Embedding career education in the Victorian Curriculum F–10

Media Arts, Levels 7 and 8

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 7 and 8

**Relevant content description:** Develop media representations to show familiar or shared social and cultural values and beliefs ([VCAMAE034](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE034)).

 Present media artworks within different community and institutional contexts for different audiences, with consideration of ethical and regulatory issues ([VCAMAP037](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP037)).

**Existing activity:** Creating a photo portrait of family and friends.

**Summary of adaptation, change, addition:** Investigating commercial portrait photography

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 view photographs from the National Photographic Portrait Prize 2020 (see Additional resources). They discuss the genre conventions of portrait photography and how the photographers have expressed the viewpoints in the images using technical elements and story principles.  | Teacher leads a class discussion about how people communicate. This can start very broadly and then teacher can guide the discussion towards how people communicate a message through images, particularly photography. For example, people communicate through speech, but also through vocal tone, word choice and their relationship to imagery. A discussion on how people communicate using imagery can be extended to reflect on other situations where this might be relevant. This may include some work-specific examples. |
| Students explore the role of photographers, particularly those who take photographs of people, and research how they plan their work. Using their research as a guide, students plan a photographic series of their family and friends, based on a series of portraiture exhibitions they have viewed. They list a series of family members, as well as objects that represent the characteristics or interests of each person. They consider how the images will tell the story of the person. Having established the subject of their series of photographs, students plan the images and list the technical elements required, such as lighting, composition and setting. | Students explore the role of documentary photographers, particularly those who document the lives of people. They discuss what a portrait photographer does and how their job is different to that of fine art photographers and photojournalists. Do they each serve a different purpose? Students could interview a local portrait photographer or commercial photographer about the tasks they complete day-to-day, as well as their career pathway. Questions (which the class can brainstorm ahead of time) should include questions about key decisions the photographer made and opportunities that determined their career direction, other skills they need beyond photography. Encourage students to remember that the work of a photographer goes beyond simply taking the photo – there is also planning and pre-production as well as post-production work, as well as marketing of their services (e.g. website, social media, running their own business). They discuss the different purposes of these tasks compared to those of photojournalists and fine art photographers. |
|  | Students reflect on the common skills that photographers use. Remind students that these go beyond the ability to just take the photo (e.g. organisational skills, familiarity with digital technologies and technical equipment, communication skills). In what other roles and careers might these skills be useful?  |

Considerations when adapting the learning activity

* Teacher should consider the different portrait exhibitions of photography available and how they will engage the students. Most public galleries have an exhibition of portrait photography, including The Centre for Contemporary Photography, The Australian Centre for Photography, Monash Gallery of Art, National Gallery of Victoria, Horsham Regional Gallery and The Australian Centre for the Moving Image. The learning activity could also be focused on a local exhibition of portraits in a local government building or expanded to include online exhibitions or presentations in magazines or journals.

Additional resources to help when adapting the learning activity

* National Portrait Gallery, [National Photographic Portrait Prize 2020](https://www.portrait.gov.au/exhibitions/national-photographic-portrait-prize-2020)
* [Advertising Photographers Australia](https://www.photographers.com.au/advertising)
* [AgIdeas](http://ideasondesign.net/design-for-schools/educators-resource-kit/) - ideas on design.

Benefits for students

Know yourself - self-development:

* Students develop visual and verbal communication skills through discussion about how people communicate and exploration of ways in which people use imagery to convey a narrative.

Know your world - career exploration:

* Students explore the photography industry, the skills required and the common daily tasks of a photographer.
* Students understand the photography industry is broader than portraiture.

Manage your future - be proactive:

* Students explore the transferability of photography skills to other careers.