Embedding career education in the Victorian Curriculum F–10

Music, 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:** Music, Levels 7 and 8

**Relevant content description:** Analyse composers’ use of the elements of music and stylistic features when listening to and interpreting music. ([VCAMUR038](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR038))

**Existing activity:** Listening to and analysing music, focusing on the elements of music as points of discussion.

**Summary of adaptation, change, addition:** Considering employment opportunities based on different music styles.

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 plays the selected music for analysis, drawing from a wide range of diverse communities and genres. The Tiny Desk Concert series (see ‘Additional resources’) has a wide range of musicians to choose from. | As an extension, teacher invites a local musician to speak to the class about how they communicate through music, their work experience, and training. Prior to the visit, students devise questions about how elements of music are used to communicate ideas, what type of work is common and realistic for musicians, and education and career pathways for musicians.  Students ask the musician their questions, developing their knowledge of career opportunities in the music industry. |
| Teacher guides students in an analysis of the elements of music, as they focus on dynamics, pitch, form, duration, texture and tone. Teacher helps students delve deeper, leading a more holistic discussion on how these techniques and devices are used across a large range of different styles of music. For an ongoing activity, students can keep a record of the development of their listening and analysis skills throughout the term. | In groups, students discuss how music fits into the world of work. What might the performers’ working life look like? Where might different styles of music be performed and used? Are different styles of music more in demand than others? Why? What does this mean for the employment opportunities of musicians making this style of music versus musicians making other styles of music?  Students research areas where musicians may work outside of being a ‘performer’, such as writing music for movies, television, or ads. They identify the styles of music used in these areas and look for similarities and differences across the industries. |
|  | Students reflect on their own music preferences and skills – do they align with in-demand music styles? If not, does this matter to students? If not, why? If yes, how else can students use these skills, either elsewhere in the music industry or in a completely different field of work? How can these skills be developed? |

Considerations when adapting the learning activity

* Examples of different music styles should represent a range of cultures, ages and genders, providing opportunities for students to identify with different musicians.
* If using the Tiny Desk Concert series, teacher is advised to preview videos for lyric content prior to the activity.
* Local councils may provide guidance when looking for a musician to visit the class. The school’s careers practitioner may also be able to provide guidance and contacts.
* This activity could be linked to Intercultural Capability if the guest musician explores how their cultural background informs the message or form of their music.

Additional resources to help when adapting the learning activity

* NPR Music, [Tiny Desk Concert series](https://www.youtube.com/c/nprmusic/videos)

Benefits for students

Know yourself – self-development:

* Students develop technical skills by learning how professional musicians use composition devices and performance techniques.
* Students build their listening and analysis skills.
* Students identify personal music preferences, improving their self-awareness.

Know your world – career exploration:

* Students understand that music communicates ideas and messages through different elements and techniques and learn how musicians use these techniques.
* Students develop an understanding of the employment opportunities for musicians, based on different styles and genres.
* Students learn about education and career pathways for musicians.
* Students identify other industries and jobs that their music skills and interests can be transferred to.

Manage your future – be proactive:

* Students reflect on their current skills and identify how to further their skill set.
* Students gain insight into career opportunities and pathways, which can help plan and build their careers.