



Overview: Learning and Activity Sequence for Grades 3-5
 Can be adapted for Grades K-2
 Suggested Time to Complete: 4 Sessions of 30-45 minutes

Creative Careers

The Goal: Students will be introduced to the principles of different types of careers through watching videos and making a dreamboard.

The Objective: Students will learn that it's never too early to start planning for the future.

Overview: In this sequence of three lessons, Students will explore different videos related to professional development and then create a dream board that represents their future goals.

- **Lesson 1:** Watch a video that represents careers in the visual arts. Students will watch together and engage in classroom discussion and then journal their thoughts.
- **Lesson 2:** Students will gather visual materials inspired by their journaling.
- **Lesson 3 and 4:** Students will create a dream board based on their journaling, visual materials, and future goals.

Materials Needed:

- WiFi
- Computer, phone or tablet
- Pencil, paper, crayons or markers

DISCLAIMER: Resources in these activities contain external internet links. In other words, once a student links to a video or to one of the recommended images, they are on an external site and have access to whatever the site has placed online. As with all independent student engagement, it is strongly recommended that parents or guardians actively supervise each student's independent research.



SESSION 1: Exploring Film Careers

Lesson Objective: Students will watch a Visual Arts Careers video and discuss with the classroom and then journal their thoughts.

Resources:

<https://www.careergirls.org/video/visual-arts-careers/?back=69>

Discussion:

1. Ask students to tell what they know about the phrase “visual arts.”
2. After explaining what is meant by visual arts (e.g., artistic activity involving the act of telling stories through things we can see such as photography, art, videos and movies), help them understand that there are a variety of careers within this field that all require creativity and the ability to share ideas and feelings with others.
3. Tell students they are going to concentrate on careers ‘behind the camera’ in film and video.
4. Have students name people they know personally or who they have heard of those who have careers in film and video.

Activity: View the Video: [“Visual Arts Careers”](#)

1. Tell students they will be watching the video titled, “Visual Arts Careers”.

NOTE: though the video is discussing roles for women, the careers are for everyone!

2. Tell students that, as they view the video, they should listen for reasons artists believe that they should consider arts as a career.

3. View the video together.

4. View the video again, concentrating on the portion on media arts careers (@ :55 seconds) ; 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.

ACTIVITY

1. Have students journal about something that they learned while watching this video that they didn't know before.
2. Encourage students to journal about ways that they believe their talents and skills can be used in the visual arts.



SESSION 2: Career Quiz

ACTIVITY (Choice 1): For students who don't know what they want to be when they grow up, encourage them to take the career quiz provided on the Career Girls website:
<https://www.careergirls.org/explore-careers/career-quiz/>

DISCUSSION:

1. Explain that taking a quiz does not mean that that's the career you need to pursue. It's just a way to find out things you might be good at.
2. Also we are using the Career Girls website, but the point is that all careers are (or should be) genderless.

ACTIVITY (Choice 2): For students who already know what they want to be when they grow up, encourage them to use the website to find a Role Model:
<https://www.careergirls.org/explore-careers/role-models/>

1. Find and watch a video from role models who work in a career you might like to do.
2. Pay special attention to when they talk about their education, challenges they've overcome, even who their heroes are.
3. Journal about what you learned.



SESSION 3 and 4: Create a Dream Board

Resources:

https://www.youtube.com/watch?v=Hik2zuWQsQ4&ab_channel=LooseSeeds

Discussion: Invite students to share their journal entries and what they learned throughout the lessons.

Activity:

1. Watch [How to Make a Dream Board](#) as a class and discuss different ideas.
2. Find images from the internet that inspire you and add them to a jamboard.
3. Share your final Dream Board with the class.

Alignment to the NYC DOE Blueprint for Teaching and Learning: Moving Image Elementary School Benchmark Indicators

Making Moving Images

Conceive of, plan and execute all stages of a project.

Demonstrate a personal point of view through the creation of their productions

Media Literacy

Demonstrate the ability to be critical viewers capable of understanding the component parts of a media work, and able to articulate their point of view/taste regarding what they watch.

Making Connections

Understand that media can illuminate and illustrate understanding of self, other content areas, and their culture.

Community Resources

Share work as collaborative learners by presenting to class, school, parents, or community.

Alignment to the NYS Learning Standards for the Arts

Artistic Processes			
<input type="checkbox"/> <div style="background-color: #00AEEF; color: white; padding: 10px; margin: 5px;"> Cr Creating <small>Conceiving and developing new artistic ideas and work.</small> </div>	<input type="checkbox"/> <div style="background-color: #7B68A8; color: white; padding: 10px; margin: 5px;"> Pr Performing <small>Realizing artistic ideas and work through interpretation and presentation.</small> </div>	<input type="checkbox"/> <div style="background-color: #E31A1C; color: white; padding: 10px; margin: 5px;"> Re Responding <small>Understanding and evaluating how the arts convey meaning.</small> </div>	<input type="checkbox"/> <div style="background-color: #F79646; color: white; padding: 10px; margin: 5px;"> Cn Connecting <small>Relating artistic ideas and work with personal meaning and external context.</small> </div>
Anchor Standards & Process Components			
<input checked="" type="checkbox"/> Anchor Standard 1: Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> > IMAGINE <input checked="" type="checkbox"/> Anchor Standard 2: Organize and develop artistic ideas and work. <ul style="list-style-type: none"> > PLAN & MAKE <input checked="" type="checkbox"/> Anchor Standard 3: Refine and complete artistic work. <ul style="list-style-type: none"> > EVALUATE & REFINE > PRESENT 	<input checked="" type="checkbox"/> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. <ul style="list-style-type: none"> > SELECT > ANALYZE > INTERPRET <input checked="" type="checkbox"/> Anchor Standard 5: Develop and refine artistic techniques and work for presentation. <ul style="list-style-type: none"> > REHEARSE, EVALUATE, & REFINE <input checked="" type="checkbox"/> Anchor Standard 6: Convey meaning through the presentation of artistic work. <ul style="list-style-type: none"> > PRESENT 	<input checked="" type="checkbox"/> Anchor Standard 7: Perceive and analyze artistic work. <ul style="list-style-type: none"> > SELECT > ANALYZE <input checked="" type="checkbox"/> Anchor Standard 8: Interpret meaning in artistic work. <ul style="list-style-type: none"> > INTERPRET <input type="checkbox"/> Anchor Standard 9: Apply criteria to evaluate artistic work. <ul style="list-style-type: none"> > EVALUATE 	<input checked="" type="checkbox"/> Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. <ul style="list-style-type: none"> > RELATE <input checked="" type="checkbox"/> Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. <ul style="list-style-type: none"> > INTERRELATE