

# CAREERS IN THE ARTS WORKSHOP SERIES:

**21<sup>ST</sup> CENTURY SKILLS IN ACTION**  
TEACHER STUDY GUIDE  
**GRADES 3–5**

**Hello Educators!**

Welcome to our *Careers in the Arts Workshops: 21st Century Skills in Action* series. These workshops are designed to introduce students to career paths in the arts through engaging and exciting theatre-based workshops.

According to data provided by NYS Department of Labor, in 2023 over 160,000 people in New York State are employed in arts-related careers. Additionally, the data shows that the Arts, Entertainment and Recreation sector will grow at an annual rate of 8.9%, and that by 2030 there will be over 270,000 people employed in these fields. This projected growth rate surpasses all other employment sectors. This is why it is critical to introduce students to the vast career opportunities in the arts and explore pathways for them to turn their passions into their life's work.

Even if your students are not artistically inclined, participation in these workshops and other arts-related activities can provide a myriad of benefits that can transfer over to non-arts related subjects and possible career paths. These benefits include: fostering creativity, improved critical thinking skills, enhanced communication abilities, improved attention to detail, stronger problem solving skills, better adaptability and flexibility, improved collaboration skills, and improved time management and self discipline skills. All of these skills are vitally important in any vocation your students may choose.

Our trained teaching artists look forward to exploring these skills and potential career paths with your students, and hopefully sparking a life-long interest and engagement in the arts!

Best,

A handwritten signature in black ink, appearing to read 'Lisa Chase', written in a cursive style.

**Lisa Chase, Director of Education**

# 3<sup>RD</sup> GRADE WORKSHOP — STORY IN MOTION

*Story in Motion* begins the workshop series with an exploration of the structure of stories and the various means by which they are communicated. Students will discuss how details make the difference in creating a story. Various exercises will help the students discover that stories, in all their forms, communicate ideas and feelings. The actor will explain that all good stories share four important characteristics: characters who want something, obstacles that keep the characters from what they want, setting, and a clear beginning, middle, and end. Throughout the workshop, students will explore how images can tell stories. Working with the actor, students will create a series of pictures and effectively put the story in motion. The actor will also discuss various careers in storytelling.

## **Key Terms**

**Detail:** a specific characteristic of a person, place, thing or event; a piece of descriptive information.

**Character:** role taken on by an actor; person who lives inside the world of a play or story.

**Objective:** term used by an actor to describe the thing his/her character wants.

**Obstacle:** the person or thing that keeps a character from what he/she wants.



## **STORY IN MOTION & THE 4CS:** **21<sup>ST</sup> CENTURY SKILLS IN ACTION**

### **COMMUNICATION**

Students communicate an original story using specific details and complex academic language.

### **COLLABORATION**

Students work together to create the beginning, middle, and end of a story.

### **CRITICAL THINKING**

Students analyze and evaluate stories based on the amount of details provided. Students use critique to explore ways to improve a story.

### **CREATIVITY**

Students invent stories using new methods and approaches, guided by the actor.

# 4<sup>TH</sup> GRADE WORKSHOP — ACTING IS BELIEVING

*Acting is Believing* will introduce students to the profession of acting and the training necessary to become an actor. Students will learn that an actor must become a master of the 4Cs of the 21st Century Skills: Communication, Collaboration, Critical Thinking, and Creativity. Led by a professional actor, the class will participate in a series of exercises designed to hone these acting skills. Time will also be dedicated to discussing how a mastery of these skills can help students in any job they hope to obtain.



## **Key Terms**

**Communication:** the sharing of thoughts, questions, ideas, and solutions.

**Collaboration:** to work together to reach a goal; to act as a team.

**Critical Thinking:** analyzing and evaluating information informed by evidence.

**Creativity:** the ability to make new things or think of new ideas.



## **ACTING IS BELIEVING & THE 4CS: 21<sup>ST</sup> CENTURY SKILLS IN ACTION**

### **COMMUNICATION**

Students learn how communication skills are essential to an actor. They practice effective communication through hands-on activities.

### **COLLABORATION**

Students work together during a guided activity to achieve a specific goal. They discuss the importance of collaboration in theatre.

