
Grade 9 Financial Literacy & Visual Arts

Intermediate Course Outline: Career Pathways in Art: Planning For Your Future

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Resource to Support the 2011 Financial Literacy Ontario Curriculum Policy Documents

OAEA - Ontario Art Education Association – 2013

Career Pathways in Art: Planning For Your Future Visual Arts Financial Literacy Lesson Plan Grade 9

Connections to Financial Literacy

- Knowledge of skills developed in the study of Visual Arts that are applicable to a variety of careers;
- Understand the variety of post-secondary routes associated with different career paths;
- Planning for the future through budgeting for post-secondary education, as well as resume building.

The Arts Grades 9 and 10, 2010 Grade 9/AVI10

Curriculum Expectations

B. Reflecting, Responding, and Analysing

B3. Connections Beyond the Classroom

B3.1 identify types of knowledge and skills acquired in visual arts (e.g., knowledge related to visual literacy; creative problem-solving skills, visual communication skills), and describe how they could be applied in a variety of areas of personal and professional life **Teacher prompts:** ... “Describe how you have used your creative problem-solving skills in a situation that was not related to making or looking at art.”

B3.2 identify a variety of secondary and postsecondary pathways and careers related to visual arts (e.g., *postsecondary arts programs; careers in advertising, animation, art therapy, fashion design, graphic design*) **Teacher prompt:** “What careers can you think of that are related to visual arts? How could you go about expanding and varying this list? Would a college pathway allow you to enter all of these careers, or would some require a different pathway?”

B3.3 identify, on the basis of exploration, a variety of personal opportunities in their community in cultural or other fields related to visual arts (e.g., ... volunteer or job opportunities at a local organization where they could use and/or develop their skills in visual arts) **Teacher prompt:** “What types of cultural, social, or environmental events are held in your community? Could any of these provide opportunities for you to design promotional material, make costumes, design sets, or display your art works?”

Learning Goals

At the end of this unit, students will know, understand and/or be able to:

- Articulate how skills acquired in Visual Arts, like creative problem-solving skills, can be valuable in a number of professions, both in and out of the art community.
- Understand the post-secondary pathways required for a chosen career in, or related to, the arts.
- Budget for post-secondary education.
- Demonstrate their knowledge of career and volunteer opportunities available to youth looking for relevant experience on their résumés.

Instructional Components and Context

Readiness

Knowledge of arts related careers and post-secondary schools would be an asset.

Volunteer or work experience would be an asset when considering options to build a résumé.

Computer search and keyboarding skills will be an asset when researching career options and pathways.

A current résumé would be beneficial when students get to lesson three and students should consider adding voluntary, extra-curricular or work experience.

Terminology

Income

Expenses

Tuition

Scholarships

Grants

Bursaries

Career

Job

Résumé

Portfolio

Materials

- Computer and projector access for internet connection and video
- Writing supplies: students can write with pen and paper or on computers/tablets.
- Whiteboard/Whiteboard Markers, Smartboard, Chalk and Chalkboard or Chart Paper and Markers to record students' responses.

BLM #1: Careers Requiring an Arts Background (Student Resource)

BLM #2: Exit Slip: Careers of Interest (Student Resource)

BLM #3: Exploring Arts Careers (Student Resource)

BLM #4: Rubric: Career Presentations (Student Resource)

BLM #5: Portfolio Checklist (Student Resource)

BLM #6: Collaborative/Community Art Work Proposal (Student Resource)

BLM #7: Sample Résumé Template (Student Resource)

BLM #8: Résumé Assessment Checklist (Student/Teacher Resource)

BLM #9: Financial Literacy and the Arts Terminology (Teacher Resource)

BLM #10 Community Art Financial Plan (Student Resource)

BLM #11 Careers In Art Poster (Student Resource)

Resources

Guest Speaker or videos who can speak about the topic "Careers in Art".
Artist Career Profiles (some have videos)

