

# Exploring Careers and Lifelong Learning

## Benchmark

## Awareness of Careers in Theater

- **Students are introduced to the variety of careers in theater, onstage or behind the scenes.**

- Students will be able to:
- Identify the roles of people who work in theater.

### Suggested Activities

- Invite a parent or community artist, such as a designer, director or actor, to meet with the class about his/her job and role as an artist.
- Create and or collect images for a student-made book about theater careers.

## Benchmark

## Set Career Goals and Develop a Career Plan

- **Students explore the collaborative processes of theater production.**

- Students will be able to:
- Understand and articulate that theater is a collaborative process.

### Suggested Activities

- Prior to attending a performance, ask the students to observe and note the different jobs that they see to make theater happen. While at the theater, they can do a mock scavenger hunt to identify box office personnel, ushers, orchestra, actors, dancers, etc.
- Following a professional theater performance, teacher leads a discussion focusing on the questions:  
  
Who did you see and how did they contribute to the performance?  
  
What job do they do and how does that work support the production?
- Post notices for theater workshop opportunities in the classroom and make copies available for students to take home.

## Benchmark

## Theater for Enjoyment and Lifelong Learning

- **Through speaking about and sharing theatergoing experiences, students understand they can enjoy and participate in theater throughout their lives.**

- Students will be able to:
- Speak about and share their theatergoing experiences.

### Suggested Activities

- Read *Pamela's First Musical* by Wendy Wasserstein. Compare the student's theatergoing experience with Pamela's.
- Have students share with classmates in a "show and tell" theater events that they have attended in their leisure time.
- Encourage students to attend free theater events with family and friends.
- Respond to a theatergoing experience by writing a class thank-you letter. The letter might include student artwork and photos.



# Exploring Careers and Lifelong Learning *continued*

## Benchmark

## Theater for Enjoyment and Lifelong Learning

- **Students reflect upon and communicate their experiences as audience members to peers, families and professionals.**

Students will be able to:

- Express their feelings about participating in theater as audience members.
- Articulate the practices of being good audience members.

## Suggested Activities

- Write a journal entry about the theater-going experience to share with family and friends.
- Respond to a theatergoing experience by writing a thank-you letter to one member of the production team (actor, designer, director) discussing his/her work.
- Participate in a local or youth theater after-school or weekend workshop. Share the experience and impressions with schoolmates.



# Exploring Careers and Lifelong Learning

## Benchmark

- **Students assess and evaluate their own personal and professional skills through the identification and examination of theater careers.**

## Awareness of Careers in Theater

Students will be able to:

- Demonstrate an awareness of the range of theater careers in teaching, production, performance, technical theater and supporting occupations.
- Recognize and discuss the differences in not-for-profit, commercial, and educational theater and presenting organizations.

## Suggested Activities

- Participate in a theater career day with professional artists, technicians and administrators from the theater, film and television communities, both profit and not-for-profit.
- Participate in theater and technical theater opportunities within the school, after-school programs and performance options.
- Identify theater positions using a Playbill from Manhattan Theatre Club, Lincoln Center Theater or The Roundabout Theatre. Students research each job title on the production and cast page. Students write a job description, including salary range and education requirements. Create a mock theater company in the school, allowing students to select the positions they have researched.
- Research and report on a particular theater artist (director, actor, designer, playwright, artistic director, etc.) and his/her education and career path.
- Research and apply for low-cost or free summer arts programs offered by theater organizations, day camps, community-based programs and public schools.

## Benchmark

- **Students become informed, active participants in deciding on a high school career by researching opportunities.**

## Set Career Goals and Develop a Career Plan

Students will be able to:

- Identify a preliminary school career path, including high school and professional training for a theater arts career.
- Identify particular theater arts careers that are of interest.

## Suggested Activities

- Identify and report on New York City specialized high schools, including ones that have performing arts, media, design or technical theater programs or majors. Review their admission processes and requirements. Work on appropriate audition and portfolio materials.
- Working in groups, identify a particular career opportunity. Interview a theater professional and create a pro/con list of the job responsibilities and requirements, asking some of the following questions:
  - What are the work hours?
  - What is the average income for someone in this profession?
  - What are the most challenging/rewarding parts of the job?
  - What classes in high school would prepare an applicant for this career?
  - Which profession best matches my skills and interests?

### Suggested Resource:

The Directory of the New York City Public High Schools  
[www.nycenet.edu/hs\\_directory/](http://www.nycenet.edu/hs_directory/)

# Exploring Careers and Lifelong Learning *continued*

## Benchmark

- **Students cultivate a personal response to and affinity for theater as a part of their lives.**

## Theater for Enjoyment and Lifelong Learning

Students will be able to:

- Begin to participate in and attend theater outside school on their own, in small groups, and with families.
- Develop and articulate a personal connection to theater.
- Document theater attendance experiences.

## Suggested Activities

- Research and report on discount student ticket opportunities in New York City, including Theatre Development Fund, High 5, and others.
- Attend low-cost performance with friends and family.
- Look for theater listings in five different sources (online theater websites, city newspapers, local newspapers, etc.). Report back on the range of offerings and the different audiences each play, musical or theater piece hopes to attract.
- Start a “theatergoers” club at the school with opportunities for group attendance at theater performances along with parents and faculty.
- Maintain a theater journal/scrapbook. Experiences can include other school performances, local and college theater. Include programs, ticket stubs and reviews with personal reflections and impressions.



