

### 19. Arts, A/V Technology and Communications Cluster - Photography and Dance Careers (4 hours)

<b>Purpose/Abstract:</b> To introduce students to careers relating to photography and dance.			
<b>NCCCS Adult Education Standards:</b> R.4.2.1, M.2.2.3, W.5.2.5, T.5.2.1			
<b>Learning Objective:</b> <i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> <li>Describe soft skills required for photography and dance careers</li> <li>Create a photography showcase</li> <li>Identify basic shapes in relation to photography</li> </ul>			
<b>Soft Skills</b>	professionalism, communication, enthusiasm & attitude	<b>Resources</b>	<a href="#">Skills to Pay the Bills (STPTB)</a> (for instructor reference to define each soft skill category) <a href="#">27-2031.00 - Dancers</a> <a href="#">27-2032.00 - Choreographers</a> (for information on the roles)  Math: <a href="#">Identify Pentagons   Worksheet   Education.com</a> <a href="#">Identify Trapezoids   Worksheet   Education.com</a> <a href="#">Finding Hexagons   Worksheet   Education.com</a> <a href="#">3D Shape Identification   Worksheet   Education.com</a> Game - <a href="#">Identifying Shapes Game</a>  <a href="#">NC Career Clusters Guide</a> (for instructor reference)  Handouts: <ul style="list-style-type: none"> <li>Photography and Dance Careers - 1 for each pair</li> </ul>
<b>Additional Materials</b> <ul style="list-style-type: none"> <li>Photography and Dance Careers handout, one for each pair</li> <li>Art supplies (glue, glitter, markers, paint, etc.)</li> <li>Pencils, paper, scissors</li> <li>Computers for student use</li> </ul>			
<b>Icons</b>	 <b>Activity</b>	 <b>Check-In</b>	 <b>Review</b>

#### PREPARATION

- Review the worksheets and games on [education.com](#) and print out the following worksheets:
  - [Identify Pentagons | Worksheet | Education.com](#)
  - [Identify Trapezoids | Worksheet | Education.com](#)
  - [Finding Hexagons | Worksheet | Education.com](#)
  - [3D Shape Identification | Worksheet | Education.com](#)
  - [Identifying Shapes Game](#)
- Create a common Google Drive with empty Google Slide files for each group to organize their photos for the presentations.



- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- 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 discussing the importance of soft skills in the arts, A/V technology, and communications cluster.

Ask the students to brainstorm different soft skills based on what they've learned in earlier lessons that they think are important for photography and dance careers.

Facilitate a group discussion and compile a list of soft skills on the board.

Read out the following scenarios and have students share their thoughts on the questions that follow.

- A photographer fails to effectively communicate their vision to the models during a photo shoot. The models are unsure of how to pose or convey the desired emotions, resulting in a series of unappealing and disconnected photographs.
- In a dance performance, the choreographer neglects to clearly communicate the timing and sequence of movements to the dancers. As a result, the dancers become disorganized, leading to a chaotic and uncoordinated performance.

*How do you think effective communication contributes to successful photography shoots or dance performances? What challenges might arise when communication skills are lacking?*

- A photographer consistently fails to meet project deadlines and shows a lack of professionalism in their interactions with clients. As a consequence, their reputation suffers, and they struggle to secure new clients or retain existing ones.
- A dancer frequently arrives late for rehearsals and disregards the choreographer's instructions. This behavior creates frustration within the dance group, disrupts the rehearsal process, and compromises the overall quality of the performance.

*How does unprofessional behavior affect the working environment and the overall outcomes?*

Provide a brief overview of the objectives of the lesson.

## VOCABULARY, READING(45 min)

Distribute the Photography and Dance Careers handout to students.

Pair up students with different reading levels (lower and higher levels). Instruct students to read aloud the different paragraphs to their partners.

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

Instruct students to independently write their reflections on a chosen soft skill.

Allow students 30 minutes to complete this activity.

Walk around and provide support as required.

 REFLECTION (15 minutes)

✓ Ask a few volunteers to share their paragraphs with the rest of the class. Encourage the other students to listen carefully and ask questions to learn more. Model by providing constructive feedback.

Lower Level	Higher Level
Pair up students with different reading levels (lower and higher levels)	Encourage students to elaborate on their own reflections on how they use the chosen soft skill in their lives and how it helps them.

**MATHEMATICS (45 min)**

Introduce the concept of basic shapes in relation to photography.

Explain to students that in photography, shapes are fundamental elements that can be found in various subjects, objects, or elements within a frame. Understanding and utilizing basic shapes can enhance the composition and visual impact of a photograph. By intentionally incorporating basic shapes, photographers can create visually appealing and well-balanced compositions.

Review the names and characteristics of basic shapes (e.g., triangles, quadrilaterals, pentagons, hexagons, and cubes). Draw them on the board, label them, and talk about their key characteristics.

