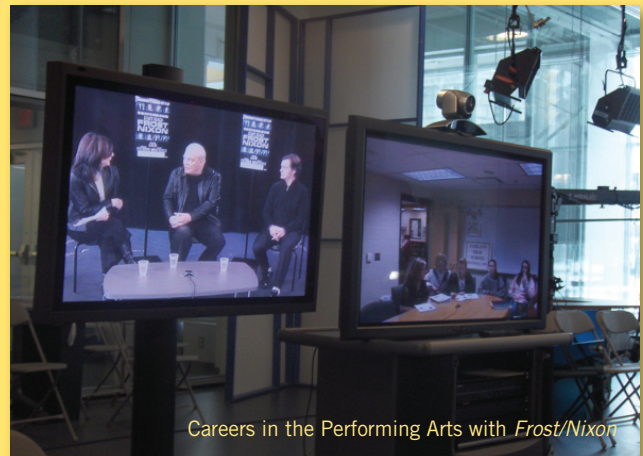


Careers in the Performing Arts Classroom Guide



Careers in the Performing Arts with *Frost/Nixon*

COMMUNITY ENGAGEMENT & EDUCATION



Stacy Keach and Alan Cox of *Frost/Nixon*

PlayhouseSquare and WVIZ/PBS ideastream® thank Mr. & Mrs. David T. Morgenthaler for their support of distance learning initiatives at the Idea Center® at PlayhouseSquare.



Welcome to Careers in the Performing Arts!

In partnership with WVIZ/PBS and WCPN 90.3 ideastream®, the Community Engagement & Education Department at PlayhouseSquare offers distance learning opportunities for high school students throughout the state of Ohio.

THE CAREERS IN THE PERFORMING ARTS SERIES

provides students the opportunity to interact with performers, choreographers, directors, lighting & set designers, stage managers, special effects technicians, and business/tour managers. Consisting of two parts – an interview and question and answer session – Careers in the Performing Arts enables students to learn directly from touring professionals who provide insight into not only performance, but behind the scenes aspects of careers in the performing arts.

Past discussions have featured cast and crew from the touring productions of *Chicago*, *Wicked*, *The Color Purple* and other Broadway shows. Schools connect through distance learning technology or join us live in the Idea Center® at PlayhouseSquare.

JUST A BIT OF OUR HISTORY:

The Idea Center® at PlayhouseSquare is the result of a model partnership between WVIZ/PBS and 90.3 WCPN ideastream® and PlayhouseSquare. The headquarters for ideastream and the home for PlayhouseSquare's arts education programs, the Idea Center is much more than a building. It is a place for creativity and education. It is a place for the arts and technology to come together in new ways. It is a place for learning, rehearsing, performing and broadcasting.

PlayhouseSquare is an exciting and entertaining destination. As the country's largest performing arts center outside of New York, the not-for-profit performing arts center utilizes the arts to engage individuals and attract more than one million guests per year to its 1,000+ annual events. These audiences act as the catalyst for economic growth and vitality within the region. Our sound fiscal stewardship, wise foresight, and lasting impact extend to four core concentrations: The Stage, Arts Education, Area Development and Not-for-Profit Performing Arts Center. PlayhouseSquare is a not-for-profit performing arts center that presents and produces a wide variety of quality performing arts, advances arts education and creates a neighborhood that is a superior destination for entertainment, business and housing, thereby strengthening the economic vitality of the region.

ideastream® is a multiple-media public service organization with a mission to strengthen our communities by providing distinctive, thought-provoking programs and services that enlighten, inspire, educate and entertain. The organization was formed by the merger of public broadcasting stations WVIZ/PBS and 90.3 WCPN in July of 2001. The organization operates public television and radio stations in Cleveland with an audience of some 2.8 million viewers and listeners, an Educational Service group serving schools with nearly one half million students and manages the Ohio Public Television and Radio Statehouse News Bureau and Ohio Government Telecommunications in Columbus.





Ohio Department of Education Content Standards

All learning activities have been aligned to both the **Ohio Department of Education Academic Content Standards** and the **Arts and Communication Career Field Technical Content Standards** for students who are pursuing careers in the performing arts.

