

18. Arts, A/V Technology and Communications Cluster - Museum and Art Careers (4 hours)

Purpose/Abstract: To introduce students to museum and art careers.			
NCCCS Adult Education Standards: R.4.2.1, M.2.2.3, W.5.2.3			
<p>Learning Objective: <i>By the end of the session, students will be able to:</i></p> <ul style="list-style-type: none"> • Describe relevant museum and art careers • Write a brief opinion piece about a chosen museum or art career • Work as a team to identify the tasks, preparation and research needed to conduct events in museums 			
Soft Skills	professionalism, communication, enthusiasm & attitude	Resources	<p>Skills to Pay the Bills (STPTB) (for instructor reference to define each soft skill category) 25-4013.00 - Museum Technicians and Conservators 27-1013.00 - Fine Artists, Including Painters, Sculptors, and Illustrators (for information on the roles)</p> <p>Historic Carson House (for the group activity)</p> <p>NC Career Clusters Guide (for instructor reference)</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Exploring Art Careers - 1 for each pair • Time Problems - 1 for each student •
<p>Additional Materials</p> <ul style="list-style-type: none"> • Exploring Art Careers handout, one for each pair • Time Problems, one for each student • Optional: Clocks and Number line printouts • Art supplies (glue, glitter, markers, paint, etc.) • Pencils, paper, scissors • Computers for student use 			
Icons	 Activity	 Check-In	 Review

PREPARATION

- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Review [Historic Carson House](#) and familiarize yourself with the latest newsletter on this website.
- Familiarize yourself with [O*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.



INTRODUCTION (45 min)

Welcome students to the class!

Begin the lesson by engaging the learners in a discussion about museums and art careers.

Ask the following questions to initiate a class discussion:

- *What is a museum?*
- *Can you name any art careers?*
- *Have you ever visited a museum? If yes, what was your experience like?*

Show images or videos of different types of museums and art-related professions to generate interest and curiosity. Here are some links you can consider using:

- Smithsonian Learning Lab - Museums: <https://learninglab.si.edu/distancelearning/museums>
- Museum of Modern Art (MoMA) - YouTube Channel: <https://www.youtube.com/user/MoMAvideos>
- The Metropolitan Museum of Art - Virtual Tour: <https://www.metmuseum.org/art/online-features/met-360-project>
- Getty Museum - Getty360: <https://www.getty.edu/visit/360/>
- Art Career Videos - CareerOneStop: <https://www.careeronestop.org/Videos/CareerVideos/art-and-design.aspx>

Facilitate a brainstorming session where learners share their thoughts, experiences, and expectations related to museums and art careers.

Provide a brief overview of the objectives of the lesson.

VOCABULARY, READING(45 min)

Distribute the Exploring Art Careers handout to students.

Pair up students with different reading levels (lower and higher levels). Instruct students to read aloud two paragraphs each to their partner. This will help students practice fluency and proper intonation.

Encourage students to underline unfamiliar words and look them up in the dictionary with their partners.

Tell students to answer the questions that follow the passage.

Allow students 30 minutes to complete this activity.

Walk around and provide support as required.

REFLECTION (15 minutes)

✓ Facilitate a group discussion on the article to allow students to share their understanding and thoughts on the art careers they read about.

Review the answers to the comprehension questions with the whole class.

Lead a discussion on how enthusiasm and attitude will help students excel in art careers.

Lower Level

Pair up students with different reading levels (lower and higher levels)

Higher Level

Encourage students to list out ways in which enthusiasm and attitude will help students excel in art careers.

MATHEMATICS (45 min)

Review the concepts of time that students practiced in the last two sessions. Use previous worksheets to solve a few problems for revision. Focus specifically on word problems.

Tell students that they will solve math problems involving measurement and estimation of intervals of time and practice telling and writing time to the nearest minute and measuring time intervals in minutes.

Students can choose to work with a partner or independently on this activity. Consider pairing students based on their math levels.

Distribute the Time Problems worksheet to students and allow them 30 minutes to solve the problems.

Circulate the room and clarify any doubts.

 REFLECTION (10 minutes)

- ✓ Collect and review students' work to assess their understanding of the concept.

Ask 1-2 students what they found challenging and how they solved it.

Lower Level

Provide model clocks and number line printouts to help students understand how to find the difference in time.

Higher Level

Encourage students to generate a few problems on time for each other and solve them.

GROUP WORK (60 min)

Tell students about Historic Carson House and share a brief history of the place. Provide a short overview of the kinds of events held at the museum.

Download and share the latest newsletter from <https://www.historiccarsonhouse.com/index.php>

Engage students in a group activity to explore the different events mentioned in the newsletter and the tasks required to execute them.

Divide the class into groups of 4 and assign each group one or more events mentioned in the newsletter.

Instruct the groups to discuss and brainstorm the tasks, preparation, and research required to successfully execute their assigned event(s) in a museum setting.

Tell students to think about how the people skills of professionalism and effective communication will help them plan for and execute the event assigned to their group.

Distribute chart paper and stationery to students to capture the key points they want to present to the class.

Encourage collaboration and discussion within the groups to share their findings and opinions.

