Embedding career education in the Victorian Curriculum F–10

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 Communication Design, Levels 7 and 8

**Relevant content description:** Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts [(VCAVCDR004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDR004)

**Existing activity:** Analysis of the context, purpose, function and characteristics of visual communications.

**Summary of adaptation, change, addition:** Examining the practices used by designers in each design field.

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 analyse the context, purpose, function and key features of a visual communication design presentation and how it engages an audience. The visual communication design should come from one of the three design fields: communication, environmental or industrial.  | For each of the three design fields, students choose a visual communication design presentation and identify the context, purpose and functions and how they relate to each field. Teacher introduces each field and its characteristics, outlining the steps in the design process and the skills required for each.Students view a range of online resources and clips of the practice of designers in each design field. While watching these clips, students list any specific practices and skills they can identify the designer using. Teacher guides students through a reflection on the career competencies for a job as a designer, asking questions such as: What are the characteristics, function and purpose of the selected design? How do they relate to the field of industrial, environmental or communication design? How does the designer use the design process?Teacher maps the characteristics the students listed while watching the clips, then asks: Does working in one of these fields interest you? Why/why not?Is there a difference between the characteristics and conventions of each design field? If yes, which of the fields do you think you are best suited to, based on your own skills? To work in one of these fields, what knowledge and skills do you think will you need to develop? |

Considerations when adapting the learning activity

* Teachers should pre-select clips connected to the three design fields. Try to ensure a wide range of designs are featured to appeal to different students and demonstrate the breadth of design work. Recommendations include: digital and hard copy magazine design, furniture design, architecture, corporate identities, promotional material, character design, advertising and book cover design. Teachers can also discuss specialists who work with designers such as printers, draftspeople, project managers and manufacturers.
* Teachers can use the clips when they introduce each design field or aim to embed a career-focused clip in their class discussions and presentations.

Additional resources to help when adapting the learning activity

* Kids on 7, ‘[Meet a toy designer](https://www.youtube.com/watch?v=OHN7VGSS1fU)’
* Penguin Random House, ‘[Inside Random House: The Art of Cover Design](https://www.youtube.com/watch?v=l2Z86L25v30)’
* Laura Price, ‘[How I got a job at Disney](https://www.youtube.com/watch?v=Tlxh4zWoc3w)’
* Kids on 7, ‘[Life of a game designer](https://www.youtube.com/watch?v=FJDwMXCfuMY)’
* Cobalt, ‘[KeepCup Family](https://cobaltdesign.co/portfolio/keepcup-family/)’

Benefits for students

Know yourself – self-development:

* Students reflect on their skills in relation to careers in the design industry. They form connections between the practices of designers in different design fields.

Know your world – career exploration:

* Students discover different design-related professions and the different ways they work.

Manage your future – be proactive:

* Students understand the skills and practices required in the communication, environmental and industrial design fields and consider which skills they will need to develop for the design field they might be interested in entering.