

CAREERS THROUGH MUSIC

Building Employable Skills in Your Music Class

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Concept by David R. Sears

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Foreword

As we all know, becoming an accomplished musician requires practice, diligence, attentiveness, focus, as well as cooperation. You need to know when to listen and when to lead, and need to be confident in your capabilities.

These are all skills that apply to any successful career. When assessing ourselves, we often limit our focus to “just being a musician” without standing back and looking beyond the capabilities we’ve developed on our instrument. Instead, we can broaden our understanding by acknowledging how that effort and attentiveness applies to our careers and other aspects of our lives.

I have been fortunate enough to travel to nearly 20 countries, work with some of the most impactful corporations (including Disney, Warner Bros., Smithsonian Institution, and Google), as well as contribute to numerous Super Bowls, Olympics, and even a presidential library. However, my path to these opportunities was clearly grounded early in the skills and exposure I received through my music education and the experiences it offered as a musician turned entrepreneur.

As a musician, you learn to be accountable for your mistakes, to identify your weak points, and to work with others to make them all be the best they can be. These are great skills forged by my music education that I didn’t understand until years later.

Careers Through Music is a fantastic and timely guide, giving both the educator and the student the tools to follow the path of their music education and hone those skills for virtually any career or life goal. This is a wonderful and long overdue tool in guiding this journey, and one that will greatly benefit both students and their teachers throughout all phases of their career.

—Joe Zenas
CEO (Thinkwell Group)

Introduction

Welcome to *Careers Through Music: Building Employable Skills in Your Music Class!* *Careers Through Music* is a collection of 15 lesson plans designed to enhance a teacher's music program and be integrated seamlessly into an existing teaching and rehearsal schedule. Each lesson presents an activity that is relevant to music studies, as well as the general working environment in other careers with the goal of creating a direct connection to the long-term transferable value of music education. *Careers Through Music* provides further added value and specific learning outcomes that a teacher can reference while advocating for his or her music program to administrators and other decision makers.

Teaching Suggestions:

- Each lesson is designed to take 8–10 minutes to minimize interruption of important rehearsal time or other music lessons. Teachers may be flexible, however, and present the lessons in the way that best meets their classroom schedule.
- Lessons can be done in sequence or in any order that serves a teacher's needs at the time.
- The lessons are modular so teachers can distribute different lessons to different students depending on their current activities and needs. (e.g., Leadership lesson to section leaders, Interdependency lesson to class officers, Teamwork lesson to section players, etc.)



ONLINE VIDEO INTERVIEWS INCLUDED

Accompanying videos (🎥) complement each lesson plan and provide real-world insight from successful entrepreneurs, business professionals, educators, and musicians discussing how their music education contributed to their overall career success.

We hope that *Careers Through Music* will enhance your music curriculum and provide a foundation for your students' success in whatever career they might choose!

SKILL BUILDING

“The formula for success is simple: practice and concentration, then more practice and concentration.”

Babe Didrikson Zaharias

INTRODUCTION

There is no shortcut to becoming really good at a skill and to ultimately having a rewarding career. Regardless of the field, the pathway involves work, concentration, and *practice*. As musicians, practicing is a central activity. There are techniques, however, involved in effective practicing. When students start to incorporate good practice techniques and experience their progress, it is easy to demonstrate how this same approach can be applied towards any pursuit in which they want to improve and learn.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Create a daily practice schedule and set goals
- Identify and concentrate on the areas they can't play well
- Reflect on their progress and set new goals
- Apply these techniques to a nonmusical pursuit such as an academic subject or sports activity

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing the value of *deliberate practice*. If you are teaching an ensemble of any kind, undoubtedly, you have already encouraged your students to practice on a regular basis. You might already have them complete practice schedules. This lesson provides an opportunity to reinforce the value of practicing, discuss the difference between deliberate practice versus mindless playing, and demonstrate how practice techniques learned in music class can be applied to any endeavor in which they want to improve and learn.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that:

- Effective practice is done in an environment free from distractions, such as phones, computers, and televisions.
- Effective practice is done on a daily basis with breaks at regular intervals.
- Practice schedules and goals should be written down.
- During practice, they should identify difficult passages that they currently can't play or are still mastering.
- Students should deliberately work on these passages slowly, and gradually increase speed with repetition until they are able to perform them.
- The quality of practice time depends on deliberate performance and concentration, and is far more effective than hours of mindless playing.
- Good practice techniques learned in music class can be applied to any endeavor in which they want to improve, learn, or accomplish.

