Embedding careers education in the Victorian Curriculum F–10

Media 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:** Media Arts, Levels 9 and 10

**Relevant content description:** Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style [(VCAMAM042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM042).

Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes [(VCAMAM043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM043).

Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues [(VCAMAP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP044).

**Existing activity:** Creating a music video.

**Summary of adaptation, change, addition**: Investigation of live broadcast and music video production in the music 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 |
| Using the technical and symbolic elements of Media Arts, students plan and produce a music video for a specific audience. Students pick a favourite song and in groups plan the production of the music clip. | Teacher extends the professionalism of each stage of this activity by involving professionals where possible. Where this is not viable, students engage in targeted research to more professionally inform their production.  Students research the music industry and investigate the differences between live music video broadcasting, streaming, and the production of music video clips. They investigate the different specialists involved in live music broadcast and the planned production of a music video clip. They research the skills that are used, and the technical processes linked to the media arts curriculum.  Students investigate the relationships and collaboration of specialists and artists in the production of live music broadcast and music video production, and how those specialists work together in pre-production, production, post-production and distribution. |
| Students produce a distribution plan for their music video. They consider the audience and the institutional context of the presentation of the production, including the ethical and regulatory issues associated with the genre of the production and the audience base.  Before producing their distribution plan, students explore the different industry contexts for music video and live broadcast productions, including festivals, concerts, commercial television, public broadcasts, radio and internet streaming. They discuss the issues associated with distribution in these contexts and the factors that would influence the presentation of their production. | After researching different distribution contexts in the industry, students reflect on possible work-related opportunities for them in those industries, and how this might influence their future planning.  They explore the skills, knowledge and potential job roles behind the making and implementation of an effective distribution plan. |

Considerations when adapting the learning activity

* This activity could be combined with tasks in the Music curriculum.
* Teachers may wish to focus on one aspect of distribution of media products such as audio, internet or live broadcasting.
* The tasks could be conducted using a different media form such as photography or print production, including documentary photography or the production of a magazine or journal article.
* If professionals are involved in the activity, school policy regarding excursions and school visits will need to be followed for this activity.

Additional resources to help when adapting the learning activity

Benefits for students

Know yourself - self-development:

* The learning activity focuses on ‘viewpoints’ in Media Arts, therefore students would gain skills in cultural and ethical sensibilities as well as the ability to communicate ideas using specific genre conventions.

Know your world - career exploration:

* The tasks enable students to explore the movie industry beyond production, with a focus on marketing and distribution. The students explore the purpose of distribution and the factors that influence distribution both locally and internationally.
* The students explore the process of distribution and the roles of people involved in post-production, distribution and marketing.

Manage your future - be proactive.

* By studying aspects of Media Arts (such as viewpoints, the communication of concepts and the process of distribution), students gain skills that are transferable to other learning disciplines. These concepts are common threads throughout the Arts.
* Students build skills in critical and creative thinking, interpersonal skills, inter-cultural understanding and ethical understanding that can be transferred to other learning activities and careers.