Embedding career education in the Victorian Curriculum F–10

Visual Arts, 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:** Visual Arts, Levels 9 and 10

**Relevant content description:** Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works ([VCAVAE041](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE041))

Conceptualise, plan and design art works that express ideas, concepts and artistic intentions ([VCAVAV043](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV043))

Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints ([VCAVAR046](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR046))

**Existing activity (based on elaboration):** Investigating ‘Art and Appropriation’ and how artists express their ideas on social issues.

**Summary of adaptation, change, addition:** Investigating the transferable skills and role of artists in a range of industries, such as political activism and the media.

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 |
| Using examples, teacher introduces students to artists who have used appropriation to create new artworks. Students watch ‘Shepard Fairey: Obey this film’, noting how Fairey’s Obama poster has been used by others to express ideas.  Teacher guides a discussion of how artists use appropriation to express opinions about society and culture. The work of the street artist Banksy can be used as an example.  Teacher turns the discussion to the importance of personal expression in our society and the confidence needed by artists to express their opinions and thoughts, especially when related to a social issue. | As an extension, students consider how personal expression and confidence in expressing thoughts and opinions are skills which would assist them in communicating in the workplace. Students discuss how visual expression is used in a range of careers, such as advertising, marketing and journalism. |
| In small groups, students discuss the relationship between fine art and commercial art based on artists such as Keith Haring and Kaws, who have made their artworks available commercially.  Students find an example of a well-known artwork or photograph that is not copyrighted and relates to a social issue, that they would like to recreate. Students should be provided with a range of materials and options to use to complete the task, including photography. | Students research and explore jobs associated with communication and expression of social issues. These could include journalism, legal and social work, and political movements.  Students investigate how people working in the production of artworks that communicate social issues develop and evaluate their ideas by looking at the processes and capabilities that industry professionals use. |
| Working in groups, students study the artwork they will appropriate and decide on the intention of their appropriation.  Students plan, prepare and coordinate their artwork, including organising any materials and equipment, and visualise how they will create their work. | Students consider the characteristics of different materials and techniques and decide which material is more appropriate for their intention. As they consider the materials for their own artwork, they should discuss the skills that artists need to use the materials and equipment. |
| Students work together as a team to create a finished outcome that communicates an idea related to a social issue that the group feels strongly about.  Throughout the activity, teacher talks with each group about the challenges they may have while creating the artwork. | Teacher encourages students to consider the importance of key skills such as teamwork, planning, goal setting, production schedules, and reflection and analysis when creating their artwork, and highlights that these skills are transferrable to a broad range of career and job situations. |
| When all artworks are completed, the class evaluates each artwork based on the original intention of the group. Each group discusses how they developed and resolved their ideas throughout the creation of the artwork. | Students investigate careers and the roles of different people in the media who produce and work on the production of stories associated with human rights and social issues. The students can discuss how their roles relate to those working in other areas, such as an advertising firm or political campaign team. They investigate the specific roles of people and the equipment they use. Students reflect on what they have learnt about the various jobs which use visual arts to communicate ideas. |

Additional resources to help when adapting the learning activity

* Artwork referenced in activity: [Shepard Fairey: Obey this film](https://www.youtube.com/watch?v=rcSBr4ZKmrQ); [Keith Haring social issue art project](https://www.youtube.com/watch?v=_-Aw4eoAkxE); [Learning Resources: KAWS](https://www.ngv.vic.gov.au/school_resource/kaws/); [Learning Resources: Keith Haring | Jean-Michel Basquiat](https://www.ngv.vic.gov.au/school_resource/keith-haring-jean-michel-basquiat/)

Benefits for students

Know yourself – self-development:

* Students build communication, negotiation and conflict resolution skills by working collaboratively.
* Students build skills in planning, goal setting, reflection and analysis.

Know your world – career exploration:

* Students discover possible careers that involve the creation of an image that communicates ideas about a social issue.
* Students reflect on their skills as artists and how these transfer to careers in various industries.

Manage your future – be proactive:

* Students learn the value of personal expression and communicating ideas that are important, relevant and can have a positive impact on society.