Embedding career education in the Victorian Curriculum F–10

Drama, 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:** Drama, Levels 9 and 10

**Relevant content description:** Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect [(VCADRR045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRR045).

**Existing activity:** Following a student performance work, students use questions as the basis for an evaluative discussion or report.

**Summary of adaptation, change, addition:** Students involved in presenting a performance work participate in a ‘panel’ where other students ask them questions about the processes of creating, structuring, rehearsing and performing their work.

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 asks students to evaluate their own performance work, through verbal or written means.  | Students involved in presenting a performance work form a panel where audience members (other students) ask questions about the processes of creating, structuring, rehearsing and performing their work.Teacher helps students to develop questions focusing on how performers went about developing their work, dramatic intent, performance skills, as well as questions relating to intention, design and direction.Audience members may have the opportunity to offer feedback on the performance.Performers on the panel reflect on their work and how they made meaning for the audience and developed their ability to articulate these choices.  |
| Students answer questions in a journal, in conversation, or as a summative task. | Students facilitate and participate in the panel discussion.Teacher uses questions to encourage students to reflect on the performance and panel discussion with a career focus. For example, are they interested in pursuing a career in the arts? Why/why not? What roles did they participate in during the activity, and what are the real-world parallels? Can they identify skills used in the performance and panel (e.g. verbal communication, teamwork, self-analysis) that can be used in other workplace settings?This can extend to audience members, who can discuss potential careers using skills in interviewing, arts writing, and arts critiquing.  |

Considerations when adapting the learning activity

* Teachers may choose to repeat this process (e.g. during development, in rehearsal, leading up to and after the panel), making it a continuous, reflective practice.
* Teachers may need to explicitly teach students how to word their questions using specific drama terminology, and how to give constructive criticism.
* To help or cater for below-level students, teachers could provide students with questions to ask the production team.

Additional resources to help when adapting the learning activity

* [Hollywood Reporter Roundtables](https://www.hollywoodreporter.com/topic/roundtables) (for students interested in learning more about various roles in the arts)

Benefits for students

Know yourself - self-development:

* This style of panel discussion allows students to critically evaluate their own strengths and weaknesses as a performer, designer, director, collaborator (as relevant), and whether they achieved their goals for the performance.
* Students can consider how they dealt with challenges they faced, helping them to reflect on their planning and organisational skills in bringing a project to fruition.
* Students are encouraged to justify their choices, ideas and processes, and communicate these ideas to an audience or panel.
* When panel members, students are required to think on their feet when responding to questions, helping them to develop interview skills, as well as consider their own processes of developing performance, including how they approached the task, and the effectiveness of their process.

Know your world - career exploration:

* Participating in a panel discussion about a performance allows students to experience a variety of roles, including actor, director, theatre critic and journalist. Reflecting on roles filled and employability skills used in the activity may encourage further exploration of career pathways.

Manage your future - be proactive:

* As they respond to questions from their peers and justify their decisions and performance, students develop their ability to think critically and creatively, which can help them make career-related decisions.
* Repeating the reflection process throughout the development of the production helps students implement feedback and refine aspects of their work when working to a brief.