The standards below are specific to the Careers in the Performing Arts panel interview.

★ Arts & Communications Career Field Technical Content Standards

Competency 1.1:

- Explore career pathways in arts and communication;
 - Explore specific arts and communication interests;
 - Identify education and licensing requirements needed for a career in arts and communications;
 - Identify the professional organizations and associations that directly affect a pathway of interest.

Competency 1.2:

- Compare and contrast the performance skills of individuals in the media, visual and performing arts;
 - Identify the role and function of individuals in each pathway (technical and non-technical);
 - Identify the areas of specialization and related occupations;
 - Explore the types of work techniques, processes and procedures a typical individual in each pathway might be called on to perform;
 - Describe the education, training and certification required to work in each of the pathways;
 - Compare and contrast career lifestyles associated with different levels of employment;
 - Describe the interrelationships between creators, performers and technicians;
 - Describe the interrelationships between media, visual design and imaging and performing arts.

Competency 1.3:

- Examine the history, trends and current issues related to visual design and imaging, media and performing arts;
 - Describe the impact of arts and communications on society;
 - Identify the current trends and issues impacting arts and communications;
 - Determine the issues' effects on the industry.





Pre-Interview Learning Activities

The pre-interview learning activities outlined below were designed by PlayhouseSquare's Community Engagement & Education Department to stimulate students' prior knowledge and build schema.

GENERATE GUEST QUESTIONS

Working in teams of 3 or 4, have students prepare a list of five (5) questions for the guests to address. Collect the questions and compile them into one master list. Have students create categories for the questions. Be sure they reflect on whether the questions are best addressed by these particular guests, or better addressed by someone else or via another resource. This reflective activity usually leads to eliminating several questions. Tell students to think of questions that will lead to unique responses from the speakers – responses they wouldn't find in a text or via a Google search.

To assist you in creating your list, some general questions are provided below:

- What type of high school/college courses should I take to prepare for this career path?
- What extracurricular activities would benefit me if I want to pursue this career?
- Specifically, what other experiences prepared you for this job?
- What type of skills do I need to succeed in this career?
- What experience would make me a stronger candidate?
- What personality traits do you need to be successful?
- What do you like the most/the least about your job?
- What are the biggest challenges in your career?
- Can you describe a typical day on tour?
- How much time do you spend on tour?
- How long did it take you to become a "professional"?
- How many hours a day do you practice?
- Do I need to move to a major metropolitan city such as New York City or Los Angeles to pursue this career?
- Do I need to belong to a union to work in this field?
- What are typical union minimum salaries?
- How many hours do you work in a typical day?
- Are internships available?
- How do I search for positions in this field?
- How do I find out about auditions?
- Typically, what do I need to prepare for an audition?
- Do I need an agent?

★ **Ohio Academic Content Standards
English Language Arts (grades 11-12) - Writing Process Standard A**

- Formulate writing ideas, and identify a topic appropriate to the purpose and audience.

★ **Arts & Communications Career
Field Technical Content Standards
Competency 1.1:**

- Explore career pathways in arts and communication.



CONDUCT PRELIMINARY RESEARCH ON CAREERS IN THE ARTS

Review the list of careers in the arts below. Ask students to choose several careers of interest. Pair students with similar interests and have them complete the first two sections of a K-W-L graphic organizer. *Please Note:* Students will complete the last section of the chart after completing the Distance Learning session.

Director
Producer
Choreographer
Stage Manager
Set Designer
Costume Designer
Prop Master
Hair and Makeup Supervisor
Company Manager
Theatrical Engineer (i.e., Carpenter, Electrician, Audio/Sound)
Lighting Designer
Press Rep/Marketing Manager
Composer

Lyricist
Musician
Actor
Wardrobe Supervisor
Conductor/Music Director
Dance Captain
Sound Designer
Book Writer
Dialect Coach
Tutor
Dramaturg
Accompanist (Rehearsal Pianist)
Merchandise Sales

According to the Bureau of Labor Statistics, more than 60% of all artists are self-employed. This is great news for those with independent and entrepreneurial spirits!

