use the skills developed in this activity?
* How did the performance effect your confidence in your ability to present yourself?

Any new insight used to form career goals or future research ideas can be documented via a career planning tool, such as an e-portfolio. |

Considerations when adapting the learning activity

* Explicit teaching of the Elements of Dance, Movement Creation Process and Realising a Dance Process should have taken place prior to the activity.

Additional resources to help when adapting the learning activity

* ArtsHub, ‘[Career Spotlight: Choreographer](https://performing.artshub.com.au/news-article/career-advice/performing-arts/richard-watts/career-spotlight-choreographer-254228)’
* TEDx Talks, Steven Butler, ‘[The process of a choreographer: A new way to view dance](https://www.youtube.com/watch?v=hEVQdkRtbqI)’
* ABC Education, ‘[Kindred Spirits: Dancing our identity’](https://education.abc.net.au/home#!/media/1607427/kindred-spirits-dancing-our-identity)
* ABC Education, ‘[Dancing identity’](https://education.abc.net.au/home#!/media/1646777/dancing-identity" )
* ABC Education, ‘[Dancing a life story’](%E2%80%A2%09https%3A/education.abc.net.au/home#!/media/1666761/dancing-a-life-story)

Benefits for students

Know yourself – self-development:

* As they work with their partner to choreograph a dance, students build collaboration skills.
* Students develop self-confidence, performance, communication, research, planning and organisation skills through the planning and delivery of their dance.

Know your world – career exploration:

* Students consider the benefits of the creative process outside a dance context, such as enhanced communication skills, self-confidence, and adaptability.
* Students learn about the work of a choreographer, and consider how the skills they develop can be used in other career settings.

Manage your future – be proactive:

* Students use creative and critical thinking to choreograph a routine to express a concept.
* Students reflect on the skills they have developed in the activity, and can build insights and or/goals that arose from reflection into their career planning.