### **CRITICAL THINKING**

Students discuss what it means to think critically. They practice acting by using previous knowledge to draw conclusions about characters they create.

### **CREATIVITY**

Students participate in activities designed to foster creativity and imagination. They learn how professional actors use creativity in their jobs.

# 5<sup>TH</sup> GRADE WORKSHOP — PRODUCING THE PLAY

*Producing the Play* is the culminating experience of the Careers in the Arts Workshop Series. With guidance from one of our actors, students produce their own play. The actor will discuss theatrical design and the many jobs that are involved in bringing a play to life. Serving as Director, the actor will assign job responsibilities to the students. The students will rehearse the play, create props and costume pieces, and manipulate lights and sound. The workshop will culminate with the students putting the entire play together with all production elements. A discussion of how each person is important to the process and the need for cooperation concludes the workshop.

## **Key Terms**

**Director:** the person who conducts rehearsals, stages the play, and manages the overarching vision of the production.

**Stage Manager:** the person who coordinates all elements of a theatrical production.

**Lighting Designer:** the person who decides how the lighting will look for a production.

**Sound Designer:** the person who acquires/makes audio elements for a production.

**Costume Designer:** the person who designs costumes to enhance characters and the story.

**Property Master:** the person who buys, acquires, and/or makes any props for a production.



## **PRODUCING THE PLAY & THE 4CS: 21<sup>ST</sup> CENTURY SKILLS IN ACTION**

### **COMMUNICATION**

Students communicate with peers in preparation and execution of a technical rehearsal for a theatrical performance.

### **COLLABORATION**

Students work together in teams on different aspects of a play and then bring their work together as a whole class.

### **CRITICAL THINKING**

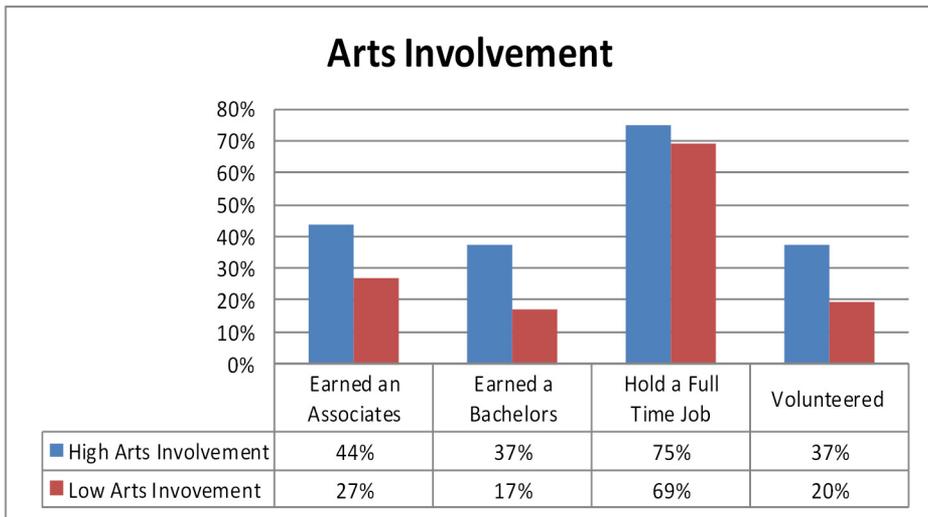
Students analyze and evaluate their work based on given circumstances. They use critical thinking to complete their piece of the culminating production.

### **CREATIVITY**

Students create original work as part of putting a play together. They reference informational source texts as the basis for their work.

## MORE LIKELY TO EARN A COLLEGE DEGREE, VOLUNTEER, AND HOLD A JOB

In the late 1990's, James Catterall analyzed data from the Educational Longitudinal Survey, a study of 25,000 secondary school students, over four years. He found significant connections between high involvement in arts learning and general academic success. In 2009, Catterall analyzed 10 additional years of data related to the same students, now age 26. The results strongly connect arts learning with both general academic success and pro-social outcomes.



Source: Catterall, James S. (2009). *Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults*. Los Angeles/London:Imagination Group/I-Group Books.

