Embedding career education in the Victorian Curriculum F–10

Media Arts, Levels 3 and 4

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 3 and 4

**Relevant content description:** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text ([VCAMAE025](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)).

Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander peoples ([VCAMAR028](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)).

Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories ([VCAMAM026](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)).

**Existing activity:** Seeing change through time-lapse photography.

**Summary of adaptation, change, addition:** Using photography to document events, stories and evidence.

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 |
| Teacher introduces still photography and time-lapse photography, including the basic differences between them. Students watch a series of time-lapse videos that show change over time (e.g. of an opening flower, CCT footage of a news event), and discuss how the videos have documented the changes. | Teacher helps students consider the different types of events time-lapse photography can capture and how it can be used in work-related activities. For example: to document an event, tell a creative story, to provide scientific evidence of change.  Students list ideas of what they could capture using time-lapse photography. Teacher should encourage students to think about uses for time-lapse photography in fields such as science, geography and health and human development. |
| Students explore an iPad camera app to create a time-lapse video of an event, such as a celebration in the family or the making of a meal or cake. They capture the images and then adjust the frames per second, considering the ‘structure’ of their story. | Students work in pairs to collaborate on their time-lapse story. Teacher highlights that working in pairs or teams can have challenges but can also be beneficial. Students discuss the positives and negatives of working in pairs/groups. The students gain skills using an iPad camera and stop motion editing equipment. |

Considerations when adapting the learning activity.

* This learning activity is linked to the ‘See change’ resource for Media Arts Levels 3 and 4 in the Victorian Curriculum F–10 sample units of work (see Additional resources).
* Teacher will have to prepare some examples for the discussion about work-related uses for time-lapse photography, including examples from the local community where possible.
* Having student access to technology such as mobile phone cameras and iPads will help students to develop skills using technology. Students can use time-lapse software on a computer if they do not have devices. They can import images into Windows Movie Maker or Microsoft photos.

Additional resources to help when adapting the learning activity

* Mashable, [What is stop-motion animation and how does it work?](https://www.youtube.com/watch?v=wVjMFU11hVA)
* ACMI, [Make a stop-motion animation](https://www.acmi.net.au/stop-motion-animation-beginners-get-started/)
* Examples of stop-motion videos:
* [Change: The happiest stop-motion video ever](https://www.youtube.com/watch?v=sOMFod_Qnhg)
* [Candy – Short stop-motion film](https://www.youtube.com/watch?v=3DFzjP6PbnU)
* [Most satisfying stop-motion animation](https://www.youtube.com/watch?v=L9hWlxyLcYk)
* Victorian Curriculum and Assessment Authority, [Sample units of work, Levels 1–6](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/media-arts/Pages/Help-me-find-a-teaching-resource.aspx)

Benefits for students

Know yourself - self-development:

* Students develop their creativity by exploring new techniques to communicate ideas.
* Students develop their digital literacy and their capacity to understand different ways of communicating a message effectively by using multi-modal tools to create a media artwork.
* Students build their ability to work collaboratively and understand the benefits and challenges of working with others.

Know your world - career exploration:

* Students start to understand the variety of roles in the labour market by exploring jobs that use photography as a form of documentation.

Know your future - be proactive:

* Students understand that the skills they develop through this activity are transferable to other learning contexts, including the documentation of development and progress in learning areas such as Science, Geography and Health and Human Development.