

Assignment Discovery

Careers in Performing Arts

Song and Dance

Teacher's Guide

Grade Level: 9–12

Curriculum Focus: Performing Arts

Lesson Duration: Three class periods

Program Description

In the modern age, the arts spectrum has expanded to include cinema and television along with the classical arts of music, dance, and painting. What's the best way to start a career in music or dance? Discover the ins and outs, ups and downs of entering the performing arts.

Lesson Summary

Students will discuss careers in music and dance, then explore careers and create individual job postings to be compiled into a mock classified section of the newspaper. They will discuss the education and experience required for specific careers in dance and music.

Onscreen Questions

- What can musicians do to get their songs heard by the public?
 - How are music publishers helpful to musicians and songwriters?
 - What skills or talents are necessary for a professional dancer?
 - What can you learn from dance besides movement?
-

Lesson Plan

Student Objectives

- Identify different careers in music and dance.
- Create a job posting for one career, including responsibilities, requirements, salary range, and career outlook.
- Demonstrate knowledge of the necessary education and experience required for specific careers in dance and music.

Materials

- *Careers in Performing Arts I, Song and Dance*, video
- Computer with Internet access

Procedures

1. Ask students to name the careers featured in the video, and make two lists on the board, one each for music and dance. Then ask students to brainstorm other careers involving music and dance. Here are some examples:

MUSIC

Music performer
Composer
Lyricist
Songwriter
Music teacher
Music publisher
Music producer (record producer)
Studio manager
Music engineer / sound technician
Music critic
Orchestra musician
Music historian
Conductor
Music therapist
Music lawyer
Instrument repairperson
Disc jockey (DJ)
Tour manager
Music store manager
A&R (artist and repertoire) manager

DANCE

Dancer (ballet, modern, jazz)
Dance instructor
Dance agent
Dance or movement therapist
Specialized physical therapist
Choreographer
Costume designer
Dance-company manager
Dance-studio owner
Dance historian
Dance critic
Dance notator
Stage manager
Artistic director
Arts administrator

2. Tell students that their task is to choose and explore one career in song or dance that interests them. They can choose one from the list or find another from their research. They will research more about that career and develop a mock job posting for it. The posting should include the following information under these headings:
 - **Job title:** Position and level
 - **Job description:** Overall duties and daily responsibilities
 - **Requirements:** Essential skills and experience; including number of years experience
 - **Required education:** Requisite degrees in specific field
 - **Salary range:** Typical salary range (from entry level to experienced)
 - **Career Outlook:** Expected growth in coming years
3. Have students begin their search at the site below, where they can create an occupation profile for a career in their state. They will find information about skills, tasks, and education related to a career, as well as recent national and state salaries and trends.

Career Info Net (click "Occupation Information" and create "Occupation Profile," selecting all options)

<http://www.careerinfo.net.org/>

4. The following sites will provide more information about specific careers:

Bureau of Labor Statistics: Dancers and Choreographers

<http://www.bls.gov/oco/ocos094.htm>

Bureau of Labor Statistics: Musicians, Singers, and Related Workers

<http://www.bls.gov/oco/ocos095.htm>

Bureau of Labor Statistics: Broadcast and Sound Engineering Technicians

<http://www.bls.gov/oco/ocos109.htm>

BLS: Career Information: What Do You Like?

<http://www.bls.gov/k12/>

Career Search (search for career, such as "music")

<http://www.princetonreview.com/cte/search/careerSearch.asp>

Career Zone: Arts and Humanities (see music- and dance-related careers)

<http://www.nycareerzone.org/graphic/cluster.jsp;jsessionid=0001bnzL-AydXH3XBhOv97G1ptN:-1?cluster=1>

Dictionary of Music Careers (brief overviews)

<http://www.menc.org/information/infoserv/Dictionary.html>

Careers in Music (information about salaries, qualification, and education)

<http://www.menc.org/industry/job/careers/careers.html>

Careers in Music

<http://www.berklee.edu/careers/default.html>

Careers in Music

<http://www.bbc.co.uk/music/parents/careersguide/index.shtml>

Careers in Dance (overviews of different types of careers)

<http://www.ndta.org.uk/public/c1.html>

Career Prospects: Dancers

http://www3.ccps.virginia.edu/career_prospects/briefs/A-D/Dancers.shtml

Careers: Performing Arts

<http://www.wetfeet.com/Content/Careers/Performing%20Arts.aspx>

Performing Arts Career Guide

<http://www.khake.com/page48.html>

5. Give students time to conduct research and develop a job posting. You may wish to encourage them to search for actual job openings, using national newspapers and online resources.
6. Have students submit their job postings electronically. Assign one or two students to compile them into a mock classified section of the newspaper. Postings should be separated into two sections, "Careers in Dance" and "Careers in Music," each organized alphabetically by job title. Print out enough copies for each student.
7. Allow students to read the job postings, circling any of interest.
8. To conclude the lesson, choose a few of the most popular choices and talk about the experience and education necessary to prepare for a specific career: What high school classes or other training, after-school jobs, volunteer opportunities, or extracurricular activities would be good experience? Is a college degree required or highly recommended? If so, what kinds of degrees? What activities, organizations, or internships help direct someone in a particular career field?