<http://www.canadianart.ca/learn/canadian-art-school/career-profiles/>

Art Career Video portraits of artists:

<http://ccca.concordia.ca/videoportrait/index.html?languagePref=en&>

Art related careers: <http://www.rd99.com/197artcareers/>

For Art related careers also grade 12 *Financial Literacy and Art Curriculum*

Career Cruising: Your school's log in and password information for *Career Cruising*

Career Exploring websites like www.careercruising.com or

<http://www.theartcareerproject.com/art-as-a-career/>

Curation: http://www.canadianart.ca/teaching_resources/2012/01/03/curation-collecting-and-related-art-making-practices/

Financial Consumer Agency of Canada: <http://www.fcac-acfc.gc.ca/eng/consumers/lifeevents/secondeduc/budget/worksheet-eng.asp>

Financial Consumer Agency of Canada interactive calculator:

[http://www.fcac-](http://www.fcac-acfc.gc.ca/Eng/forConsumers/lifeEvents/payingPostSecEd/Pages/StudentB-Grillepo.aspx)

[acfc.gc.ca/Eng/forConsumers/lifeEvents/payingPostSecEd/Pages/StudentB-Grillepo.aspx](http://www.fcac-acfc.gc.ca/Eng/forConsumers/lifeEvents/payingPostSecEd/Pages/StudentB-Grillepo.aspx)

FMNI content, Cape Dorset Printmakers:

<http://www.nfb.ca/film/eskimo-artist-kenojuak>

Ontario's Entertainment & Creative Cluster: A Framework For Growth (2010):

http://www.mtc.gov.on.ca/en/publications/Creative_Cluster_Report.pdf

Sheridan College, <http://www.sheridancollege.ca/programs-and-courses/full-time-programs/programs-a-z-index/bachelor-of-applied-arts-animation.aspx>

Waterloo Architecture: <http://uwaterloo.ca/architecture/future-students/portfolios>

The Ministry of Tourism and Culture (2010). Ontario's entertainment & creative cluster: A framework for growth. Retrieved November, 2013 from

http://www.mtc.gov.on.ca/en/publications/Creative_Cluster_Report.pdf

Minds On 50 – 75 minutes
Finding Careers that Require Your Artistic Talents

Connections

Key Questions for Discussion:

What careers require creativity or creative thinking skills?

Description: Students will learn about various careers that require the knowledge and skills developed through Visual Arts, including those not traditionally associated with the arts. Students will select one career, and describe the education, skills and duties of someone employed in that field.

Whole Class ⇒ Brainstorming

Prompt: Teacher will ask students to brainstorm, considering the question: What careers require creativity or creative thinking skills?

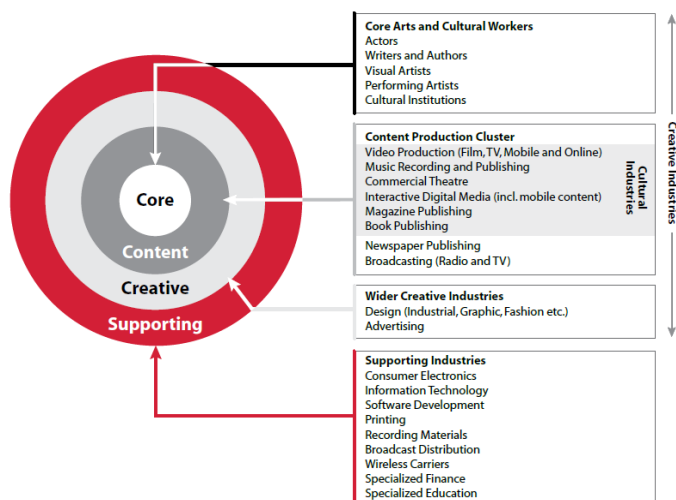
Students will share their ideas as a list is compiled on the board or screen. Note: If students are having trouble finding lists or examples, share a list of careers like the one found at: <http://www.rd99.com/197artcareers/>

The teacher will share **BLM #1: Careers Requiring an Arts Background** with students, comparing this list with the one on the board, discussing surprises. Teacher will then ask students to consider the difference between a job and a career, brainstorming differences, or by sharing a resource like http://www.diffen.com/difference/Career_vs_Job, which outlines key differences. Teacher may also refer to definitions found in **BLM #9: Financial Literacy and the Arts Terminology**, or to the notes section at the end of this document for more information on job vs. career.

