

Title: Careers within Music

Courses: AMU3M, AMU3O, AMU4M, AMU4E

Connection to a Culminating Activity:

This lesson will help students gain an insight on various careers found in music, the lifestyle the careers bring and provide real experiences from guest speakers.

Overall Expectation: (B4)

Connections Beyond the Classroom: assess opportunities and requirements for continued engagement in music.

Specific Expectation: (B4.1)

Assess their interests, skills and knowledge in relation to a variety of careers in the arts and culture industry.

Identify, and assess the requirement for, jobs or careers that utilize skills and knowledge acquired through the study of music (*AMU4E Specific).

Learning Objectives:

Students will be able to identify and describe various careers within music.

Students will be able to reflect on a career and communicate if the career suits my lifestyle/aspirations.

Success Criteria:

I know I've got it when I can examine various aspects of careers such as salary, required education, lifestyle influences, etc.

I know I've got it when I can identify the positive and negative aspects of my chosen career in relation to my life and my personal aspirations.

Prior Student Knowledge Required:

- Basic understanding of the 21st Century skills (communication, collaboration, creativity and critical thinking)

Instruction #1 → Introduction Discussion (~3-5 minutes)

Slide 3

Ask the class to examine how non-music related careers in the following fields may interact with music (education, sports, business, law and politics). *Feel free to add more.

Teacher Prompt:

- “Do we see lawsuits between musicians/bands?”
- “How does sports interact with music?”
- “Is there a business side to music?”
- “Can you study the science and impacts of music?”
- “Can you teach French using Music?”

This conversation will help students think more critically about music outside of the role of just the performer. It also acts as a quick diagnostic test to see how much your students already know about varying careers in music.

In the slides, ask the class if they know any careers in the field that is being discussed. If possible, edit the slides to incorporate their responses or add them to a nearby board.

Instruction #2 → Teacher Presentation (~10-15 minutes)

Slides 4-15

Using personal slides or the slides provided by Bandology, teach students about broad music related career fields. Bandology’s slides give a short definition of music careers in production, education, performance, arts administration/law, instrument handling and composition.

The point you want to get across here is that music influences many non-music related professions and that careers in music are as diverse as the numerous ways that music influences other professions

Instruction #3 → Collaborative thinking (~6-8 minutes)

Slide 16

Individually or in small groups of 3-4, ask the students to type or write down the following fields (leaving space to write under them):

- Education
- Composition
- Performance
- Production
- Instrument handling
- Arts Administration/Law

Guide the students to match the professions on the bottom of the slide with the field they believe connects to it.

Come back together as a whole class and ask the students to share their ideas about what field the professions potentially belong to.

Ask students to share their reasoning behind their choices as there are likely going to be students who place the same profession in different and/or multiple fields (this is good as many professions do have overlap between varying fields).

Instruction #4 → Teacher Presentation #2 (~5-10 minutes)

Slides 17-19

Continuing with the slide deck, begin to teach students the various important points to consider when analyzing professions.

This part of the lesson will show the importance of examining:

- Salary
- Education/experience required
- Thinking about the future and considering how the profession may change moving forward
- Seeing 21st century skills within professions themselves
- Fluidity of the music industry

Instruction #5 → Research Project steps

Students will now be introduced to their research task. The goal is for students to select a career in music that interests them (it can be a profession discussed in class or anything else). Bandology has provided an inquiry guide to help students organize their research and findings. A rubric is attached to this PDF.

The students handout contains an inquiry guidance sheet to help guide them through the research process. Depending on the exact course being taught, the students' abilities, and your personal pedagogical approach, you may want the students to hand in a more formal research paper, a powerpoint/bristol board presentation, the inquiry sheet alone or any other medium.

Knowledge/Understanding → Questions 1-3

Application → Question 4

Thinking → Question 5

Communication → Question 6