

Arts
Music
Grades 6 and 7



Lesson Plans

“Music Careers and Career Pathways”

Subject:

Arts: Music

Level:

Grades 6-7

Abstract:

Using web research and interview processes, students will identify and explore various music and music-related careers and corresponding career pathways. As they learn about these various careers and career pathways, they will be able to describe how the knowledge of music connects to learning in other subjects areas, especially in ways that can lead to a career choice related to music. Through an Information Interview, students will learn about these careers through working professionals and be able to compare the professional’s actual career pathway to typical career pathways. A final outcome is that students will be better able to describe how music functions in the media and entertainment industries, and in our society in general.

Invitation:

When you think about music careers, or people working in the music industry, what are the first jobs that come to mind? Probably a singer or instrumentalist, probably someone famous. Performing Musician is a highly visible and obvious music career option. Yet the performing musician’s career and success depends on many other music and music-related careers. And there are many other music and music-related careers. What might some of those be? Some may be more obvious, some less so.

If you feel strongly about music, if it is very important to your life or the world as you see it, if you love listening to or performing music, you may well be a candidate for a music or music-related career. This lesson will provide you a chance to discover and explore some of these career options and the pathways for “getting there.” Even if you don’t see yourself as such a candidate, this lesson will help you learn more about music in our world, and how to research career options and pathways in other fields more pertinent to you and your unique interests.

Situations:

Where: This lesson will take place in the music or general classroom. Lesson activities can also take place in a computer lab or library media center and at home.

When: This lesson will occur during a music elective class, or within a music unit in a general class.

How Long: This lesson will occur over approximately eight class periods. The lesson should be extended over several weeks to allow for research and interview time.

Tasks:**Task 1:**

After presenting the invitation to this lesson, students will brainstorm an initial list of music and music-related careers based on their existing knowledge and experience. Consider the use of appropriate categories to group careers. You can manage the master class list in your copy of the "Music and Related Careers List" in the "Worksheet: Career Comparison Matrix" attachment, which comes with a partial list as a model.

Task 2:

Next, distribute the "Worksheet: Identifying Music and Music Related Careers" attachment and review the instructions with your students. Encourage them to think beyond the obvious music career choices. As desired, utilize the URL's provided in the Web Resources to guide students to reliable sites. Provide them time to search for and identify additional music and music-related careers. Reconvene the class and add newly discovered options to the master class list.

Task 3:

Students will group in teams or pairs depending on how many career options are covered through this lesson. (Pairs are recommended, as this will cover more career options for the entire class, and still provide for support and collaboration between students.) Each pair will select the career they are most interested in from the class list, which can be displayed large format or can be printed and distributed to students. Alternately, students can group in pairs or small teams based on affinity for a particular career.

Task 4:

Each pair will now conduct research on their selected career. Using the "Worksheet: Researching Career Profiles" attachment, students will work to

discover more key information about their selected career, and organize it on the worksheet.

Task 5:

To compare their research career information with the experience of a professional actively working in that career, students will conduct an informational interview. Using the "Worksheet: Conducting an Informational Interview" attachment, students will make initial contacts with appropriate organizations or individuals, then by phone, correspondence, or email, conduct the interview. The interview questions parallel the career profile created in Task 4, supporting a comparison between the "theoretical" version of a career and the actual version as practiced by a professional in that career.

Task 6:

Student pairs will complete the "Worksheet: Career Comparison Matrix" attachment for their selected career. Explain that this matrix is meant to provide a brief outline of their findings on their selected career through their research and interview. (They will report in more detail on their findings in their final presentation). All student matrix information can be copied and pasted into a master matrix, with the careers laid out side-by-side, column-after-column. Creating this master matrix will allow for the aggregation of all careers in the class into a large format matrix, providing a clear and highly visual way to examine how each career maps to the matrix criteria. The relationships between various music and music-related careers can then be compared based on these criteria. This master matrix can be made available electronically for the class to use, or printed out and made into a wall display.

