Embedding career education in the Victorian Curriculum F–10

Drama, 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:** Drama, Levels 9 and 10

**Relevant content description:** Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles, and by using design elements [(VCADRD043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD043).

**Existing activity:** Planning, rehearsing and presenting a devised or scripted performance work.

**Summary of adaptation, change, addition:** Planning a performance or production within a budget, considering the necessary elements to make a successful performance, as well as OH&S requirements.

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 plan and rehearse a performance, sourcing their props, set and costume elements themselves, or using property belonging to the school. | Teacher provides students with a preliminary budget for the performance and explains that they must adhere to the budget.  Students plan and rehearse their performance as in existing activity, but collaborate to plan production areas in advance. This could be done during production meetings that occur intermittently during the planning and rehearsal stages.  Students research costings, and potential places to source or buy the necessary items for their props, sets and costume elements (e.g. wigs, costumes, furniture, material to construct and paint sets). |
| Students collaborate to present the performance piece, working in various roles such as acting and direction, sound and lighting operation, and design. | At different stages in the planning and rehearsal process, students consider OH&S concerns and problem-solve to ensure a safe and smooth production (see Considerations…). They need to consider the safe operation of equipment, stage management protocols, and actors’ safety in the theatre.  This can be completed collaboratively or individually. |
|  | Throughout the activity, the teacher should facilitate students’ reflection on their decisions, the factors that influence these decisions, and whether they would like to pursue career options in this area of the industry.  Reflection on budgetary decisions can include discussion on additional skills being developed (e.g. critical and creative thinking) and the extent to which the budget influenced aspects of the performance and required them to be flexible and adaptable.  Students could add the experience to an e-portfolio or résumé with examples of transferable employability skills they acquired or strengthened. |

Considerations when adapting the learning activity

* This activity lends itself to collaboration with professionals in the theatre industry, as this would facilitate a deeper exploration of the issues facing people in the industry, and inform decision-making that more closely mirrors decisions made in the industry. Ways of connecting with professionals who may not be able to come to the school include videos on the Internet and video meet-ups. The school career practitioner may have access to relevant contacts at tertiary institutions.
* While students are considering budgetary constraints and selecting materials for purchase, teachers should closely monitor them and approve purchases only if they are appropriate and within budget. Teachers will need to follow school policy relating to purchases (e.g. approval process, purchase orders, receipts).
* If funds are not available, teachers might like to challenge students to create a ‘no-budget’ performance, and use recycled materials and contact local organisations and contacts they might have to seek donations of items.
* Teachers might need to explicitly teach students about OH&S requirements, and could access industry documents such as the Occupational Health and Safety Act, as well as safety guidelines from organisations like the [Australian Entertainment Safety Resource Guide](https://aesrg.com.au/). Where possible, teachers could engage industry professionals to speak with students about how risk management influences planning of a performance, and the use of props, costumes, set pieces, etc. School policy regarding school visits will need to be followed.
* It might be possible to connect this task to whole-school or extra-curricular projects such as a school production, which would contextualise the learning activity in a real world setting and enable students to include the experience in an e-portfolio or résumé, along with skills used and developed in the activity.

Benefits for students

Know yourself - self-development:

* Planning and producing a performance with budgetary constraints will develop students’ financial literacy and problem-solving skills.
* Collaborating on the production planning process will give students the experience of working in a team, enabling them to develop skills in negotiation, collaboration, and problem-solving.

Know your world - career exploration:

* Students will experience the practical and operational demands of planning and executing a theatrical performance, and can explore some of the roles undertaken by directors, producers, stage managers, and other production roles.
* By working on a production where they have to consider logistical aspects of working in the theatre such as finance and budgeting, sourcing materials, and liaising with suppliers, students can be supported to connect their learning to many industries outside of Drama and Performing Arts, such as building and construction, business, and hospitality.

Manage your time - be proactive:

* Students will develop skills in communication and organisation by working with fellow students, teachers and community members. At the conclusion of this task, students reflect on and self-assess their own contributions to the project, and how they worked with others.