Teacher can present the financial literacy statistic from the Ontario’s Entertainment & Creative Cluster: A Framework For Growth (2010): http://www.mtc.gov.on.ca/en/publications/Creative_Cluster_Report.pdf

Teacher can show the “Figure 1: The Broader Creative Cluster” (p. 3) to view data which indicates how jobs in the creative industry are necessary to support Ontario’s Economy in the Core, Content, Creative, Supporting domains.

FIGURE1: The Broader Creative Cluster



(The Ministry of Tourism and Culture, p. 3)

Guiding Questions:

1. Can you think of a job that requires you to photograph or Photoshop images for clients, customers or authorities?
2. Were there any careers listed that surprised you? Why?
3. What is the difference between a job and a career?

Assessment:

For learning:

- Brainstorming

As learning:

- Journal Reflections
- Group Discussion

Of learning:

- Exit Slips

Differentiated Instruction:

Content:

- Students could research and report on career profiles from the Canadian Art website, or from CareerCruising website.

Process:

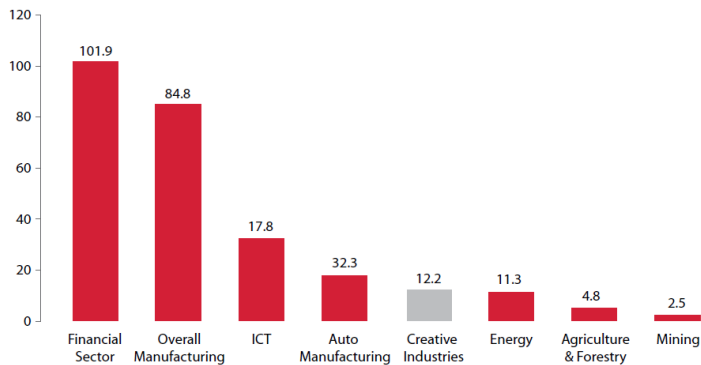
- Invite speakers from your local community who can speak to the need for creative people in various careers: from police forensic photographers, to web designers for small businesses.

Product:

- Students could create career posters to present to the class, or to display in the hallway, ideally during Grade 8 tours, course option time or registration for the following year.

The teacher can also show Figure 2: Selected Examples of Sectors and Their Share of Ontario GDP (\$ billions 2006) (The Ministry of Tourism and Culture, p. 4) to demonstrate how careers involving the arts or careers supporting artistic endeavours are a marked portion of the economic growth in Ontario.

FIGURE 2: Selected Examples of Sectors and Their Share of Ontario GDP (\$ billions 2006)



Source: Ministry of Finance analysis based on Statistics Canada data with dollars indexed to 1997.

Note: Sectors represented on chart are selective only; and some sectors overlap – e.g. auto manufacturing is a part of the overall manufacturing sector cited.

Whole Class ⇒ Discussion: The teacher can use the following quote to support a discussion about the invaluable contribution of the careers in the arts to the economy in Ontario.

The global entertainment and media market was estimated to be worth more than US\$1.35 trillion in 2008, and is forecast to grow to approximately US\$1.6 trillion by 2013.1 Creative industries now represent a significant proportion of many countries' GDPs, as economies around the world recognize the importance of the creative industries to their future economic growth. As the "knowledge" versus "industrial" economy continues to grow in importance across all developed and developing countries, creative industries are critical to the larger knowledge economy job creation engine, preparing workers for a digital future that relies on creativity versus physical work.2 (p.4)

Students can share their own perspectives and experiences.