Task 7:

Choosing a particular music or music-related career may be linked to an individual's love of a particular style of music. Additionally, some of these careers may require knowledge of a range of musical styles. Guide your students through the "Worksheet: Evaluating Musical Styles" attachment as a way for them to gain exposure to a broader range of musical styles. Use the "Step Sheet: Using Computers to Listen to Music" attachment to facilitate this activity.

Task 8:

Finally, each student pair will use the "Template: Career Presentation" attachment to create a PowerPoint presentation summarizing their findings, sharing their thoughts about their personal potential for a music or music-related career, and commenting on the role of music in our society and culture. Modify the length or content of the presentation as desired.

Interactions:

Full Class: After providing the invitation and overview to the class, the teacher will facilitate initial class brainstorming on music and music-related careers. The teacher may also demonstrate research and interview techniques to the entire class. The teacher can review the Career Comparison Matrix with the class, and even create a completed sample if desired. The teacher may care to facilitate the creation of a wall-sized aggregated career comparison matrix by combining the matrix information from each student pair. Finally, the teacher will facilitate entire class discussion as appropriate.

Partners: Students will work in pairs or small groups throughout the entire lesson.

Individual: Students may conduct some research on their own, and may create sections of their pair's/team's final presentation.

Standards:

Grade 6

Music

Connections and Applications

5.1 Describe how knowledge of music connects to learning in other subject areas.

Careers and Career-Related Skills

5.2 Identify career pathways in music

Language Arts – Writing Strategies

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

Language Arts – Listening and Speaking Strategies

Organization and Delivery of Oral Communication

1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Language Arts – Speaking Applications

2.2 Deliver informative presentations:

b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

Grade 7

Connections and Applications

5.2 Identify and describe how music functions in the media and entertainment industries.

Careers and Career-Related Skills

5.3 Identify various careers for musicians in the entertainment industry.

Language Arts – Writing Strategies

Research and Technology

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

Language Arts – Listening and Speaking Strategies

Organization and Delivery of Oral Communication

1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Language Arts – Speaking Applications

2.4 Deliver persuasive presentations.

a. State a clear position or perspective in support of an argument or proposal.

b. Describe the points in support of the argument and employ well-articulated evidence.

Assessment:

- “Career Pathways Rubric”

Tools:

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Internet access and the World Wide Web

Project Tips and Alternatives:

Tip #1:

When searching for music and music-related careers, students can use the Web and other sources, including professional organizations, other physical or virtual career centers, books and magazines, etc.

Tip #2:

If students encounter difficulty finding or contacting a working professional in their selected career, they may be able to obtain satisfactory information from a professional organization that covers that particular career. A phone or in-person interview is the optimal situation. A letter or email to a professional organization may well suffice.

Tip #3:

Teacher and class may care to modify the criteria used in the Career Comparison Matrix. It is critical though that the final criteria be applied evenly and equally to all selected careers to support effective comparison between careers. All student pair Career Comparison Matrix information can be combined into an entire class matrix, then either viewed onscreen, printed small format with copies distributed to the entire class, or printed large format and posted on a class bulletin board for easy viewing and to prompt examination and discussion.

Tip #4:

Final presentations may be combined into a class presentation.

Attachments:

- "Worksheet: Identifying Music and Music-Related Careers"
- "Worksheet: Researching Career Profiles"
- "Worksheet: Conducting an Informational Interview"
- "Worksheet: Career Comparison Matrix"
- "Worksheet: Exploring Musical Styles"
- "Template: Career Presentation"
- "Career Pathways Rubric"
- "Step Sheet: Using Computers to Listen to Music"
- "Step Sheet: Creating a PowerPoint Presentation"
- "Step Sheet: Inserting Sound into a PowerPoint Presentation"

Web Resources – Content:

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

Web Resources – PowerPoint:

A list of linked web [resources for PowerPoint](#) can be found on the PowerPoint Resources page.

Assistive Technology:

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.