



## Exploring Film Careers

**Overview: Learning and Activity Sequence for Grades 9-12**

**Suggested Time to Complete: 5 Sessions of 30-45 minutes**

**The Goal:** Exploring 'behind the camera' film careers for students.

**The Objective:** Students will learn about a variety of film careers, hear from film professionals about their career paths, and plan for their own future careers. Students, through a series of reflection activities, will define their broader strengths, skills, and interests.

### **Essential Questions:**

1. What are different 'behind the camera' film careers?
2. What are some paths for these careers?
3. What type of film career is most appealing to you, and why?
4. What are your unique strengths and skills?

### **Overview:**

In this sequence of lessons, students will be introduced to a variety of film careers, watch student filmmakers interview film professionals about their career paths, and plan for their own future careers

- Lesson 1: View film introduction to media professions and explore the variety of film careers.

- Lesson 2: Watch student filmmakers from the NY Public School Film Festival 2021 interview industry professionals and discuss specific careers in directing and producing.
- Lesson 3 and 4: Watch student filmmakers from the NY Public School Film Festival 2021 interview industry professionals and discuss specific careers in directing, editing and music composition.
- Lesson 5: Students will discover that self-knowledge is a journey. Students will identify their strengths/positive characteristics. The students will complete a written “I am...” statement and draft a personal mission statement

***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: Behind-the-Camera Film Careers**

**Lesson Objective:** In this lesson, students will view a film introduction to media professions and explore the variety of film careers.

### **Materials:**

- laptop, tablet, or phone
- Wifi
- Pen or pencil

### **Resources:**

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

Cast and Crew Credits for Soul:

<https://www.imdb.com/title/tt2948372/fullcredits>

Handout: Moving Image\_Week22\_Gr6-8\_CareersDay1\_Resource

### **Warm-up Activity:**

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 who have careers in film and video.

**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, these careers are for everyone!
2. Tell students that, as they view the video, they should listen for reasons the 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.
5. Look at the closing credits for a film such as "Soul" on IMDB. What do they notice about the many titles listed?

**Video Follow-up:**

1. Have students fill out the handout on careers.
2. Ask students to offer a few questions, comments, reactions and responses to the video from their handout.



## **SESSION 2: Explore Writing, Directing and Producing for Films**

**Lesson Objective:** In this lesson, students will watch two students interview a film writer/director and producer and note important career information.

### **Materials:**

- laptop, tablet, or phone
- Wifi
- Handout: Directors and Producers

### **Resources:**

#### **Student and Film Professional Interviews**

[nyc.gov/NYCPSFilmFestival](http://nyc.gov/NYCPSFilmFestival)

**ACTIVITY:** Students will read biographies and watch interviews with two different directors, making notes of what they learn about their career paths.

Next, working separately, students will fill out their handout about this profession. Then the group will come together to discuss their answers.

### **Additional Discussion Questions:**

1. What do these careers have in common? What differences do they have?
2. What kind of person would be best suited for these careers?



### **SESSION 3: Explore Directing for Films, Pt. 2**

**Lesson Objective:** In this lesson, students will watch two students interview two more film directors and note important career information..

#### **Materials:**

- laptop, tablet, or phone
- Wifi
- Handout: Directors Pt. 2

#### **Resources:**

##### **Student and Film Professional Interviews**

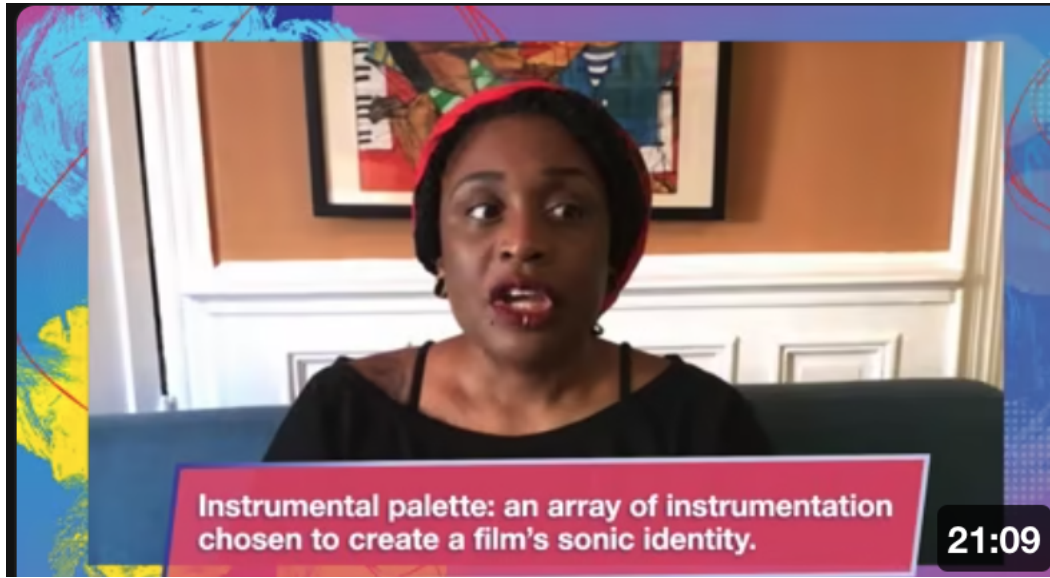
[nyc.gov/NYCPSFilmFestival](http://nyc.gov/NYCPSFilmFestival)

**ACTIVITY:** Students will read biographies and watch interviews with two different directors, making notes of what they learn about their career paths.

