Embedding career education in the Victorian Curriculum F–10

Visual Art/Visual Communication Design, 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:** Visual Art/Visual Communication Design, Levels 7 and 8

**Relevant content description:** Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks [(VCAVAE033)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE033)

 Develop skills in planning and designing art works and documenting artistic practice [(VCAVAV036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV036)

 Identify and describe the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts [(VCAVCDR005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR005)

**Existing activity:** Depicting a home or house as the subject in two- and three-dimensional artworks.

**Summary of adaptation, change, addition:** Researching residential architecture and the roles associated with environmental and architectural design.

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 shows examples of the ways artists have represented the idea of a home in the past. The houses shown should come from at least three different geographical locations in the world.  | During the discussion, teacher identifies the different styles of architecture and links them to different cultures and societies and different careers in the industry. |
| Students research a range of historical periods to investigate how artists have represented the idea of home in art. These periods could include Australia in the early 1800s, Australia in the 1950s and Australia in the 2000s. | In pairs, students select an historical period to research. They create a list of the characteristics of the architecture and the skills needed to build the houses from that period. Students present their findings to the class |
| Teacher gives a demonstration of using different materials to create a drawing of a home from one view. Students consider and document which materials best reflect their ideas and the style of their home, and then they draw the exterior view of their homes using these materials. | Teacher introduces the idea of drawing a home from different perspectives, and links this to the work of architects, drafters and engineers, and their roles and responsibilities in building. Students explore the processes that architects, drafters and engineers use to design houses. They investigate the different tools and materials that architects, drafters and engineers use to create drawings, and consider their interest in these jobs or career areas.Students consider different environmental and social conditions that would influence the design of a home and document these with visualisation sketches. |
| Using cardboard or other found materials, students create a three-dimensional version of their artwork. Either individually or in a group, students construct a house of the future and then choose and apply a colour scheme for the outside. Throughout the activity, students seek out and act on feedback from their peers and teacher. | Existing activity runs unchanged.  |
| The finished two- and three-dimensional artworks are displayed with the student designs. The students collaborate on planning the exhibition.  | Teacher emphasises the research, analysis, evaluation and critical reflection skills students used throughout the process to achieve a variety of finished outcomes and how these are valued in the design and architecture industries.  |

Considerations when adapting the learning activity

* The three components of this activity (historical research, drawing, and creating a three-dimensional artwork) all offer opportunities for career exploration. Teacher may tackle all or one of these activities.
* Teacher will need to scaffold this activity with visual references of residential architecture internationally and locally. Specific reference can be made to Australian residential architecture, the changes in style and the factors that have influenced residential design over the past 100 years.

Additional resources to help when adapting the learning activity

* Architectural and interior design magazines and programs, such as [Grand Designs Australia](https://iview.abc.net.au/show/grand-designs-australia)
* [Architecture Australia](https://architectureau.com/awards/search/)
* InHabitat, ‘[Design](https://inhabitat.com/design/)’
* The Design Files, ‘[The TDF design awards residential architecture finalists](https://thedesignfiles.net/2019/07/tdfdesignawards-residential-architecture-finalists/)’
* [Architecture Daily](https://www.archdaily.com/search/projects/categories/houses/country/australia)

Benefits for students

Know yourself – self-development:

* Students work in teams to achieve the outcomes of the project.
* Students receive feedback from their peers and teacher, helping to build confidence and reliance: two important qualities when seeking employment.
* Students develop self-confidence and understanding of the art process.

Know your world – career exploration:

* Students develop an understanding of the range of careers associated with residential architecture and environmental design.
* Students understand the ways many careers and job opportunities are linked to the building industry.

Manage my future – be proactive:

* Students put into practice critical and creative thinking and problem-solving skills, and work collaboratively to achieve a group outcome.