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:** Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience [(VCADRP044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRP044)

**Existing activity:** Planning and implementing use of production areas (sound, lighting, props, costume, set, etc.).

**Summary of adaptation, change, addition:** Researching production roles; drafting, planning and implementing designs for a performance.

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 are tasked with presenting a devised or scripted performance, and plan the use of production areas such as lighting, set design, costume, etc.  The performance work may occur as part of the same class project or may take place in another class.  Teacher selects/nominates the audience. The audience may be students in another class, at a primary school or pre-school, or local community organisation. | As an adaptation, students take ownership of the production of the performance, managing the planning and implementation of the production. Teacher and students brainstorm what they know of production design, including the various roles and what those roles entail.  Students select a production design role based on areas of interest. Students work as a production team to determine the style and vision of the performance, and tailor elements to a specific audience.  Students develop the timeline and priorities of the project. The focus of certain elements will change, depending on the length and style of performance, and whether it is student-devised or scripted. As a production team, students work collaboratively with the performers to select an appropriate audience and venue for the work they are presenting, and liaise with the venue and/or stakeholders to negotiate rehearsal and performance times. |
| Students work with teacher guidance to enhance the performance through lighting, costume, set pieces, props, make up, and/or other relevant production areas.  When designing the production, students should be mindful of style of the performance, as well as the dramatic intent of the work, and should be guided to discuss and negotiate their ideas and directions at regular intervals. | Students research the tasks and knowledge associated with their production roles in detail.  Students fill the selected production roles such as design (sound, lighting, costume, set, props), production, directing, stage-management and/or marketing for the performance from initial planning through to the final performance. This can be undertaken with the guidance of teacher. |
| After the performance, teacher and students debrief about the performance, identifying strengths and weaknesses from the performance work, and how they might make improvements in future. | After the performance, students reflect on any challenges they encountered, and unpack how they dealt with them, how they might deal with a similar scenario in the future, and what skills they used or developed in the process. They record these experiences in an e-portfolio or résumé.  Students can be introduced to ‘employability skills’ and consider the skills they develop through the activity. They reflect on how these skills can be used in the workplace. If they enjoyed the tasks associated with the production role they filled, they should be supported to explore pathways to that role in more detail. |

Considerations when adapting the learning activity

* This activity will have the greatest impact if teachers spend some time prior to the activity reflecting on the broader value of drama skills to students of this age. For example, the capacity to interview well is an example of a situation where good communication and presentation skills will be paramount. Students may be considering scholarship applications, leadership roles in the school or in local community or sporting groups. Drawing students’ attention to some of the skills that employers specifically ask for will help them link their classroom learning to applications in their own lives. See ‘Additional resources’ below for some ready references to these skills.
* Engaging local performers and designers to speak with students in person or online could make this learning experience more authentic for students, and will also facilitate deeper learning about what each role entails. Tertiary institutions can often provide student ambassadors from related courses, which can be arranged with the school career practitioner or the student recruitment team at the institutions.

Additional resources to help when adapting the learning activity

* Job Jumpstart, ‘[What are employability skills?](https://www.jobjumpstart.gov.au/article/what-are-employability-skills)’

Benefits for students

Know yourself – self-development:

* Working as part of a collaborative production team allows students to receive and reflect on feedback to ensure an entertaining and impactful performance for the audience.
* Following the performance, students can reflect on the skills developed over this project and use their insights to develop responses to audition interviews or for inclusion in an e-portfolio or résumé.

Know your world – career exploration:

* Students will gain a holistic understanding of the production process and the ways that theatre-makers and performers curate a theatrical experience for, and communicate meaning to, an audience.
* Undertaking and executing a range of roles within this task will assist students to connect their learning to professional industries, and enables students to consider the viability of design, production and performance as a career, and where their own interests and skills lie within the field.

Manage your future – be proactive:

* In addition to developing students’ design skills, working with venues and stakeholders will assist students to hone their communication and organisational skills. Creating rehearsal and performance schedules, props lists, design drafts and plans will help students experience planning, and executing a project from beginning to end. These skills will allow students to plan and build their careers.