ASSIGN SKILL-BUILDING ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. You may assign this activity for multiple consecutive weeks as you see fit. Tell students to be prepared to discuss their work on the due date.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Did students sense improvement in their musical as well as nonmusical activities? Was there noticeable improvement in the overall ensemble?

Name _____ Due Date _____

ACTIVITY SKILL BUILDING

1. Review the following points for effective practicing:

- Create a space for practice that is free of distractions, such as phones, computers, or televisions.
- Write out a regular daily practice schedule.
- Include regular breaks into your practicing.
- Set reasonable goals on a daily and weekly basis.
- Identify the parts you can't play or are still mastering.
- Work on these parts slowly and deliberately. Gradually increase speed through repetition until they can be performed. Keep in mind: this might require multiple practice sessions! Be patient!
- Reflect on how you felt and what you achieved after each practice session. Set new goals for yourself for the next practice session. Keep yourself challenged!
- Give yourself plenty of encouragement, and stay positive!

2.  **Watch and Learn:** For additional information, review the video of professionals discussing practicing. Make note of how practicing impacted their career success.

3. Select a nonmusical endeavor in which you wish to improve, such as an academic subject or a sports activity.

Write this activity here: _____

4. Create two tables like the one below: one table for your music practice and the second for your nonmusical activity.

Weekly Practice Schedule

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat. / Sun.
Practice Time Scheduled						
Goal 1						
Goal 2						
Goal 3						
Feelings After Practicing						
Goals for Next Day						

5. Complete these tables for as many weeks as assigned by your instructor. On the due date, be prepared to briefly discuss how this practice schedule impacted your musical and nonmusical activity.

LEADERSHIP

“Leadership should be more participative than directive, more enabling than performing.”

Mary D. Poole

INTRODUCTION

Business consultants frequently reference music classes as a training ground for developing leadership. The inherent dynamic in a music class of teamwork towards a shared goal provides many leadership opportunities for students. By fully leveraging this dynamic, music classes can provide hands-on, experiential learning to help develop leadership skills that will serve students well in their chosen career fields.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Understand and describe the qualities often found in good leadership
- Experience how to be an effective leader
- Create a culture of commitment and enthusiasm

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students you will be discussing *leadership*. Briefly explain that teams operate best under effective leadership. But, leadership requires much more than just telling others what to do. While certain people and personality types can naturally gravitate towards, and excel in, leadership positions, everybody can benefit from developing and understanding effective leadership techniques. While leadership opportunities exist in all sectors of the workforce, point out that the music classroom is an ideal environment to experience the leadership/teamwork dynamic; it contains opportunities from the podium, within sections, and in the nonmusical, organizational operation of the class.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that leadership involves:

- **Understanding the mission and vision of the organization, and a commitment to a cause that is bigger than yourself**
- **A willingness to take initiative**
- **Setting goals and objectives for a team to achieve the organization's mission**
- **Great communication skills to keep team members on the same page and working in a coordinated way**
- **Creating a culture of enthusiasm and a sense of value among team members**
- **A commitment to enabling others to do their best work and to let them shine**
- **The ability to effectively solve problems as they arise**
- **A willingness to accept responsibility for meeting the goals**

ASSIGN LEADERSHIP ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. You may assign this activity for multiple weeks as you see fit. Assign students into teams. The most natural organization of teams would most likely be sections in an ensemble. Designate a leader for each team. You may rotate leaders if you choose to have the activity span multiple weeks. Team members may wish to review the lesson on *Teamwork*. Provide them with a goal to work towards, such as preparing for a rehearsal, concert, or festival, to allow them to work in a leader/team dynamic.

