

Performing Arts Careers: Classroom Lesson Plan

Lesson Topic:

Exploring Performing Arts Careers

Lesson Objective:

Students will be able to list careers in the performing arts field along with their associated responsibilities.

Materials:

- Books, magazines, and/or the internet
- Projector or other method to watch the movie

Advanced Preparation:

- [Preview the video](#) before sharing it with your students [2:04].
- Gather appropriate books, magazines, or devices with internet access.

Warm-up Activity:

1. Ask students to tell what they know about the phrase “performing arts.”
2. After explaining what is meant by performing arts (e.g., an artistic performance for an audience involving singing, dancing, acting, playing a musical instrument, storytelling, puppetry, etc.), help them understand that a performance is another way that we can communicate our feelings and our stories with each other.

3. Have students name people they know personally or who they have heard of who have careers as performing artists.

View the Video: "Performing Arts Careers"

1. Tell students they will be watching the video titled, "Performing Arts Careers".
2. Explain that the video presents role models who work as or with performing artists talking about why students should consider a career in the performing arts.
3. Tell students that, as they view the video, they should listen for reasons the performing artists believe that they should consider performing arts as a career.
4. View the video together.
5. View the video again; this time, invite students to formulate questions or comments about the ideas discussed in the video and to be prepared to discuss these after viewing the video.

Video Follow-up:

1. Ask students to offer their questions, comments, reactions and responses to the video.
2. Invite students to note specific things they learned about the different performing arts careers featured in the video and to reflect upon their observations (e.g., "I liked when the dancer said that performing is magical!").
3. Have students tell about the types of performing arts careers they think they might enjoy learning more about and why.
4. Select one popular career and model writing a career description and a list of the associated responsibilities.



5. Have each student select 2–3 performing arts careers that they are interested in. Provide books, magazines, and/or the internet for students to use for research purposes. For each career, students should write a description of the type of work required and create a list of the associated responsibilities.
6. Pairs students up and have the pairs discuss the careers they selected and the responsibilities associated with each career.
7. Have students make a list of the pros and cons of developing a career as a performing artist. This list can become a living document that students add to as they learn more about performing arts careers from further research, discussions with parents and/or friends, homework assignments, etc.

Extension Activities:

1. Use the “Related Questions to Explore” as discussion springboards or writing prompts to help students further explore performing arts careers.
2. Visit the library to secure background information about performers who live(d) and work(ed) in your city or town, as well as those who are currently popular with children. You can also request recommendations for short biographies or summaries about performing artists aimed at your students’ age group.
3. Have students research and learn about other types of performing arts careers not included in the video and list some possible benefits of working in each one.
4. Invite one or more performing artists to your classroom so they can talk about their careers. Have students prepare questions to pose to your visitors.

Related Questions to Explore:

- The first dancer in the video said that performing is a chance to communicate. What do you think she meant by that? What feelings or messages can we communicate through dance?
- The second dancer in the video said that to dance in front of an audience is very rewarding. How can the audience show the dancer they are thankful and appreciative for the performance?
- How is being a musician in a band or an actor in a play like being on a team? What would be the best parts about working with other performing artists this way?
- One of the musicians said that they like to perform because they help the audience feel feelings and emotions that they might not even know they have. What different kinds of emotions do you feel when you listen to different types of music?



- A performance can remind us of who we are and what we might become. What performance has inspired you to want to reach for more in your lifetime?
- Besides exploring the Career Girls website, what are some other ways you can learn more about career possibilities as a performing artist?



Ideas for Future Lessons/Activities Related to Careers in the Performing Arts:

1. Conducting and Recording Interviews with Real Life Inspiring Women in the Performing Arts Field
2. Working Together: Creating a Class Performance Piece from Conception to Performance
3. Peeking Behind the Scenes of a Dance Production: Following a Dance Performance from Beginning to End
4. Literature-Based Learning: Comparing a Novel to Its Play Adaptation
5. Technology in the Performing Arts: How Has Technology Changed the Music Industry?
6. In-Depth Individual Research: Following the Life of a Famous Performing Artist from Birth to the Present
7. Exploring Performance Art Mediums: Plays, Concerts, Performances, and Recitals