

## VICTORIAN CAREERS CURRICULUM FRAMEWORK

The Victorian Careers Curriculum Framework (the Framework) focuses young people's attention on realising their aspirations by creating opportunities, making informed choices and defining their career goals. The Framework is based on the eleven competencies identified in the Australian Blueprint for Career Development.

The Framework is designed to assist teachers, trainers, careers practitioners and curriculum coordinators in the preparation of young people to make a successful transition into further education, training and employment.

Learning Outcomes in the Framework are focused on the three Stages of Career Development: Self Development, Career Exploration and Career Management. The focus for these Learning Outcomes is providing opportunities for young people to build their career skills, knowledge and capabilities.

Learning Outcomes for Year 11 are:

Stage	Self Development			Career Exploration			Career Management	
Learning Outcome	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	2. Explore innovative interpersonal and group communication skills; including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	6. Engage in career planning and development that takes into account changing economic, social and employment trends	7. Use career information resources to identify career opportunities that are available to someone with your skills, knowledge, aspirations and assess the reliability of the information	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level

The table below demonstrates alignment between the Framework Learning Outcomes and selected key knowledge and key skills from the VCE Drama Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Drama Units 1-2 key knowledge and key skills relate to information required to pursue a career in drama (e.g. Learning Outcome 4). Teachers may choose to design additional activities to embed the Framework into learning and teaching practice, such as asking students why they chose the subject (e.g. Learning Outcome 1) or using the Job Guide or myfuture website to identify career opportunities in the subject area (e.g. Learning Outcome 7).

As the table of alignment is against a selection of key knowledge and key skills only, teachers must refer to the VCE Drama Study Design for the complete list of key knowledge and key skills, available from the VCAA website at <http://www.vcaa.vic.edu.au>.

**Please note:** Although the alignment below identifies links between VCE Drama and preparing for an audition, it is important for students to understand that auditions will require a quite specific performance and/or folio. Work developed for VCE may be adapted for audition purposes but may not be sufficient in itself. Students are advised to always use information provided by the organisation/institution when preparing for auditions.

Victorian Careers Curriculum Framework		VCE Drama Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skill
Self Development	2. Explore innovative interpersonal and group communication skills; including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life	All	All	• All	• All

	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	1	1	<ul style="list-style-type: none"> <li>• Expression of character through understanding of non-naturalism, such as techniques used by dramatists from Western cultures; for example, Brecht's use of alienation and/or epic narrative techniques, or performers from non-Western cultures who use multi-art forms, epic narratives and symbolic performance languages</li> </ul>	
Career Exploration	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	All	All	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>
		1	1	<ul style="list-style-type: none"> <li>• Creating, sustaining and developing role</li> <li>• How narrative is given form and meaning</li> <li>• Expressive skills used to define character</li> <li>• Theatrical conventions</li> <li>• Stagecraft</li> <li>• Exploration of character through understanding of naturalism, including defining status, subtext, motivation (why), objective (what) and intention (how), for example through use of Stanislavski's method</li> <li>• Dramatic elements such as climax, conflict, contrast, focus, language (verbal and vocal), mood, rhythm, sound, space, symbol, tension and timing</li> <li>• Stagecraft appropriate to the selected performance styles; for example, use of placards in the Brechtian performance style</li> <li>• Ways stimulus material can be researched, given meaning and shaped into a performance</li> <li>• Play-making techniques used <ul style="list-style-type: none"> <li>○ to construct a devised performance; for example, improvisation, storyboarding, role-play</li> <li>○ in character development; for example, research, observation, visualisation and/or hot-seating</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create, sustain and develop role</li> <li>• Identify and effectively manipulate dramatic elements</li> <li>• Create characters in a naturalistic style using status, subtext, motivation, objective and intention in defining a character</li> <li>• Create characters in non-naturalistic style by applying skills in transformation of character, place, object and/or time</li> <li>• Identify and use stagecraft appropriate to the selected performance styles</li> <li>• Document how a range of stimulus material can be researched, given meaning and shaped into a performance/s</li> </ul>
		1	2	<ul style="list-style-type: none"> <li>• Sustaining and re-creating a character</li> <li>• Understanding how narrative is given form and meaning through performance</li> <li>• Ways dramatic elements can be enhanced and manipulated through performance</li> <li>• Characterisation and techniques in transformation of character through the manipulation of expressive skills</li> <li>• Presentation of character using naturalistic and non-naturalistic performance styles</li> <li>• Stagecraft and how it can be used to enhance a performance</li> <li>• Performance skills, such as belief, presence and energy</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain role and character in performances</li> <li>• Shape and give form to narrative</li> <li>• Develop effective characterisation and demonstrate the ability to manipulate expressive skills</li> <li>• Effectively incorporate theatrical conventions to enhance performance work</li> <li>• Manipulate dramatic elements to enhance a performance/s</li> <li>• Create and present characters in naturalistic styles using status, subtext, motivation, objective and intention in defining a character</li> <li>• Create and present characters in non-naturalistic style by applying skills in transformation of character, place, object and/or time</li> <li>• Effectively incorporate and manipulate</li> </ul>