★ Ohio Academic Content Standards *English Language Arts (grades 11-12) - Research Standard B*

- Compile, organize and evaluate information, take notes and summarize findings.

★ Arts & Communications Career Field Technical Content Standards *Competency 1.1*

- Explore career pathways in arts and communication.

THE ROLE & IMPACT OF THE ARTS

Have a discussion about why the arts are important to a vital society. Discuss society's view of the arts, their purpose and their role. Discuss how public opinion and government influence the arts in the United State as well as other countries. Have students cite specific examples of how the arts are affected by the economy and what role business plays in the arts. Discuss topics such as arts and economic impact, private and public funding for the arts, and arts education.

★ Ohio Academic Content Standards *English Language Arts (grades 11-12) - Communications: Oral and Visual Standards A and D*

- Use a variety of strategies to enhance listening comprehension;
- Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.

Drama/Theatre (9-12) - Connections, Relationships and Applications Standard C

Explain how the arts are an index to social values and accomplishments of a civilization.

★ Arts & Communications Career Field Technical Content Standards *Competency 1.4*

- Explain the impact of government influence and public opinion on the arts.

Competency 17.2

- Describe the influences on music, dance and theatre.

Competency 17.3

- Recognize the financial influences on the performing arts.



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During the Interview Activities

COLLECT QUOTES

During *Careers in the Performing Arts*, students may record guest quotes to be used in a double journal entry post-activity. The activity is designed to allow students to reflect, respond, interpret or analyze a quote from the interview. The teacher may also want to record quotes for accuracy.

★ Ohio Academic Content Standards

English Language Arts (grades 11-12) - Communications: Oral and Visual Standard A

- Use a variety of strategies to enhance listening comprehension

English Language Arts (grades 11-12) - Research Standard B

- Compile, organize and evaluate information, take notes and summarize findings.

★ Arts & Communications Career Field Technical Content Standards

Competency 16.2

- Apply active listening skills to obtain and clarify information provided in oral communications.

CORNELL NOTE TAKING

Have students use the Cornell Note Taking system during the interview. This system allows students to condense and organize notes and is useful application for both high school and college students. There are six steps:

- Record
- Reduce (or question)
- Recite
- Reflect
- Review
- Recapitulate

If you are unfamiliar with this method, you may visit <http://ccc.byu.edu/casc/note-taking> – to familiarize yourself with the system. Upon completion of the interview, students review their notes and write a summary. The notes may be used in further class discussions or as a starting point for a report.

★ Ohio Academic Content Standards

English Language Arts (grades 11-12)- Research Standard B

- Compile, organize and evaluate information, take notes and summarize findings.

★ Arts & Communications Career Field Technical Content Standards

Competency 16.2

- Apply active listening skills to obtain and clarify information provided in oral communications.

Competency 16.3

- Write coherent and focused documents.





Post-Learning Activities

FURTHER CAREER RESEARCH

Using the K-W-L chart, complete the final section using information gathered during the interview and/or have students conduct further research to complete the last section of the chart. Students conduct further independent research and use this information to create a class presentation or a produce an informational essay.

★ **Ohio Academic Content Standards**

English Language Arts (grades 11-12) - Writing Applications Standard D

- Produce information essays and reports that establish a clear and distinct perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.

English Language Arts (grades 11-12) - Research Standard C

- Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.

★ **Arts & Communications Career Field Technical Content Standards Competency 16.1:**

- Deliver formal and informal presentations that demonstrate organization and delivery skill.

SOCIETAL ISSUES & BELIEFS REFLECTED IN THE ARTS

The arts are a vehicle to communicate more than emotion. Many performances challenge society's norms, values, and belief systems. Have students identify a production that challenges society's views or brought it into the forefront of society. Divide the class into two groups – from opposing positions – and have the groups defend their perspective using the stance taken by the particular production. If applicable, discuss the societal changes that occurred as a result.

★ **Ohio Academic Content Standards**

Drama/Theatre (9-12) - Valuing Drama/Theatre/Aesthetic Reflection Standards A and B

- Defend their responses to drama/theatre event based on their personal drama/theatre philosophies;
- Respect diverse options regarding drama/theatre preferences.