Distribute the math worksheet printouts and have volunteers solve one problem in each to check for understanding of the concept.

Allow 25 minutes for students to complete the worksheets.

Walk around and check students' work as they fill in the worksheets, and clarify any doubts that come up.

Assign the [Identifying Shapes Game](#) to students and set a timer for 10 minutes for them to complete it.

 REFLECTION (10 minutes)

✓ Have 3-4 students share what they learned about shapes through the worksheets and the game and have them identify these shapes in objects around the classroom.



Ask 1-2 students what they found challenging and brainstorm ways to help them understand the concepts better by having the rest of the class provide ideas.

Lower Level	Higher Level
Work with students individually or in small groups to explain the basic shapes and how to identify them. Guide students to look for characteristics that will help them differentiate between shapes.	Encourage students to go online or use magazines available in the classroom and identify the use of shapes in photographs. Have them articulate how the shapes they reviewed now add to the composition of the photograph.

**GROUP WORK (60 min)**

Divide the students into small groups of 3 or 4. Assign each group the task of creating a photography showcase.

Check that each group has at least 1-2 smartphones or tablets to take pictures.

Instruct each group to collaborate and select a theme for their showcase (e.g., nature, emotions, everyday life, reflections, etc.).

Guide them in capturing images that reflect their chosen theme and demonstrate their understanding of composition, lighting, and other photography concepts. Provide them with the option to look up sample images on their theme to get ideas if they want.

Show students how to upload their photos to slides and create a PowerPoint presentation using Google Slides or smartphone AI software that can be projected to the class board.

Remind students to practice their communication skills, professionalism, enthusiasm, and attitude while working collaboratively. Emphasize that they should take turns and listen actively to their group members' ideas.

 REFLECTION (15 minutes)

✓ Have each group showcase their presentation and add any additional information on the photos they chose to capture.

Ask a few volunteers to share what they liked about this activity and what they found challenging.

Lower Level	Higher Level
Support students with file uploads and with how to compose and frame a photo. Refer to the Instructional Support Guide to identify other ways to support students with this activity.	Challenge students to find ways to make their photography showcase more engaging for their audience.



**Instructor Notes:** If students are more comfortable with another presentation software, allow them to use that.

### INDEPENDENT WORK TIME (45 min)

Tell students that they can use this time to independently read more about careers related to photography and dance.

Share the following links with students

[27-2031.00 - Dancers](#)

[27-2032.00 - Choreographers](#)

Allow 25 minutes for reading.

Divide the class into groups of 3.

Ask students to reflect on the following questions and share their thoughts in their small groups.

- *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?*

By sharing their thoughts in small groups, students practice how to infer from sources, summarize the content, and articulate their opinions confidently.

Circulate the room and ensure that all students get an opportunity to share their thoughts.

### REFLECTION (10 minutes)

✓ Encourage a few volunteers to share their thoughts with the larger group.

Have 1-2 volunteers summarize the key skills and activities required for the careers they read about.

#### Lower Level

Direct students to the easy-read links for both pages listed above.

#### Higher Level

Encourage students to use other resources to find more information on these careers and list out a career progression path for them.

### WRAP-UP & REFLECTION (15 min)

Instruct students to turn to a partner and share their favorite music to dance to.

Ask 2-3 volunteer pairs to share their favorite music with the rest of the class and play a small section of the song for a quick dance party to wrap up the lesson.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

## Photography and Dance Careers

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Directions:

- Read the passage with your partner
- Underline words that are new to you and look up their definitions in the dictionary.
- Think about the soft skills listed in the paragraph. Choose one skill that interests you the most. Write a short paragraph in your own words about why you find it interesting and how it helps in photography or dance careers.
  - Include one or two examples of how you demonstrate this skill in your life

Photography and dance are two exciting careers that let people express themselves through art. Let's learn more about them!

Photography is taking pictures with a camera to capture special moments. Photographers think about how things are arranged in a picture, which is called composition. They also use lighting to make the pictures look just right. Photographers need to be patient, observant, and creative.

Dance is a way to express feelings and ideas through movement. Dancers use their bodies to show emotions and tell stories. Choreography is the process of planning and arranging dance moves. Dancers need to work together and be flexible.

In both photography and dance careers, soft skills are important. Soft skills are things like how you talk to others and how you act. Communication is when you talk and listen to others. In photography, photographers need to give clear directions to models and clients. In dance, dancers need to understand and follow the moves given by choreographers.

Professionalism is also important. Being professional means being on time, respectful, and responsible. Photographers and dancers need to be professionals to do their best work and be successful.

Enthusiasm is another soft skill. It means being excited and passionate. In photography, enthusiasm helps photographers try new things and be creative. In dance, enthusiasm makes performances lively and enjoyable for the audience.

## 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