Embedding career education in the Victorian Curriculum F–10

Music, Levels 7 and 8

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 7 and 8

**Relevant content description:** Identify and connect specific features and purposes of music from contemporary and past times including the music of Aboriginal and Torres Strait Islander peoples, to explore viewpoints and enrich their music making [(VCAMUR039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR039)

Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music [(VCAMUE034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE034)

Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills [(VCAMUM035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM035)

**Existing activity:** Listening to a range of contemporary music of Aboriginal and Torres Strait Islander peoples to explore viewpoints.

**Summary of adaptation, change, addition:** Learning how musicians can work to create social change and highlight issues through their music, and creating lyrics/music to explore students’ own viewpoints.

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 uses the material in ‘Additional resources’ below to guide discussions around the issue of the Stolen Generations and helps students connect the songs of Archie Roach (‘Took the Children Away’) and Briggs (‘The Children Came Back’) to their experiences. Students see that songs calling for social change and protest are a part of the music industry. They understand that many musicians spend their working lives leading social change and transformation.  Students may begin to consider how their experiences could be the stimulus for their own work. | Teacher leads students in a discussion about other professional artists they know/listen to who also explore social change and transformation.  Students are encouraged to consider the skills and additional knowledge or experience a musician needs to be able to use music as a vehicle for social change, if that is their goal. This could include technical musical/sound production skills, written/verbal communication, and creative thinking. |
| Students plan their own song based on an issue that is important to them. They work to develop lyrics with an authentic voice.  Teacher scaffolds the task to include skill development such as lyric/melody writing and song structure. Students begin to develop the skills needed by songwriters. | As they work on their own song, students are encouraged to reflect on how they are using or developing the skills identified above. This may include planning for how they will further develop some of these skills in the future. Teacher should encourage broader reflection on where these skills will be useful in other careers in the music industry or other industries. |
| Students could use Digital Audio Workstations (DAW) to produce their songs. Through this, students develop technology skills needed to work in the music industry. They understand that a musician needs to be a lifelong learner in order to stay current with changing technologies in the industry.  Teachers and students may record and/or perform their songs. | As students work with DAW, teacher helps students see the connection between the work they are doing in the classroom to the work undertaken by professionals in the music industry.  Teacher explains how many of the entry-level DAW programs, such as Soundtrap, have similar interfaces to industry-standard software. |

Considerations when adapting the learning activity

* Teachers may work with other school departments to help students investigate the issue of the stolen generations.
* Linking with a local Indigenous community member may be a powerful and authentic connection for students.
* The resource numbered [VCAMUP037](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP037) on the VCAA Career Education curriculum resource page offers additional tips on how to connect the performance aspect of this task to career education.

Additional resources to help when adapting the learning activity

* Archie Roach, ‘[Took the Children Away](https://www.youtube.com/watch?v=HNQhCb8xH8E)’
* Briggs ft. Gurrumul & Dewayne Everettsmith, ‘[The Children Came Back’](https://www.youtube.com/watch?v=3-wMbFntrTo)
* Sydney Morning Herald, ‘[An old song that brings hope to a new generation](https://www.smh.com.au/national/an-old-song-that-brings-hope-to-a-new-generation-20150703-gi4mdd.html)’
* Deadly Story, ‘[Apology to the Stolen Generations](https://www.deadlystory.com/page/culture/history/Apology_to_the_Stolen_Generations)’
* Hypebot, ‘[How to write a protest song](https://www.hypebot.com/hypebot/2020/06/how-to-write-a-protest-song.html)’
* Katie Wardrobe, ‘[Midnight Music](https://midnightmusic.com.au/)’

Benefits for students

Know yourself – self-development:

* Students connect in meaningful ways to important social issues. They see how composers of lyrics/music are lifelong learners, responding to events and being engaged in issues.
* Students develop communication skills as they write persuasively about issues they are passionate about, and begin to articulate their work process by sharing ideas with their peers and teachers.

Know your world – career exploration:

* Students understand the work and skills involved in professional song writing, including crafting messages of social change, and industry-standard technical skills.
* Students begin to explore the labour market as they learn about the work of songwriters and the connections to other industry roles.

Manage your future – be proactive:

* As they link the skills used to create a song with a message to skills used in the broader music industry and beyond, students utilise an opportunity to learn and explore potential career paths.