

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 Music Performance Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Music Performance Units 1-2 key knowledge and key skills relate to information required to pursue a career in music performance (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 Music Performance 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 Music Performance 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 Music Performance 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	1 2	1 1	<ul style="list-style-type: none"> Performance techniques showing cooperation and empathy with an accompanist as appropriate to the instrument and work performed 	<ul style="list-style-type: none"> Perform showing cooperation and empathy with an accompanist as appropriate to the instrument and work performed Perform in an ensemble and contribute to

				<ul style="list-style-type: none"> Performance techniques showing cooperation and empathy with an accompanist as appropriate to the instrument and work performed 	group development and flexibility through participation in regular rehearsals
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"> All 	<ul style="list-style-type: none"> All
		1	1		<ul style="list-style-type: none"> Play on an instrument or sing with a level of flexibility that enables the student to meet challenges in selected solo and group works
		1	3	<ul style="list-style-type: none"> Conventions in music notation that will assist students to increase sensitivity in interpreting music notation in performance 	<ul style="list-style-type: none"> Use conventions in music notation
Career Management	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	1	1	<ul style="list-style-type: none"> Practice and performance of a prepared program of solo and group works by a range of composers and/or performers, with differentiation between the style of the works Presentation techniques of music performance appropriate to the style represented in the work, instrument and conventions of performance 	<ul style="list-style-type: none"> Perform solo technical work on the main instrument Perform a prepared program of solo and group works by a range of composers and show some differentiation between the style of the works Present a music performance using presentation techniques appropriate to the style represented in the works, instrument and conventions of performance Present without hesitation unprepared material, including performance of previously unseen music; or spontaneous performance within a set style, making adjustments to various dimensions of music while performing; or imitation of music played within a set style
		2	1	<ul style="list-style-type: none"> Practice and performance of a prepared program of solo and group works by a range of composers and/or performers, with differentiation between the style of the works and experimentation with interpretations Interpretation and, where appropriate, improvisation in the style being prepared for performance Presentation techniques of music performance appropriate to the style represented in the work, instrument and conventions of performance 	<ul style="list-style-type: none"> Perform solo technical work on the main instrument Present a music performance using presentation techniques appropriate to the style represented in the works, instrument/s and conventions of performance, which communicates relevant background of composers and/or performers and sociocultural and/or geographical influences Present without hesitation unprepared material, including performance of previously unseen music; or spontaneous performance within a set style, making adjustments to various dimensions of music while performing; or imitation of music played within a set style

For more information about the Framework, please visit www.education.vic.gov.au/careersframework.