Whole Class ⇒ Video

The teacher will provide students with the opportunity to watch short videos about artists and arts-related careers.

Students will reflect in their journals as the videos are playing:

- What would make each career portrayed an interesting career choice?
- What would you ask the person in the video about their job? etc.

If you wish to focus on First Nations artists, try:

<http://www.nfb.ca/film/eskimo-artist-kenojuak>, (Length: 19 minutes, 49 seconds)

If you wish to focus on Canadian Visual Artists, there are excellent Video portraits of artists available at the CCCA Canadian Art Database:

<http://ccca.concordia.ca/videoportrait/index.html?languagePref=en&>

<p>If you wish to focus on a particular career, there is a five minute video on art art curation at: http://www.canadianart.ca/teaching_resources/2012/01/03/curating-collecting-and-related-art-making-practices/</p> <p>The following site also has a series of career profiles, some of which come with videos: http://www.canadianart.ca/learn/canadian-art-school/career-profiles/, such as the “Working in Textile Art” and “Working in Graphic Design” examples.</p> <p>Please note that the teacher will need to preview the site to determine which careers have working videos in advance.</p> <p>Whole Class ⇒ Debrief/Discussion</p> <p>Teacher will ask students to share what they have written in their journals, recording common themes, reflections, and questions on the board.</p> <p>Independent ⇒ Exit Slip Teacher will distribute BLM #2 Exit Slip: Careers of Interest. Teacher will review the assignment with students.</p> <p>Students will list five careers discussed in class that are of interest to them. Students will come up with one aspect they like about each job related to that career, and one aspect that they would want to know more about in each position.</p>	
<p>Action! Investigating Pathways to a Successful Career</p> <p style="text-align: right;">225 minutes</p>	<p>Connections</p>
<p>Key Questions for Discussion: <i>What education will I need if I wish to pursue a career in the arts?</i></p> <p>Description Students will research one of the five careers identified on their exit slips in the previous lesson. They will use appropriate websites to learn about the career pathway necessary for one career, including any post-secondary education and training required. Students will present their findings to the class. Students will also research the cost of attending a post-secondary program for one year and develop a budget accordingly. [This budget should include tuition, living expenses, the approximate cost of supplies, tools (e.g. lap top computer)],</p> <p>Whole Class ⇒ Review Discussion The teacher will review the list of career options compiled by students in the previous lesson, and will raise the key question for discussion above.</p> <p>Students will raise their hands and share which careers they selected for their exit slips the previous class. This may help students find possible partners for their research and presentations should more than one student have selected the same profession. Limit the number of students researching a particular career to two students. To ensure that students learn about a variety of educational opportunities in the arts, encourage students to research art related careers which require a similar skill sets but slightly alter in the application. For example an animator and a video game designer or an art historian and an archaeologist.</p>	<p>Guiding Questions:</p> <ol style="list-style-type: none"> Which art related career would you consider investigating further? How much money will you need to complete the first year of post-secondary education? <p>Assessment:</p> <p>For learning:</p> <ul style="list-style-type: none"> Ask Guiding Questions Review Discussion Brainstorming <p>As learning:</p> <ul style="list-style-type: none"> Oral Feedback Peer Evaluation/Editing <p>Of learning:</p> <ul style="list-style-type: none"> Presentation

Individual or Pairs ⇒ Internet Search

The teacher will return exit slips, and direct students to learn more about a selected career from a suitable website, such as www.careercruising.com or <http://www.theartcareerproject.com/art-as-a-career/>. Every high school should have a log in and password for the *Career Cruising* website: see you guidance department or Career Studies teacher for details.

