Embedding career education in the Victorian Curriculum F–10

Visual Communication Design, 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:** Visual Communication Design, Levels 7 and 8

**Relevant content description:** Use manual and digital drawing methods and conventions to create a range of visual communications [(VCAVCDV002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDV002)

**Existing activity:** Using one-point or two-point perspective drawing methods to depict an environmental design.

**Summary of adaptation, change, addition:** Exploring work-related contexts in which perspective drawing is used.

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

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher introduces perspective drawing by showing students a range of examples using one-point and two-point perspective, including visualisation drawings and finished presentations.Teacher guides students through a step-by-step process of creating a one- or two-point perspective drawing of an environmental design. | Teacher provides examples of architects’ sketches that use one- and two-point perspective and explains why architects use perspective drawings to sketch and show the three-dimensional representation of a design concept. Students look at CAD-rendered perspective drawings from new developments and discuss why the method is being used. What does it show? How does it depict the design? CAD-rendered perspective drawings depict potential designs in a realistic way as well as representing space. Students discuss jobs where perspective drawing might be used, such as building and construction, architecture, urban planning, civil engineering and landscape design. They discuss how and why perspective drawing is used in these industries. |
| Students complete a perspective drawing of a topic such as a street view, city corner or bedroom interior. | Students will design a building using one- or two-point perspective. They use architectural designs from websites, magazines and books as references and note the architectural features of the designs. Students are encouraged to make adaptations and individualise their designs based on their own ability and judgement. For example, more advanced students might add stairs in two-point perspective. |
| Students evaluate their work using design thinking strategies such as PMI or SWOT. | Students extend their evaluation using questions such as: Did you enjoy the task? What did you find difficult or easy? Where can perspective drawing be useful in some potential careers that interest you? (Note that the careers discussed at the beginning of the activity can be used as a focus.) What skills will you need to work on if this is an area of interest for you? Students reflect on their potential skill set for work in the architecture and building industries. They listen to talks or watch videos about professionals in the industry who can explain how they use architectural drawings to visualise and represent ides.  |

Considerations when adapting the learning activity

* This activity would benefit from a guest speaker in the industry, either in-person or virtual. This may necessitate discussion with the school careers practitioner or the outreach staff at a local tertiary or vocational institution. The speaker should speak about their career, study opportunities and pathways.
* Teacher may add examples of perspective drawing being used in the jobs discussed.
* Teacher should try to identify less obvious career opportunities where the skills and knowledge developed in this activity might be relevant.

Additional resources to help when adapting the learning activity

* Will Jones, ‘[Architects’ Sketchbooks](https://metropolisbookshop.com.au/p/drawing-modelmaking-architects-sketchbooks?barcode=9780500342688&search_key=Architects+Sketchbooks)’and ‘[Making Marks](https://metropolisbookshop.com.au/p/drawing-modelmaking-making-marks-new-architects-sketchbooks)’
* [Architectural Digest](https://www.architecturaldigest.com/), [Architecture Australia](https://architectureau.com/magazines/architecture-australia/), [IndesignLive](https://www.indesignlive.com/the-magazine) and [Inside Out](https://www.homestolove.com.au/inside-out) (architectural magazines)
* Assemble Communities, [Projects](https://assemblecommunities.com/projects/)
* Presentations of ‘off the plan’ apartments on the internet
* Student Edge, ‘[I wanna be an architect](https://www.youtube.com/watch?v=asdgRAjGK-M)’
* 30X40 Design Workshop, ‘[A day in the life of an architect](https://www.youtube.com/watch?v=_C5vCGB8Xx0)’
* Open Universities, ‘[Day in the life of an architect](https://www.open.edu.au/advice/insights/day-in-the-life-of-an-architect)’
* MyFuture, ‘[Mitchell poised to architect a great future](https://myfuture.edu.au/case-studies/details?id=mitchell-poised-to-architect-great-future#/)’

Benefits for students

Know yourself – self-development:

* Students identify their skills and interests in architectural and environmental design.

Know your world – career exploration:

* Students consider potential jobs in which perspective drawing is used and broaden their knowledge of the labour market.
* Students experience and understand the work of an architect.

Manage your future – be proactive:

* Students practise creative and critical thinking when designing their building.