Embedding career education in the Victorian Curriculum F–10

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 Communication Design, Levels 9 and 10

**Relevant content description:** Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples [(VCAVCDR010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR010)

**Existing activity:** Analysing the characteristics and purposes of visual communication presentations for research and inspiration.

**Summary of adaptation, change, addition:** Analysing the practices and career pathways of designers in different fields.

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 |
| Students find a range of presentations from the three design fields (environmental, communication and industrial) to analyse and use as inspiration for a practical task. Students analyse:* the purpose, context, constraints and audience of the visual communication presentation
* the use of methods, media and materials in the development and refinement of the design presentations
* the use of design elements and principles to engage and maintain the interest of the target audience.

The analysis task may focus on the work of a particular designer to assist the students with developing their own ideas and final presentations.  | Students focus on a designer working in one of the three design fields as a case study for their analysis. They analyse the visual communication presentations the designer has produced and then consider the practices of the designer to generate ideas, develop and refine final presentations. Students analyse:* the discussions the designer has with clients to determine briefs for final presentations
* the context and constraints of the visual communication presentations
* the processes the designer uses to generate ideas and develop and refine concepts
* the materials, methods and media used by the designer
* the strategies the designer uses to engage and maintain the target audience when creating visual communication design presentations.
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| Students analyse and evaluate factors that influence design decisions when creating visual communication design presentations. Students should consider the design thinking strategies the designer uses throughout the design process including:* methods of collecting, analysing and synthesising research
* generation and visualisation of ideas
* use of materials, methods and media in the generation, development and refinement of concepts for final presentations
* the use of design elements and principles and aesthetic considerations in the development of designs
* techniques used for engaging audiences and maintaining interest.
 | Students also explore the career pathway of the designer by asking questions such as:* How did they get to where they are now?
* Where and what did they study?
* What skills do they need in their job?

Students can map the designer’s career pathway using a diagram or flow chart. This can also be presented to the rest of the class as part of an oral or visual presentation. |
| Using their research as a basis, students then develop their own final presentations using the techniques and skills of their selected designer.  | Students reflect on their research in terms of their own context, asking questions such as: Would I consider a similar pathway? Why or why not? What skills do I have/want to develop that would make me suitable for a career as a designer in this field? |

Considerations when adapting the learning activity

* Teachers could invite a designer to speak to the class about their career pathway and practice. Students could be encouraged to prepare questions to ask the designer.

Additional resources to help when adapting the learning activity

* Visual Communication Victoria, ‘[Downloadable resources and online videos](https://www.vcv.asn.au/resources/downloadable-resources-and-online-videos)’
* Netflix, ‘[Abstract: The Art of Design](https://www.netflix.com/au/title/80057883)’
* Jacinta Patterson and Joanne Saville, ‘[viscomm: A guide to Visual Communication Design](https://www.cambridge.edu.au/education/titles/viscomm-Second-Edition-print-and-digital)’

Benefits for students

Know yourself – self-development:

* Students practise their communication skills and work collaboratively with others in the class to formulate questions to ask the designers in interviews.
* Students reflect on their own skills and capabilities and what they may need to develop pathways for their own career development.

Know your world – career exploration:

* Students reflect on their research and its relevance to their own job prospects/potential career pathways.
* Students are granted insight into the world of work and the skills required for a potential career in the design industry.
* By investigating the career pathways for designers, students understand the educational and training models offered in the industry and how they would suit individual interests.

Manage your future – be proactive:

* By investigating the practices and career pathways of designers, students understand how designers working in different design fields build their knowledge and skills and establish their careers.