

## ARTS INTEGRATION LESSON FRAMEWORK (ARTS/OTHER DISCIPLINE)

<b>Title: What skills do I need to make a living in the music industry?</b>		<b>Grade: 3-5</b>
<b>Subject/Content Area &amp; Art Form: Social Studies, Math, Music</b>		<b>Lesson Duration: 1 hour</b>
<b>Driving Question: How do people choose their career? What do they need to consider when choosing?</b>		
<b>Connected Objective: At the end of this lesson, students will be able to use economic indicators and personal data from musicians to determine what type of job they would like in the music industry and how much income they would receive.</b>		
<b>Subject/Content Area Objective</b> Students will know: How to use the internet to research a topic and collect and compare information. Students will be able to: Collect social and financial information to support a decision.		<b>Art Form Objective</b> Students will know: What careers are available in the music industry. Students will be able to: Choose a career based on specific factors which are important to them including instrument choice, job description and financial goals.
<b>Subject Area Standard(s):</b> <b>RELA:</b> CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. View from Characters (RL.3.6) Integrating Information from Multiple Sources RI.4.9 <b>Social Studies:</b> D1-5.3-5 Developing Questions & Planning Inquiry D2Eco1-15.3-5 Applying Disciplinary Tools & Concepts (Economics) D31-4.3-5 Evaluating Sources & Using Evidence D41-8.3-5 Communicating Conclusions & Taking Informed Action.	<b>Art Elements:</b> <b>Music: V.A</b> Recognize the uses of music in everyday life and related careers.  <b>CORE</b> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	<b>21<sup>st</sup> Century Skills:</b> (Choose skills that apply to lesson) <ul style="list-style-type: none"> <li><input type="checkbox"/> Creativity &amp; Innovation</li> <li><input type="checkbox"/> Critical Thinking &amp; Problem Solving</li> <li><input type="checkbox"/> Collaboration &amp; Teamwork</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Cross-cultural Understanding</li> </ul>

**Formative Assessment(s):** List 3 music careers and their average income and education/skills needed.

**Summative Assessment(s):** Explain which music career might be best for you and why.

**Lesson Materials/ Preparation:**

- Interview video with Daryl Davis
- Paper/pencils
- Website: <https://www.careersinmusic.com/>

**Lesson Steps/Strategies for Learning**

- **Introduce:** There are many different careers that involve music, how many can you name? (See website for list). Not only can you play music, but there are many different support positions also.
- **Engage:** After watching the interview with Daryl Davis, discuss or write about why he chose to become a piano player. What were the greatest difficulties for him in pursuing his career? What have been the greatest benefits to him?
- **Build Knowledge:** Choose 2-5 music careers on the website. What do they do? What salary can you expect? What educational background do you need? Share your results with your class. Discuss which careers make the most/least income and which require the most/least education.
- **Deepen/Assess Understanding:** Each student should choose a career they would like in music and then explain why they chose that career.
- **Apply/Reflect:** What are the pros and cons of working in the music industry?