					stagecraft
		1	3	<ul style="list-style-type: none"> <li>The language of drama that can be used to describe and analyse performances</li> </ul>	<ul style="list-style-type: none"> <li>Describe the use of expressive skills to develop and present characters and stories</li> <li>Describe the use of different stimulus material to develop and realise characters</li> <li>Record and evaluate stages in the development of characters</li> <li>Reflect on the developmental processes and analyse the performance of characters</li> <li>Describe and evaluate the use and effectiveness of theatrical conventions, stagecraft and performance style/s in the presentation of performances</li> <li>Use the language of drama appropriately to describe and analyse performances</li> </ul>
		1	4	<ul style="list-style-type: none"> <li>Characterisation, through the manipulation of expressive skills</li> <li>Dramatic elements, theatrical conventions and stagecraft and how they are used to structure and enhance a performance</li> <li>Performance style/s and how they are defined by acting and stagecraft</li> <li>The language of drama that can be used to describe and analyse performances</li> </ul>	<ul style="list-style-type: none"> <li>Identify and evaluate the effectiveness of theatrical conventions, stagecraft and dramatic elements and how these have been used to enhance a performance</li> <li>Evaluate the performance style/s based on how theatrical conventions, dramatic elements and stagecraft are used in the performance</li> <li>Use the language of drama appropriately to describe and analyse performances</li> </ul>
		2	1	<ul style="list-style-type: none"> <li>Techniques used to develop stimulus material into narrative, such as role-play</li> <li>Play-making techniques used to construct a devised performance; for example, improvisation storyboarding</li> <li>Theatrical conventions appropriate to the selected performance style/s; for example, use of song and disjointed time sequences in the Brechtian performance style</li> <li>Stagecraft appropriate to the selected performance styles; for example, use of the open stage in the Elizabethan performance style</li> <li>Ways in which dramatic elements are used to shape and develop devised drama</li> <li>Processes of documenting and recording a devised performance; for example, scriptwriting, design sketches</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of play-making techniques to develop subject matter</li> <li>Document ways a range of stimulus can be researched, interpreted and shaped into a performance</li> <li>Apply dramatic processes in the development of performance work</li> <li>Identify and use theatrical conventions appropriate to the selected performance styles</li> <li>Identify and use stagecraft appropriate to the selected performance style/s to enhance and give meaning to performance work</li> <li>Identify and use dramatic elements</li> <li>Document the processes used to construct a devised performance</li> </ul>
		2	2	<ul style="list-style-type: none"> <li>How narrative is given form and meaning through performance</li> <li>Ways dramatic elements can be enhanced and manipulated through performance</li> <li>Theatrical conventions appropriate to the selected performance styles; for example, use of exaggerated movement and satire in melodrama, and how they can be used to enhance a performance</li> <li>Stagecraft appropriate to the selected</li> </ul>	<ul style="list-style-type: none"> <li>Present, shape and give form to narrative</li> <li>Manipulate dramatic elements to enhance a performance</li> <li>Demonstrate effective use of theatrical conventions appropriate to the selected performance styles</li> <li>Incorporate stagecraft appropriate to the selected performance styles</li> </ul>

