Embedding career education in the Victorian Curriculum F–10

Music, Levels 1 and 2

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 1 and 2

**Relevant content description:** Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community ([VCAMUM022](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM022))

**Existing activity:** Using movement and body percussion to create accompaniments for songs, chants and rhymes.

**Summary of adaptation, change, addition:** Extending the activity to explore the work of composers and musicians, and the idea of forms of communication.

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 introduces a new song while keeping a steady beat. Students move (stamp, clap, click) in time to the song. Students match the teachers’ singing voice (pitch) and sing in time (beat). | Teacher leads a discussion about how people change the way they communicate based on the audience, including changing content, and highlights that this will happen throughout life. For example, we speak differently to our parents than we do to our friends. Teacher encourages students to think of their own examples. Teacher explains that communication can be verbal but also physical – body language is an important part of how we communicate. For example, if an audience is fidgeting and looking around the room during a performance, this might mean the audience is bored and not interested. Teacher emphasises that body language will be important throughout life, including in work contexts. Students brainstorm examples of body language to communicate different emotions and levels of engagement and appreciation. This can be generalised for everyday situations or tied specifically to a performer and audience. For example, how do performers show they have finished a performance (e.g. they bow) and how does an audience show they loved a performance (e.g. a standing ovation)?Through the consideration of how people communicate, and how this is adjusted depending on the audience, students begin to think creatively about how verbal and non-verbal communication is already a part of their lives and something that will be relevant to their futures. |
| Teacher models some examples of percussion patterns to accompany the song. This could include a repeated drum pattern using crotchets and quavers, a drone (repeated single note) played on a xylophone, and/or other percussion instruments. | Teacher uses the examples of percussion patterns to segue into a discussion of the work that composers and musicians do. Teacher may have to unpack the work of composers and musicians, and should explain that composers and musicians often collaborate and share ideas when writing music. Teacher can link this to the idea of communication previously introduced.Students work in groups to create their own patterns within the song, becoming ‘composers’. Teacher encourages students to practise their communication skills as they share their ideas in groups. |
| Teacher rehearses the song with students as they play a percussion pattern taught by the teacher. | Existing activity runs unchanged. |
| Teacher provides feedback to the class about their ability to sing in tune and stay in time. | Students perform their new song to the class. They should introduce their work before performing – teacher highlights that this is a good communication skill. Students are encouraged to speak clearly and use appropriate music language. Students in the audience should be aware of their body language and what they are trying to communicate physically.Students reflect on the differences between an audience and a performer, and think about other situations where this relationship might occur. Teacher can extend students’ understanding of performance using other examples, such as the principal speaking at a school assembly being like a performer with all the students being the audience.  |

Considerations when adapting the learning activity

* This activity can be tied to the Intercultural Capability by examining how different cultures communicate appreciation. Teacher should do research to avoid cultural stereotypes.
* The song can be presented at a school information day or assembly, or grandparents’ day, and can be recorded and played during parent-teacher interviews to present students’ understanding of the topic.
* Teacher can use guiding questions to review understanding of the topic of communication. A prior discussion with the classroom teacher may be needed to help formulate these questions.
* Teacher may have a musician visit the class to answer questions about the working life of a musician.

Additional resources to help when adapting the learning activity

* [*Catch A Song*](https://www.musicworksmagic.com/product/catch-a-song) by Deanna Hoermann and Doreen Bridges (1988).

Benefits for students

Know yourself – self-development:

* Students learn how performers and audiences communicate through body language and other forms of expression, and think about how this applies to their own lives.
* Students develop communication and organisation skills as they share their ideas.

Know your world – career exploration:

* Students understand some of the processes composers and performers undertake.
* Students link their school experience to professional roles like composter and musician, helping them understand the connections between work and society.

Manage your future – be proactive:

* Students develop their understanding that people present themselves and behave differently in different situations.