Embedding career education in the Victorian Curriculum F–10

Visual Arts/Visual Communication Design, 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/Visual Communication Design, Levels 9 and 10

**Relevant content description:** Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works ([VCAVAE040](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE040))

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

Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts ([VCAVCDR011](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR011))

**Existing activity:** Creating an artwork using fast food as the subject matter.

**Summary of adaptation, change, addition:** Exploring careers associated with communication design and visual arts, and investigating the roles and responsibilities of designers in the graphic design industry.

2. Adapt the learning activity to include a career education focus

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| Existing activity | Adaptations, changes or extensions that can be made |
| Teacher begins the lesson with a discussion of the types of fast food that students eat and their favourite fast food.  Students select one type of fast food to draw, paint or photograph. | Teacher links the discussion to careers associated with the production and sale of different types of food, including how food is marketed, packaged and advertised. |
| Teacher introduces students to a range of still-life artworks that feature food as the subject matter. Students investigate how artists working in the pop art movement appropriated fast food advertising in artworks. | Students investigate different logos, packaging and advertising for a type of food they want to explore in their artwork. Teacher extends this investigation into a discussion and exploration about who is responsible for designing and producing the packaging and marketing materials, and the process for this. |
| Students research the use of different materials and techniques before embarking on the final artwork.  Teacher may need to guide students through the process of selection of imagery to use and draw.  While students are creating the artwork, teacher can assist in their exploration of how best to achieve a visually effective work that communicates a visual aesthetic. | Students explore the different processes used by graphic designers to develop and refine logos and packaging. They can apply these processes to their own development of ideas. Students will likely need to create several different drafts before selecting a final design for their artwork.  Students consider the ways artists use materials and techniques in the appropriation of imagery in their work. Students can research legal and ethical considerations, such as copyright.  Throughout the process, teacher will stop the class and allow students to walk around and look at the ways their peers are exploring the topic. This helps students to broaden their understanding of individual expression. Teacher links this to the ways people have different understandings of the nature of work. |
| Students display their artworks in a location within the school. | In planning the exhibition of their work, students consider the careers associated with the display of work for an exhibition, such as curation, writing information about artworks, exhibition planning and marketing.  Teacher gives the students the opportunity to discuss their own work in front of the class and link the food they explored to one career option that they have researched. Students reflect the insight they have gained during this activity and how it will inform their planning and research for their own future. They can also be encouraged to record some of this information in a career planning tool such as an e-portfolio. |

Considerations when adapting the learning activity

* Students may be required to share the types of food they like to eat, so teacher should ensure this occurs in a safe and controlled classroom environment.

Additional resources to help when adapting the learning activity

* [A Bitesize History of Food in Art](https://artsandculture.google.com/story/a-bitesize-history-of-food-in-art/9QJyZ-tyLu9GJQ)

Benefits for students

Know yourself – self-development:

* Students use creative intelligence to raise hypotheses, conjecture, to see new possibilities and to speculate on what visually works and what does not.

Know your world – career exploration:

* Students develop an understanding of the many careers associated with the visual arts.

Manage your future – be proactive.

* By sharing information in class and with their peers about their artwork and how it communicates ideas, students develop an appreciation for the many ways that people understand the nature of work and career pathways.