				<ul style="list-style-type: none"> <li>performance styles</li> <li>• Performance skills such as presence and energy</li> </ul>	
		2	3	<ul style="list-style-type: none"> <li>• Language of drama used to analyse devised performances</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the use of theatrical conventions and how they affected the performance and performance style/s</li> <li>• Analyse how dramatic elements were manipulated in the performance</li> <li>• Evaluate the use of stagecraft in the performance</li> <li>• Examine how the use of stagecraft and theatrical conventions defined the performance style/s</li> <li>• Describe the use of different stimulus material to develop and enhance the presentation of characters, setting and context</li> <li>• Reflect on the developmental process and analyse the performance of the student's own work</li> <li>• Use the language of drama appropriately to describe and analyse performance</li> </ul>
		2	4	<ul style="list-style-type: none"> <li>• Ways in which performance style/s, theatrical conventions and dramatic elements are manipulated to give form to dramatic works, for example shaping and defining through direction and staging</li> <li>• The language of drama and ways it can be used to describe and analyse performances</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate ways in which performance style/s, theatrical conventions and dramatic elements have been manipulated in a performance</li> <li>• Identify and evaluate the effectiveness of a range of performance style/s, theatrical conventions and dramatic elements in a performance</li> <li>• Analyse and evaluate the exploration of subject matter in performance</li> </ul>
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	1	<ul style="list-style-type: none"> <li>• Performance styles from a range of historical, cultural and social contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Explore performance styles from a range of historical, cultural and social contexts</li> </ul>
		1	2		<ul style="list-style-type: none"> <li>• Display performance styles from a range of historical, cultural and social contexts</li> </ul>
		2	1	<ul style="list-style-type: none"> <li>• Performance styles from a range of historical, cultural and social contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Collate and document information on performance styles from a range of historical, cultural and social contexts</li> </ul>
		2	2	<ul style="list-style-type: none"> <li>• Performance styles from a range of historical, cultural and social contexts, such as musicals, street theatre, dance drama</li> </ul>	<ul style="list-style-type: none"> <li>• Use performance styles from a range of historical, cultural and social contexts</li> </ul>
Career Management	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	1	2	<ul style="list-style-type: none"> <li>• Ways relationships between actors and audience are created, appropriate to the selected performance style/s</li> </ul>	<ul style="list-style-type: none"> <li>• Present a solo and/or ensemble performances</li> <li>• Create a clear actor-audience relationship that engages the audience using techniques appropriate to the selected performance style/s</li> </ul>
		1	3		<ul style="list-style-type: none"> <li>• Analyse the language of drama appropriately to describe and analyse performances</li> </ul>
		1	4	<ul style="list-style-type: none"> <li>• Ways that the actor-audience relationship can be created and manipulated</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the performance and expressive skills used to communicate character to an audience</li> <li>• Evaluate the actor-audience relationship</li> </ul>
		2	1	<ul style="list-style-type: none"> <li>• The relationship between performer and</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate the relationship between</li> </ul>

				audience in the creation of meaning	performer and audience to create meaning
		2	2	<ul style="list-style-type: none"> <li>Ways relationships between actors and audience are created, appropriate to the selected performance styles and space/s</li> </ul>	<ul style="list-style-type: none"> <li>Present a solo or ensemble performance to an audience</li> <li>Create and manipulate a clear actor-audience relationship in the staging of a performance work, appropriate to the performance styles and space/s</li> <li>Use techniques to engage an audience appropriate to the chosen performance styles and space/s</li> </ul>
		2	3		<ul style="list-style-type: none"> <li>Evaluate the actor-audience relationship, and how it relates to the selected performance style/s</li> </ul>

For more information about the Framework, please visit [www.education.vic.gov.au/careersframework](http://www.education.vic.gov.au/careersframework).