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students identified many careers in music and dance; thoroughly researched one career and created a clear, comprehensive job posting with all the requested information; demonstrated a strong understanding of the necessary education and experience required for specific careers.
- **2 points:** Students identified several careers in music and dance; researched one career and created an acceptable job posting with most of the requested information; demonstrated a satisfactory understanding of the necessary education and experience required for specific careers.
- **1 point:** Students identified very few or no careers in music and dance; conducted little research for one career and created a job posting without much of the requested information; demonstrated a weak understanding of the necessary education and experience required for specific careers.



Vocabulary

acoustic

Definition: Music or an instrument that is not amplified electronically

Context: Daniel's band is particularly interesting because it includes acoustic and electric instruments, as well as a DJ.

composition

Definition: A piece of music created by a songwriter or the process of creating the music; the way a piece of music is arranged

Context: One way Daniel teaches music composition is showing the students how words can express musical ideas.

music publisher

Definition: Someone who finds artists or songwriters to promote, then licenses their music to record companies, or for use in film and television

Context: As a music publisher, Jodi finds talented new artists to sell to a record label or film producer.

record producer

Definition: Someone who works in a studio helping artists record their work

Context: A record producer helped Robbyn make a demo tape of her song to distribute to different record companies.

sound engineer

Definition: Someone who operates machines and electrical equipment to record, synchronize, mix, or reproduce music in recording studios or for live performances

Context: A sound engineer makes sure the musicians can hear themselves through the monitors placed on stage.

Academic Standards

Consortium of National Arts Education Associations

The Consortium of National Arts Education Associations has developed national guidelines for what students should know and be able to do in the arts. To view the standards online, go to artsedge.kennedy-center.org/teach/standards.cfm.

This lesson plan addresses the following national standards:

- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

- Applying and demonstrating critical and creative thinking skills in dance
- Demonstrating and understanding dance in various cultures and historical periods
- Making connections between dance and other disciplines

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Dance – Applies critical and creative thinking skills in dance; Understands dance in various cultures and historical periods.
- Music – Knows and applies appropriate criteria to music and music performances; Understands the relationship between music and history and culture
- Art Connections – Understands connections among the various art forms and other disciplines

DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link—Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources—This screen gives the technical support number and Web site address.

Video Index

I. The Beat Goes On (10 min.)

Listen to story and the innovative musical style of classically trained violinist in New York City.

II. Raise Your Voice (8 min.)

Join a hopeful singer-songwriter as she travels the road to getting a record contract.

III. Making Dreams Come True (10 min.)

Visit behind-the-scenes in the world of music publishing to learn what goes into finding a hit song and selling it to record companies, movie producers, and television shows.

IV. For the Love of Dance (11 min.)

Spend the day with a professional ballet dancer to learn about a typical day with the American Ballet Theater.

V. Rhythm of the Heart (8 min.)

Discover how one artist combined has created a program that teaches young dancers to feel good about themselves and others.

Curriculum Units

1. Composing a Color

Pre-viewing question

Q: Who are the most innovative or creative people you know?

A: Answers will vary.

Post-viewing question

Q: What does Daniel Bernard Roumain emphasize when he teaches music composition?

A: He wants his students to learn how words can express musical ideas. He gets the students' imagination and creativity flowing by asking them to play a color.

2. A Musical Signature

Pre-viewing question

Q: How does music affect you?

A: Answers will vary.



Post-viewing question

Q: How did Daniel create his own sound?

A: He combined his formal violin training with the music he heard everywhere else. He always worked with jazz and rock musicians, as well as playing in an orchestra and string quartet. At age 11 he started integrating technology (computers and synthesizers) into string pieces.

3. A Record Deal

Pre-viewing question

Q: What does it take to perform for an audience?

A: Answers will vary.

Post-viewing question

Q: What does it take for a performer to get a record deal?

A: Answers will vary but may include good singing voice, writing good songs, persistence, convincing the right people, having the right style or sound.

4. Publishing Music

Pre-viewing question

Q: What do you like about your favorite song or kind of music?

A: Answers will vary.

Post-viewing question

Q: What is a music publisher's job?

A: A music publisher discovers new artists and signs them to contracts. Then, a publisher tries to license their music to record companies, film producers, and television shows. A music publisher makes money by signing songwriters who can produce hit songs.

5. Selling an Artist

Pre-viewing question

Q: What makes songs popular?

A: Answers will vary.

Post-viewing question

Q: What attributes or skills make a good music publisher?

A: Answers will vary.

6. The Life of a Ballet Dancer

Pre-viewing question

Q: What is required to become a professional dancer?

A: Answers will vary.

Post-viewing question

Q: What is a typical day at the American Ballet Theater?

A: The first part of a typical day is warm-up. Next is costume fitting; a dance costume must fit



well and stretch enough for a dancer to move easily. Then dancers go to rehearsals. Physical therapy is also part of any dancer's daily routine.

7. A Rising Ballet Star

Pre-viewing question

Q: How does ballet differ from other types of dance performances?

A: Answers will vary.

Post-viewing question

Q: How is dancing a profession?

A: According to Craig Salstein, a dancer receives a paycheck once a week for performing on stage, gets overtime, and is a member of a union. It also demands lots of hard work.

8. Self-Esteem and Dance

Pre-viewing question

Q: What activities make you feel good about yourself?

A: Answers will vary.

Post-viewing question

Q: How does dance promote self-esteem?

A: Siney Patterson believes that her program is about building the self-esteem, using the art of dance. Her students will learn how to dance well and be provided with a positive sense of self. Even if they don't become dancers, they learn something that they can use the rest of their lives: to live it to the fullest, knowing that each person is a unique creative individual with unlimited potential.