Students will complete **BLM #3: Exploring Arts Careers** as they learn more about one career in the arts. This activity could be done individually or in pairs (Note: Students are not evaluated as a group but for their individual contribution to the presentations).

Students will share highlights and surprises about their selected careers.

Independent ⇒ Research

The teacher will review the assessment criteria for the presentations as outlined in **BLM #4 Rubric: Career Presentations**.

Students will collect the requisite information for their presentations.

Teacher will determine whether or not students will include a related visual task: a poster, brochure or digital display, especially if these presentations will be shared with a larger audience than the Visual Art class.

Teacher will circulate to provide oral feedback as students write and create.

Peers ⇒ Editing

Students will edit a peer's presentation prior to final drafts or presentations, looking for coherence, organization and grammar. Presentations may include a poster, Powerpoint, brochure, or script of an oral presentation, depending upon the direction given by the teacher. Students will also provide some critical analysis of his or her partner's visual presentation if this option is selected.

- Rubric and Self Assessment

Differentiated Instruction:

Content:

- Students can write a report rather than fill out a table regarding the financial and educational requirements for a particular career.

Process:

- If available, students may interview professionals working in careers related to the arts.
- Students may complete an educational budget plan together as a class rather than individually.
- Students could use different software or apps to create a budget. They may also find budgets on line, and critique them for any changes, like rising tuition rates, etc.

Product:

- Instead of presenting careers orally, students may create a Powerpoint presentation, pamphlet, brochure or poster for a job fair or Grade 8 parent night.

Independent ⇒ Presentations

Students will present the career of their choice to the class, or to other students in the school if delivered as a career fair. Students will ask and answer questions related to the material presented.

Whole Class ⇒ Lesson on Budgeting for Post-Secondary Education

Teacher will ask students to raise their hands if their chosen career requires post-secondary education.

Teacher will then ask students to consider the cost of a year of post-secondary education.

Teacher will show students a sample budget from the Financial Consumer Agency of Canada: <http://www.fcac-acfc.gc.ca/eng/consumers/lifeevents/secondeduc/budget/worksheet-eng.asp> and review/discuss/clarify any unfamiliar terms like: tuition, scholarships, grants, bursaries, income and expenses. See **BLM #9: Terminology**.

Small Groups ⇒ Research

On the *Financial Consumer Agency of Canada* website: <http://www.fcac-acfc.gc.ca/Eng/forConsumers/lifeEvents/payingPostSecEd/Pages/StudentB-Grillepo.aspx> there is a "Student Budget Worksheet".

