

Musical Careers

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1. Question & Research Task

You might think that winning a TV competition or landing a recording contract is the only way to pursue a career in music. A composer with a virtual choir just might change your mind.

What other career opportunities exist for using the skills you're learning in music class?

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How could music class help me to prepare for a future career?



The link above is to a YouTube video your teacher will project that demonstrates a virtual choral group.

Image Source: <https://www.youtube.com/watch?v=SJgB5QmyDfU&t=2s>

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

- [What it's like to be a composer and lyricist video](#)
- [Agents and business manager profile](#)
- [Radio personality career profile](#)
- [Musical instrument repairers and tuners](#)
- [Music therapist career profile](#)
- [Musical directors career profile](#)
- [Musicians and singers profile](#)
- [Producer and director profile](#)



The image above links to a YouTube video your teacher will project that demonstrates the effect of music therapy on Alzheimer's patients.

Image Source: www.sleepymoose.com

3. Student Activity

Use the information sources on Slide 2 to make notes on [this chart](#) about at least four careers in the music industry. Your notes will relate to:

- Education
- Skills needed
- Salary (starting or experienced)
- Employment outlooks



The link is to a YouTube video your teacher will project that demonstrates the world's oldest band.

Image Source: <https://www.youtube.com/watch?v=byV-S4Mnm5Y>

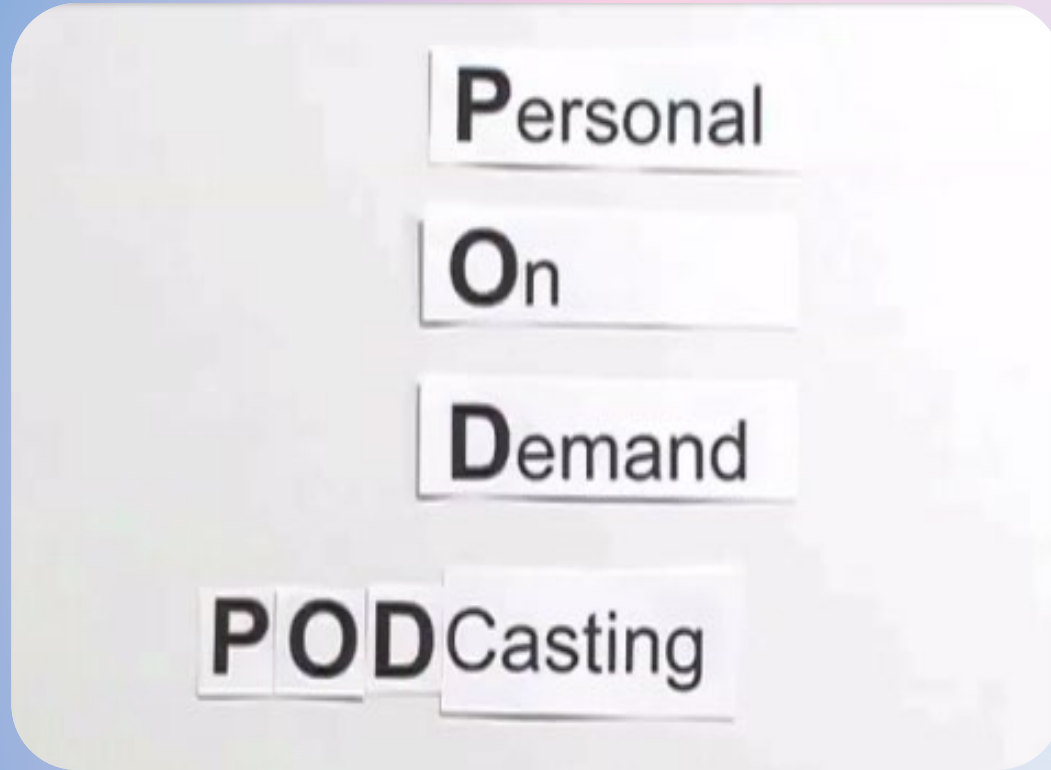
4. Assessment Activity

- Use the [Trading Card Creator from ReadWriteThink](#) to generate trading cards for the careers you examined.
- Use the Create Your Own style feature to customize your card.
- On your card, be sure to *add a category that connects the career to things you have learned in chorus class.*
- Your cards will be scored using this [rubric](#).



Image by [Becca Clark](#) from [Pixabay](#)

5. Enrichment Activities



The image above links to a video about how podcasts have changed the radio and broadcast industries.

Image Source: [Discovery Education](#), by subscription

Watch the video on the left to see how podcasting has changed the radio industry.

Now try your own hand at podcasting, Using the sound recorder on your device, [Wixie](#), or another tool as directed by your teacher, create a podcast of no more than 5 minutes describing careers in music. Be sure to share the podcast as directed by your teacher.

6. Teacher Resources

Learning Standards Alignment

Maryland State Curriculum /Content Standards

E:6-8:2: Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after-school programs, community music-making, and extra-curricular opportunities.

E:6-8:1: When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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Grade 6-7 Chorus

Objective: Students will be conducting brief, focused research in order to identify potential careers related to their learning in Chorus class.

Time Frame: 1-2 45-minute periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) from the Apps Portal included in this lesson, such as audio read-aloud and labeled Reading Levels/ or Lexiles. Use [Digital Content Snapshots & Support resources](#) for support as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Some videos in this lesson may not be closed-captioned; however, other text-based resources are provided.
- Consider using the [Schoology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoology.
- VoiceThread can be accessed from [BCPS Digital Content](#) in the Apps Portal.

Last updated: July 2023 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

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