English Language Arts (grades 11-12) - Research Standard E

- Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.

Social Studies (grades 11-12)- Citizenship Rights & Responsibilities A

- Evaluate various means for citizens to take action on a particular issue.

★ **Arts & Communications Career Field Technical Content Standards Competency 17.2:**

- Describe the influences on music, dance and theatre.



CHART YOUR CAREER PATH

Using the information gained from Careers in the Performing Arts, chart your career path based on your interests, skills and aptitudes. Consider both traditional and non-tradition paths to achieve your goals.

★ Ohio Academic Content Standards

Drama/Theatre (9-12) - Connections, Relationships and Applications Standard B

- Synthesize the relationship between concept an skills used in drama/theatre with other curricular subjects.

★ Arts & Communications Career Field Technical Content Standards

Competency 1.1:

- Explore career pathways in arts and communication.

RESEARCH A SPECIFIC SHOW

Many Broadway companies create Teacher's Guides that provide a production overview, lesson plans, and student activities that align to the National Standards. Use the links provided below to learn more about upcoming performances. Download the Teacher's Guides at <http://ideacenteratplayhousesquare.org/> to extend your students learning experience while connecting the arts to other curriculum content areas.

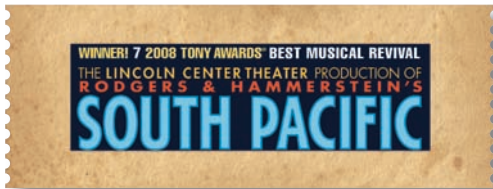




2010-11 KeyBank Broadway Series Distance Learning Dates and Links



BILLY ELLIOT THE MUSICAL
Performance Run: November 19 – December 22, 2010
Distance Learning Date: December 7, 2010
www.BillyElliotTour.com
Teacher's Guide: <http://img.broadway.com/images/BillyElliotStudyGuide.pdf>



SOUTH PACIFIC
Performance Run: February 1 - 13, 2011
Distance Learning Date: February 8, 2011
www.SouthPacificOnTour.com



SHREK THE MUSICAL
Performance Run: March 1 – 13, 2011
Distance Learning Date: March 8, 2011
www.ShrekTheMusical.com
Teacher's Guide: [http://www.lct.org/content/show/South Pacific Study Guide_5.pdf](http://www.lct.org/content/show/South%20Pacific%20Study%20Guide_5.pdf)



LES MISÉRABLES
Performance Run: April 5 - 17, 2011
Distance Learning Date: April 12, 2011
www.LesMis.com
Teacher's Guide: <http://www.lesmis.com/london-uk/education>



WEST SIDE STORY
Performance Run: May 3 - 15, 2011
Distance Learning Date: May 10, 2011
www.BroadwayWestSideStory.com



KeyBank  
BROADWAY SERIES



Further Reading on Careers in the Performing Arts

About.com

http://careerplanning.about.com/od/occupations/a/perf_arts.htm
Wonderful resource about careers in the performing arts.

Arts Work

www.artswork.asu.edu/arts/students/careers/index.htm
Descriptions of many different arts careers and related jobs in the arts.

Careers in the Arts - Career descriptions related to the visual arts, from SUNY Oswego.

Careers in Art: An Illustrated Guide

– Provides an overview of the various career possibilities in art, including steps on how to be successful in each career field.

E-How

www.ehow.com/about_4728419_highpaying-careers-arts.html
High-Paying Careers in Arts. A high-paying career in the arts doesn't necessarily mean being a performer.

MonsterCollege – Advice and entry-level opportunities through MonsterCollege, the job network for college students and recent grads.

Idealist – Search for internships in non-profit organizations worldwide.

National Network for Artist Placement

– Links to assorted publications about internship and job placement for artists. Cover Letter & Resume Books

Cover Letter Magic: Trade Secrets of Professional Resume Writers

– This book features more than 150 sample cover letters, as well as great tips on writing a winning cover letter.

Designing Creative Resumes: A Complete Resource for the Creative Professional

– A guide for the design elements of a creative resume.



Billy Elliot