### Additional Resources

#### Websites

- [www.engageny.org](http://www.engageny.org) — Resource for parents and teachers with information on Next Generation Learning Standards and Professional development.
- [www.p21.org](http://www.p21.org) — Resource for 21st Century Learning Framework.
- [www.bls.gov/k12](http://www.bls.gov/k12) — U.S. Bureau of Labor Statistics site designed to inform students of careers and the educational requirements for them. Easy access by area of interest and kid friendly.

#### Books

Duke, Mary Ann. *Writing for Real-World Reasons: A Ten Week Step-By-Step Outline For Teaching Playwriting From Primary To Pre-Teens*. Cognitive Press, 1993.

Walker, Pam. *Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms*. Heinemann, 1993.

Friedman, Lisa. *Break a Leg!: The Kids' Guide to Acting and Stagecraft*. Workman Publishing Company, 2002.

Heinig, Ruth Beall. *Improvisation with Favorite Tales: Integrating Drama into the Reading/Writing Classroom*. Heinemann, 1992.

For more information on these workshops, including specific grade level standards, pre-workshop activities, and follow up activities, please visit our website.

## **ALIGNMENT WITH NEW YORK STATE LEARNING STANDARDS**

In conjunction with the New York State Learning Standards and the 4Cs, The REV has created a list of Learning Objectives for each component of our programming. We have distilled what we believe to be the essence of what students should retain, produce, and accomplish after a visit from The REV. For a complete listing of how each Careers in the Arts Workshop aligns with the learning standards, please visit our website.

## **NEW YORK STATE LEARNING STANDARDS INCLUDED WITH CAREERS IN THE ARTS WORKSHOPS**

### **NYS Learning Standards for the Arts:**

- Grade 3: TH:Cr1.1.3, TH:Cr3.1.3, TH:Pr4.1.3, TH:Pr5.1.3
- Grade 4: TH:Cr1.1.4, TH:Pr4.1.4, TH:Pr5.1.4
- Grade 5: TH:Cr1.1.5, TH:Cr2.1.5, TH:Pr4.1.5, TH:Pr5.1.5, TH:Pr6.1.5, TH:Re9.1.5

### **NYS Next Generation English Language Arts Learning Standards:**

- Grade 3: 3SL1, 3SL2, 3SL3
- Grade 4: 4SL1, 4SL2, 4SL3
- Grade 5: 5SL1, 5SL2, 5SL3

### **NYS Learning Standards for Career Development and Occupational Studies:**

- Standard 1: Career Development
- Standard 2: Integrated Learning
- Standard 3a: Universal Foundation Skills

## **HOW TO PREPARE FOR OUR VISIT:**

3rd grade: Have students clear everything from their desks.

4th grade: Clear classroom as much as possible with desks pushed to one side.

5th grade: Clear classroom as much as possible with desks pushed to one side.

# MERRY-GO-ROUND YOUTH THEATRE HAS REBRANDED TO:



Over the past decade, our organization has seen significant programmatic expansion in our education division, increased attendance in our professional musical theatre division, sophistication of our products and deliverables and bold implementation of new innovative engagement and enrichment programs. Our steady growth has resulted in an organizational transformation. As such, it became evident that our many programs and outreach efforts were not being represented cohesively by our existing brand. Our existing brand names (The Finger Lakes Musical Theatre Festival and Merry-Go-Round Youth Theatre) housed within the parent company title, Merry-Go-Round Playhouse, Inc., were confusing, fractured and creating great challenges to all facets of our identity. As such, it was clear that a rebranding effort was critical.

Fall of 2019, after eighteen months of intense strategic planning, we officially re-branded as The REV Theatre Company. The REV is short for many words but for us, not one in particular. It is not a symbol or an acronym. The REV references our creation and infusion of energy into Auburn and the Finger Lakes region; The REV references the original carousel that once revolved in our flagship venue, and The REV stands for our reverence for our 60-year legacy and our incredible community.

While we have changed our overall brand name, all of our programs have remained the same. We still provide the same professional arts education through the Sequential Dramatics Program to your school.

Thank you for being our partner in education.

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