Embedding career education in the Victorian Curriculum F–10

Media Arts, Levels 5 and 6

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 5 and 6

**Relevant content description:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text. ([VCAMAE029](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)).

Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories. ([VCAMAM030](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030))

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice. ([VCAMAP031](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031))

**Existing activity:** Developing a documentary on food sustainability.

**Summary of adaptation, change, addition**: Studying the production and presentation of documentaries and the vocations associated with documentary production.

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 investigate the conventions and principles of storytelling used in documentary film-making. They investigate the use of ethics in production.  They are introduced to the concept of ‘farm to fork’ (food sustainability) through online video resources (see Additional resources). Students discuss the ideas represented in the videos and how the programs are structured to communicate a specific message to an audience. They discuss the characteristics of the audiences that would watch ‘farm to fork’ videos. | As students discuss the ideas presented and how the programs are structured, the teacher extends their exploration to include reflection on the roles of people working in film and television and the technical skills they require. Students think about and discuss the collaboration between specialists who use their individual skills in the production of a documentary. Teacher can further extend the careers element of this activity by helping students identify and discuss the work roles depicted in the videos. |
| In groups, students choose a food and follow an inquiry approach to research its supply chain. They use the videos they have viewed to follow the steps for the production of food and then apply it to their chosen food.  Students plan their media production using storyboarding, shot lists and scripts. They shoot their documentaries using media technologies and equipment. | Students work together in groups to complete their documentaries. They discuss the process of working with others collaboratively on creative projects and how to visualise and develop ideas. They also consider what they contribute to the group effort and what they could do better in group projects in the future. They explore the roles of different people in creating a media production. |

Considerations when adapting the learning activity.

* This learning activity is linked to the ‘farm to fork’ resource for Media Arts Levels 5 and 6 in the Victorian Curriculum F–10 sample units of work (see Additional resources).
* This activity also links to career education resources for Design Technologies and Geography (see Additional resources).

Additional resources to help when adapting the learning activity

* Victorian Curriculum and Assessment Authority, [Sample units of work, Media Arts Levels 1–6](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/media-arts/Pages/Help-me-find-a-teaching-resource.aspx)
* Eat Happy Project, [‘From farm to fork’ playlist](https://www.youtube.com/playlist?list=PLbPWPsvL8htmEsYS9-6m4vX8M30NfNUXJ)
* App Store, [Green screen by Do Ink](https://apps.apple.com/au/app/green-screen-by-do-ink/id730091131)
* Career Education Resources:
* Design Technologies
* Geography

Benefits for students

Know yourself - self-development:

* Students develop their creativity by working with technologies to communicate ideas.
* Students develop their ability to use multi-modal tools to help them create a media artwork.
* Students learn to work collaboratively and understand how working with others can develop creative ideas and products.
* The students develop skills in critical and creative thinking, research skills and problem-solving using media arts learning activities.

Know your world - career exploration:

* Students explore the jobs of people in documentary film-making.
* Students broaden their research skills, which can be applied to other areas.
* Students develop the ability to evaluate and analyse their use of media production processes and technologies.
* Students understand how effective communication can benefit them in a formal environment.

Know your future - be proactive:

* Students develop skills that will support their learning in other learning areas, such as Science, Geography, Design Technologies, and Health and Human Development.
* Students put into practice their critical and creative thinking, and research and problem-solving skills through the Media production process.