# Exploring Careers and Lifelong Learning

## Benchmark

## Awareness of Careers in Theater

- **Students identify potential career paths through an exploration of the careers in theater, associated industries, and professional unions and guilds.**

Students will be able to:

- Demonstrate an advanced understanding of the range of theater careers in teaching, production, performance, technical theater and supporting occupations.
- Identify the unions associated with the various theater professions.
- Identify and explore careers in the associated industries of film, television and radio.

## Suggested Activities

- Research the role of and entrance requirements for theatrical unions and guilds.
- Research theater careers using the theatrical trade papers *Backstage* and *Variety* and on-line resources, including Artswire and Artsearch.
- Explore careers and training in radio, television and film, comparing the training and careers with those in live theater. Career exploration should include:
  - screenwriting
  - acting for the camera
  - sound and recording studio
  - television studio technicians
  - voice-over work
- Research and report about theater-associated support careers, such as managers, agents, press agents, advertising and marketing, and how they function in both the commercial and not-for-profit sectors.

## Suggested Resources:

Theater guilds and unions:

- Actor's Equity Association
- American Federation of Television and Radio Artists
- American Guild of Musical Artists
- American Guild of Variety Artists
- Association of Theatrical Press Agents and Managers
- Directors Guild of America
- Dramatists Guild of America
- The International Alliance of Theatrical Stage Employees
- Screen Actors Guild
- Society of Stage Directors and Choreographers

American Theater Wing-Working in Theater Seminars  
Career Seminars: [www.americantheatrewing.org/video-GCT.php](http://www.americantheatrewing.org/video-GCT.php)

Working in Theater Seminars: [www.americantheatrewing.org/video-WIT.php](http://www.americantheatrewing.org/video-WIT.php)

League of Professional Theater Women broadcasts through the CUNY TV: [www.theatrewomen.org/programs.htm](http://www.theatrewomen.org/programs.htm)

Artswire: [www.nyfa.org/opportunities.asp?type=Job&id=94&fid=1&sid=54](http://www.nyfa.org/opportunities.asp?type=Job&id=94&fid=1&sid=54)

Artsearch: [www.tcg.org/frames/artsearch/fs\\_artsearch.htm](http://www.tcg.org/frames/artsearch/fs_artsearch.htm)

A.R.T New York –Off Broadway Career Center: [www.offbroadwayonline.com/careercenter/](http://www.offbroadwayonline.com/careercenter/)

# Exploring Careers and Lifelong Learning *continued*

## Benchmark

## Set Career Goals and Develop a Career Plan

- **Students become self-guided pre-professionals by identifying theater internships, college and conservatory programs.**

Students will be able to:

- Demonstrate an understanding of next steps for pursuing a theater arts career, including internships and the application processes for college and conservatories.

### Suggested Activities

- Research and apply for a theater, film or television internship with a local organization or city organization. Create an appropriate résumé, including school and outside experience and a cover letter for application to an internship program. Role-play an interview with a focus on appropriate wardrobe and interview skills.
- Explore colleges, conservatories and universities with theater, theater education, film, media and television departments.
- Prepare appropriate audition materials and portfolios.
- Research and explore scholarship opportunities for particular institutions in specific fields, such as scholarships for aspiring costume designers or media professionals.
- Create a database on local and citywide youth training and theater opportunities for:
  - set, costume, lighting and sound design
  - technical theater
  - theater and stage management
  - acting and directing
  - playwriting
- Research and participate in local, regional and national student acting, playwriting and design competitions.
- Identify and research different theater schools throughout the city. These may include acting studios; training schools associated with a particular theater company; college theater departments and programs; non-Western theater schools and traditions; and training conducted in languages other than English. Students participate in workshops and/or training offered by their chosen school or institution and share the experience with the rest of class.

### Suggested Resources:

*Play by Play*, published by Theater Development Fund (Annually, issue #3/Spring has a Summer Internship Guide.)

*Guide to Performing Arts Programs: Profiles of Over 600 Colleges, High Schools and Summer Programs* (Princeton Review Series) by Carole J. Everett and Muriel Topaz



# Exploring Careers and Lifelong Learning *continued*

## Benchmark

## Theater for Enjoyment and Lifelong Learning

■ **As theater goes, students research options for attending theater independently and in small groups.**

Students will be able to:

- Participate in and attend theater individually, in small groups and with families.
- Identify theater and theatergoing opportunities that connect to a personal experience and choice.
- Identify reduced-cost performance opportunities

### Suggested Activities

- Research and report on reduced-cost ticket opportunities in New York City.
- Attend a low-cost performance with friends and family.
- Explore student subscription options at not-for-profit theaters. Report back on the benefits such as reduced pricing, free lectures and events offered by a particular organization. Join a local theater organization as a student subscriber or participant.
- Become familiar with the range of theater performances in the area through theater listings in newspapers and online. Choose five plays, musicals or operas to see over the course of a year and write a short rationale for each choice.
- Attend lectures and panel discussions featuring performers and theater professionals at bookstores, museums, performing arts organizations and other venues.
- Attend performances with pre-show and post-show talks. Family matinees frequently offer these associated events.

### Suggested Resources for Reduced-cost Tickets:

- Theater Development Fund: [www.tdf.org/PlaybyPlayOnline/index.html](http://www.tdf.org/PlaybyPlayOnline/index.html)
- High 5: [www.highfivetix.org/flash.html](http://www.highfivetix.org/flash.html)
- Individual theaters