Provide a set of questions based on the events in the latest newsletter to help students frame their presentations. Here are a few sample questions you can refer to:

- *Can you identify any specific tasks or responsibilities mentioned for organizing the events in the newsletter?*
- *How do you think the museum staff prepares for these events? What kind of research or planning might be involved?*
- *Are there any special exhibitions or featured artists mentioned in the newsletter? What can you share about them?*
- *How do you think the museum engages with the community through these events?*
- *What kind of skills or qualities do you think are important for someone working in event planning or organizing at a museum?*
- *Based on the information in the newsletter, what do you think makes these events special or unique compared to regular museum visits?*

 REFLECTION (15 minutes)

✓ After each group has shared their findings, initiate a group discussion by asking a few of the questions from above.

Emphasize the importance of professionalism and communication skills in museum careers.

Lower Level	Higher Level
Encourage students to illustrate their ideas for the presentation and consider assigning roles to ensure all students contribute equally in the groups.	Challenge students to think about the different ways the museum will coordinate with stakeholders to organize and conduct an event.

INDEPENDENT WORK TIME (45 min)



Tell students that they can use this time to independently learn more about careers related to museums and art.

Share the following links about museum and art careers with students
[25-4013.00 - Museum Technicians and Conservators](#) and
[27-1013.00 - Fine Artists, Including Painters, Sculptors, and Illustrators.](#)

Ask students to reflect on the following questions and write a short opinion piece on one of the careers from these links. Write the following questions on the board to guide their writing.

- *Is this career interesting to me? Why?*
- *How does this career align with my skills and interests?*
- *What steps can I take to pursue this career?*
- *What impact can this career have on society or the community?*

 REFLECTION (10 minutes)

✓ Encourage a few volunteers to share their opinion pieces and provide constructive feedback to them as a group.

Lower Level	Higher Level
<p>Direct students to the easy-read links for both the pages listed above. Provide sentence frames on the board if students ask for support while writing their opinion pieces. Here are a few you can refer to:</p> <ul style="list-style-type: none"> ● <i>This career is interesting to me because...</i> ● <i>I believe my skills and interests would be a good fit for this career because...</i> ● <i>In order to pursue this career, I can begin by...</i> ● <i>By choosing this career, I can contribute to society or the community by...</i> 	<p>Encourage students to use other resources to find more information on these careers and list out a career progression path for them.</p>

WRAP-UP & REFLECTION (15 min)

Instruct students to turn to a partner and share

- a) One instance where effective communication skills helped them
- b) One example of a time they demonstrated professionalism

Ask 2-3 volunteer pairs to share their thoughts with the rest of the class.

Distribute exit slips to students.
 Ask for a few volunteers to share their reflections.
 Collect and review the answers.



Reading and Vocabulary

Name: _____

Date: _____

Directions:

- Read the passage with your partner
- Underline words that are new to you and look up their definitions in the dictionary.
- Discuss the key points of the passage and answer the questions that follow along with your partner.

Exploring Art Careers

Are you interested in art? Did you know there are many exciting careers in the art world? From creating beautiful paintings to designing stunning sculptures, artists use their creativity and skills to express themselves and captivate audiences.

One fascinating art career is that of a museum exhibit designer. These talented individuals are responsible for creating captivating displays in museums. They carefully choose how to arrange artworks and artifacts, considering factors like color, lighting, and space. Their goal is to engage visitors and help them appreciate the art on display.

Another important art career is that of an art teacher. Art teachers inspire and guide students in discovering their artistic talents. They teach various art techniques and encourage students to explore their creativity. Through art classes, students can learn to express their ideas and emotions through different forms of art.

Art collectors are another group of art enthusiasts who turn their passion into a career. These individuals search for and acquire valuable artworks. They have a keen eye for spotting unique pieces and understanding their significance. Art collectors contribute to the art world by preserving and showcasing these artworks.

What is the role of a museum exhibit designer?	
How do art teachers inspire students in their art classes?	



What do you understand about the term "art techniques" as used in the text?	
What does it mean to be creative?	
What is the role of art collectors in the art world?	
List the different art careers mentioned in this passage	

Time Problems

Directions:

- Solve the following word problems and show your work.
- Ask your instructor for help if you need it.

Problems:

1. The museum tour starts at 9:30 a.m. and ends at 10:45 a.m. How long does the museum tour last?
2. The museum exhibit opens at 11:15 a.m. and closes at 4:30 p.m. How many hours and minutes is the exhibit open?
3. A museum event begins at 2:00 p.m. and lasts for 1 hour and 45 minutes. What time does the event end?
4. The museum workshop starts at 10:00 a.m. and ends at 12:20 p.m. How long does the workshop last?
5. A museum volunteer arrives at 8:45 a.m. and finishes their shift at 3:30 p.m. How many hours and minutes did the volunteer work?
6. The museum's guided tour starts at 11:15 a.m. and lasts for 45 minutes. At what time does the tour end?
7. An art workshop at the museum begins at 2:30 p.m. and lasts for 1 hour and 15 minutes. What time does the workshop end?
8. The museum is open from 9:00 a.m. to 5:30 p.m. For how many hours and minutes is the museum open?

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like _____ career because _____

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



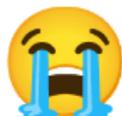
Happy



Smart



Confused



Sad



Angry