Students will download the 'interactive calculator,' save the budget

<p>worksheet as an excel spreadsheet to practice personal budgeting for their college or university courses in Excel.</p> <p>Note that some research may be required in terms of selecting a school and finding the current costs for tuition and other fees in addition to the information gathered earlier on BLM #3: Exploring Arts Careers. Rent or residence amounts may be found, or estimated.</p> <p>Students will explore the costs of attending post-secondary education related to their chosen professions, by finding the costs of tuition at a regional college or university program. They will also estimate the cost of books and supplies; residence or tuition and utilities for the area.</p> <p>Students will complete a budget to get through the school year based on a monthly budget.</p> <p>Teacher will ask the key question: <i>How much money will you need to get through the first year of post-secondary education?</i></p>	
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Consolidation Padding Your Resume: What Can I do Now to Build an Impressive Resume and Portfolio? 150 minutes	Connections
<p>Key Questions for Discussion: <i>What can I do to tailor my high school portfolio and my résumé to post-secondary opportunities?</i></p> <p>Description: In this lesson, students will determine what is required for a portfolio when applying to various post-secondary art programs. Students will also consider opportunities to develop a résumé while in high school that will attract the attention of art schools and employers. This may include the creation of a collaborative community art project.</p> <p>Whole Class ⇒ Brainstorming The teacher will introduce the idea of a portfolio in any number of ways: showing students his or her personal art portfolio, bringing examples of past student portfolios, or by displaying the requirements for various art schools. Note that the requirements can change from year to year, so check for the latest criteria. Some programs, like Waterloo Architecture, http://uwaterloo.ca/architecture/future-students/portfolios do not have specific requirements, while others, like Sheridan College, can be quite specific. http://www.sheridancollege.ca/programs-and-courses/full-time-programs/programs-a-z-index/~media/WF_02_OTR_002/portfolio_requirements/app_pbaaa.ashx</p> <p>The teacher will ask students for different examples they might already have, or will want to make over the next few years, to demonstrate a range of styles, techniques and media.</p> <p>The teacher may refer to terms found in BLM #9: Financial Literacy and the Arts Terminology as required.</p> <p>Independent ⇒ Exit Card Checklist Students will use a checklist to determine what they already have for a portfolio, identifying gaps in their current art work. Students will use BLM #5 Portfolio Checklist as an exit card, and they will assemble their current studio work in a folder if they have not already done so.</p> <p>Whole Class ⇒ Debrief Discussion, Introduce Resume Building The teacher will ask students for their definition of a résumé, and will ask for a show of hands if who in the class already has a résumé. There may not be</p>	<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. <i>What is an art portfolio, and what should it look like?</i> 2. <i>Do I have any art work that I would consider adding to a portfolio?</i> 3. <i>If I want a career in the arts, what can I do now to build a strong résumé and portfolio for my future?</i> 4. <i>What does voluntary work in the community tell future employers about me?</i> 5. <i>How can working together on a collaborative project add to my résumé? (Consider teamwork skills, leadership skills, organization skills, civic mindedness...)</i> 6. <i>If we were to create a collaborative art work for the community, where and what would we want to make/do?</i> <p>Assessment:</p> <p>For learning:</p> <ul style="list-style-type: none"> • Check for Understanding (How) • Brainstorming • Exit Card Portfolio Checklist <p>As learning:</p> <ul style="list-style-type: none"> • Peer Editing Résumés • Collaborative Art Proposal <p>Of learning:</p>

many students who have begun a résumé. Teacher will share examples of résumé styles, or share **BLM #7: Sample Résumé Template** with students.

Teacher will discuss the value of voluntary activities and other arts related opportunities designed to add art experience to a résumé. Students will brainstorm opportunities in the school and local community such as: joining arts organizations/camps; showing/selling your art; part-time job opportunities; taking art lessons; extracurricular activities such as starting/joining an art club; working on collaborative pieces/projects;

Independent ⇒ Résumé Building

Students will create or update a résumé based on the template provided in **BLM #7**, or by using a template found in various word processing programs.

Peers ⇒ Peer Edit Résumés

Peers will edit each others' résumés for coherence and accuracy.

The teacher will stress the importance of creating an error-free résumé, and the value of revisiting your résumé on a regular basis to keep it up to date.

The teacher will circulate to assist students, and will collect and assess résumés, providing written feedback as well as **BLM #8 Résumé Assessment Checklist**.

Small Group ⇒ Develop a Proposal for a Collaborative Art Work

Teacher will introduce students to the notion of collaborative (and/or community art). Teacher may refer to **BLM #9 Financial Literacy and the Arts Terminology** for more information regarding income, Expenses, Collaborative Art, etc. Not only can students do something for others, but they can add valuable teamwork skills and volunteerism experience to their résumés.

Students will work in groups to propose a collaborative piece/mural for the school or for a local organization. They must determine the media, size, theme or subject matter, and how the work will be funded. Students will come up with more than one option in terms of composition. Students will use **BLM #6: Collaborative/Community Art Work Proposal** to organize their proposals.

Teacher will determine whether or not one of these proposals will constitute a part of the studio component of the course, or will be completed after hours as an art club or voluntary activity. Teacher will review the value added to a résumé by participating in voluntary, group and/or community initiatives: refer to guiding questions for possible connections.

