Embedding career education in the Victorian Curriculum F–10

Music, 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:** Music, Levels 9 and 10

**Relevant content description:** Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions ([VCAMUE041](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE041))

**Existing activity:** Composing music with a focus on exploring a range of styles.

**Summary of adaptation, change, addition:** Investigating how to compose music for a purpose, such as social change, and identifying the impact of digital technology in the music industry.

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 devises a composition task that encourages students to explore a range of music styles. They select listening examples as an introduction to the activity. | Teacher leads a discussion about the important role of music in leading social change, with musical examples in a range of styles. Historical examples can be used, such as the protest and anti-war songs written and performed by many musicians in response to the Vietnam War. These can be compared and contrasted with songs written about a current social issue, such as climate change. |
| Students submit a plan of their composition, including a composer statement. | Students discuss social issues important to them and investigate musicians who have led social change through their work. They use this research to inform their own composition as they plan and write their composer statement. |
| Students perform their song live in the classroom for their peers. | Students consider ways they can connect to a real-world audience. They explore a range of digital platforms to decide how they will present their work. They discuss best current practice and consider how quickly digital platforms evolve and change. They discuss how important it is for musicians to stay responsive to changes in technology.  Students perform their song in the digital space and brainstorm ways to best interact with their audience and build their profile. |
|  | Students reflect on potential employment opportunities for musicians committed to social change and how the music industry might change in response to evolving technology. What jobs might become redundant and which might grow? Do students see this growth as positive or negative? Does it affect their interest in a career in music? In what other careers could students use the skills they developed during this activity? |

Considerations when adapting the learning activity

* Teacher could invite a guest speaker from the music industry to talk about digital spaces in music.
* The FReeZA is an excellent youth music industry program that can help students explore education and career pathways (see Additional resources).
* Teacher could consider collaborating with local councils or arts organisations to connect student work to a broader audience.
* Building online connections may have implications around online safety. Teacher will need to decide on the most appropriate format. The school’s Facebook page may be suitable for live streaming.

Additional resources to help when adapting the learning activity

* Music Australia, [2019 music: Count us in – Creating the song](https://www.youtube.com/watch?v=jefiMzHPuj8)
* Australian Music Industry Network, [New best practice guide: Live streaming](http://www.amin.org.au/new-best-practice-guide-live-streaming/)
* The Push, [FReeZA](https://www.thepush.com.au/freeza)
* Midnight Music, [Simplifying technology for music teachers](https://midnightmusic.com.au/)

Benefits for students

Know yourself – self-development:

* Students learn how to identify and communicate a message that is important to them.
* Students learn how to respond to change in creative ways.

Know your world – career exploration:

* Students develop confidence as composers as they express their ideas and communicate them to a wide audience.
* Students become active participants in the music industry by performing in a digital space.
* Students understand that self-expression and communicating ideas is an important part of the music industry and gain a deeper understanding of the work of musicians.
* Students understand the importance of existing in a digital space as a musician, and discover that digital technology allows musicians to be more independent with composition and distribution. They enhance their ability to use technology effectively.
* Students understand that the evolution of digital technology has both positive and negative effects on the music industry and consider the implications for their own careers.

Manage your future – be proactive:

* Students learn to be adaptable as they investigate online music platforms to share their music.
* Students can set up audience connections via online platforms and build networks with external industry mentors as they connect with youth music organisations such as The Push.