Next, working separately, students will fill out their handout about this profession. Then the group will come together to discuss their answers.

#### **Additional Discussion Questions:**

3. What do these careers have in common? What differences do they have?
4. What kind of person would be best suited for these careers?



#### **SESSION 4: Explore Editing and Composing**

**Lesson Objective:** In this lesson, students will watch two students interview a film director and composer and note important career information.

**Materials:**

- laptop, tablet, or phone
- Wifi
- Handout: Editing and Composing

**Resources:**

**Student and Film Professional Interviews**

[nyc.gov/NYCPSFilmFestival](http://nyc.gov/NYCPSFilmFestival)

**ACTIVITY:** Students will read biographies and watch interviews with two different directors, making notes of what they learn about their career paths.

Next, working separately, students will fill out their handout about this profession. Then the group will come together to discuss their answers.

**Additional Discussion Questions:**

5. What do these careers have in common?
6. What is different?
7. What kind of person would be best suited for these careers?



## **SESSION 5: Know Yourself & Mission Statements**

**Lesson Objective:** Students will discover that self-knowledge is a journey. Students will identify their strengths/positive characteristics. The students will complete a written “I am...” statement.

### **Materials:**

- laptop, tablet, or phone



- Wifi
- Handout: Mission Statements

### **What is a personal mission statement?**

A personal mission statement is a brief description of what is important to you, what you want to focus on, what you want to accomplish and who you want to become in a particular area of your life in the near to long term future. A personal mission statement is a purposeful promise that carries you towards your goals.

The following activities and reflections will help you to design and create your very own personal mission statement.

### **ACTIVITY:**

Opening Question:

- What are three words you would use to describe your personality?
- What are two of your strengths (or talents or skills)?
- If you could only save three of your belongings, what would you save?

### **Quotes and Discussion about Self-Knowledge**

- Read the following quotes
- Choose 1 or 2 quotes that connect with you in some way and write or draw what the quote means to you.
- Share the quotes you chose, and why you chose it — and ask other people what they think about the quote — what it means to them.

### **Quotes**

“Self-knowledge is the beginning of self-improvement.” ~ Baltasar Gracián

“Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing.” ~ Larry Bossidy

“Everything that irritates us about others can lead us to an understanding of ourselves.”  
~ Carl Jung (psychiatrist and founder of analytical psychology)

“Self-knowledge is the great power by which we comprehend and control our lives.” ~ Vernon Howard (spiritual teacher, author and philosopher)

“People often say that this or that person has not yet found himself. But the self is not something one finds, it is something one creates.” ~ Thomas Szasz (psychiatrist and academic)

“To the question of your life you are the answer, and to the problems of your life you are the solution.” ~ Joe Cordare (author)

“It’s a helluva start, being able to recognize what makes you happy.” ~ Lucille Ball

“There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered.” ~ Nelson Mandela

“Let your heart guide you. It whispers, so listen carefully.”

### **Writing: “I am...”**

- Take ten minutes to fill out the writing prompt ‘I am...’
- Even if you don’t know what to write, keep writing
- Utilize the Mission Statement handouts to expand your ideas

### **Reflection of the Day**

- What are three new things you learned about yourself today — or three new strengths you realize you have after today’s session?

**Extension Activity:** Ask 5-10 people (friends, family members, case worker, teachers, etc) to share 3-5 of the positive characteristics that they see in you.

## Alignment to the NYC DOE Blueprint for Teaching and Learning: Moving Image High 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.



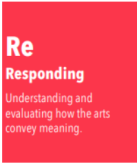

### Making Connections

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"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
Anchor Standards & Process Components			
<input checked="" type="checkbox"/> <b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> <li>&gt; IMAGINE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work. <ul style="list-style-type: none"> <li>&gt; PLAN &amp; MAKE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 3:</b> Refine and complete artistic work. <ul style="list-style-type: none"> <li>&gt; EVALUATE &amp; REFINE</li> <li>&gt; PRESENT</li> </ul>	<input checked="" type="checkbox"/> <b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation. <ul style="list-style-type: none"> <li>&gt; SELECT</li> <li>&gt; ANALYZE</li> <li>&gt; INTERPRET</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation. <ul style="list-style-type: none"> <li>&gt; REHEARSE, EVALUATE, &amp; REFINE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work. <ul style="list-style-type: none"> <li>&gt; PRESENT</li> </ul>	<input checked="" type="checkbox"/> <b>Anchor Standard 7:</b> Perceive and analyze artistic work. <ul style="list-style-type: none"> <li>&gt; SELECT</li> <li>&gt; ANALYZE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 8:</b> Interpret meaning in artistic work. <ul style="list-style-type: none"> <li>&gt; INTERPRET</li> </ul> <input type="checkbox"/> <b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work. <ul style="list-style-type: none"> <li>&gt; EVALUATE</li> </ul>	<input checked="" type="checkbox"/> <b>Anchor Standard 10:</b> Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. <ul style="list-style-type: none"> <li>&gt; RELATE</li> </ul> <input checked="" type="checkbox"/> <b>Anchor Standard 11:</b> 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"> <li>&gt; INTERRELATE</li> </ul>