Whole Class ⇒ Discussion and Planning for Community Art

Teacher will lead the discussion as to which of the small group proposals would be a good fit with the course, and the community. Once a proposal is determined, the teacher will review the concepts of revenues and expenses, this time in reference to costing out a community art project.

Teacher will share **BLM #10 Community Art Financial Plan** with students, and students will contribute ideas to the discussion around possible sources of revenues for the project, and whether or not the goal is to break-even, or if additional funds are the goal, for a specified purpose, be it school related or for charitable purposes.

Students will determine and assign roles, and contact relevant community partners to determine interest in, and timelines for, the project.

- Résumé Assessment Checklist

Differentiated Instruction:

Content:

- Portfolios will vary depending on the interests of the student based on which program, if any they are considering for their future as well as their personal styles and interests.
- If a student has no intention of pursuing a post-secondary art career, portfolios may simply be the list of major assignments in your Grade 9 course or art work completed outside the classroom.

Process:

- Provide a résumé template, or find one in various word processing programs for students to use. For example, in Word, press File>New> and search Templates for "Résumé". Many options are available.
- Note that the '[interactive calculator](#),' on the *Financial Consumer Agency of Canada* website helps students who may have issues with numeracy to easily develop budgeting strategies.

Product:

- Rather than create a collaborative, community art piece, find a venue that allows the class to display their individual work as a small art show.

Notes:

For a classroom poster listing careers in Art see **BLM #11 Careers In Art Poster (Student Resource)**.

“Job” is defined as

1. a piece of work, esp. a specific task done as part of the routine of one's occupation or for an agreed price.
2. a post of employment; full-time or part-time position.
3. anything a person is expected or obliged to do; duty; responsibility. It usually is considered to pertain to remunerative work (and sometimes also formal education).

A job is defined as anything a person is expected or obliged to do; a piece of work, especially a specific activity done as part of the routine of one's occupation or for an agreed price. Through a job a person can earn to support her basic needs and family or friends. A job can also be viewed as a contract between the employer and the employee. In commercial enterprises, the basic purpose of a job is to create profits for the employer, and the employee contributes labor to the enterprise, in return for payment of wages, or stock options etc.

"Career" is defined as

1. an occupation or profession, esp. one requiring special training, followed as one's lifework.
2. a person's progress or general course of action through life or through a phase of life, as in some profession or undertaking

Time horizon of a job vs. career

“Career” by definition refers to a string of work performed over the long term, whereas a job is for short term. One may take up a job to fulfill his daily needs but it may not be the course of action he wants for his life. A job is short term.

Multiple Careers and Jobs

Today, having multiple careers is the growing trend. These multiple careers can either be concurrent (where a worker has two simultaneous career options) or sequential (where a worker adopts a new career after having worked for some time in another career). Workers can adopt concurrent multiple careers for a host of reasons including: economic (such as poverty or striving for additional wealth), educational (such as multiple degrees in multiple fields), or personal (such as interest or lack of fulfillment in one career).

Source: http://www.diffen.com/difference/Career_vs_Job

Some other books for Financial Literacy and students:

Vermond, K. *The Secret Life of Money: A Kid's Guide to Ca\$h*. Toronto: Owl Kids, 2011. Print.

This book uses anecdotes, comics, a simple descriptions and everyday connections to help young readers see and understand cash from a new perspective. The history of different currencies to why we buy what we buy, from how charities and credit cards work to saving and investing, are discussed to gain an appreciation of the ways that money changes, influences, and can better their lives are explored. Readers can arrive to a better understanding of basic concepts of financial literacy.

Sylvester, K. & Hlinka, M. *Follow Your Money: Who Gets It, Who Spends It, Where Does It Go?* Buffalo: Annick, 2013. Print.

Learn about the path your money takes as it goes to pay for everything from the raw materials used to make a product to the workers who produce it and the advertisers who promote it in the creative chain.