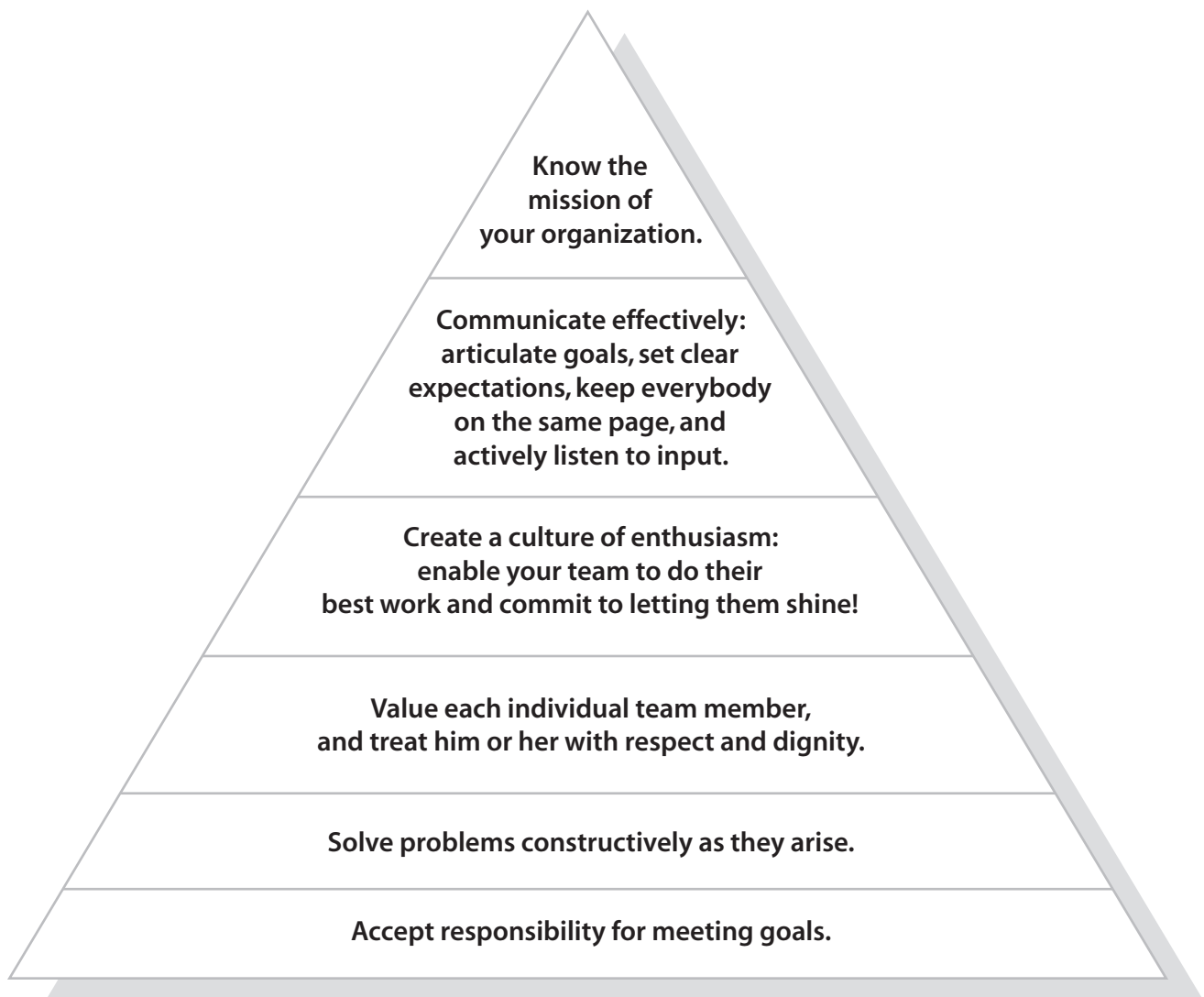
8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. What were some of the challenges and successes from each team and leader?

Name _____ Due Date _____

ACTIVITY LEADERSHIP

1. Your teacher will assign you into teams, and designate a team leader.
2. Review the following graphic describing leadership. Remember, leadership isn't just telling people what to do!



3.  **Watch and Learn:** Review the video of professionals discussing leadership to get additional information.

4. **Put It into Action:** Work with your team in order to meet the goal(s) established by your teacher. This can include preparing for a rehearsal or a concert. Review the graphic on the previous page frequently throughout the process. Those that are team members may also want to review the *Teamwork* lesson. Leaders may want to occasionally remind the team of the goal, and what everybody should be working towards during the process. You are also encouraged to keep a journal tracking your progress and reflecting on the experience.
5. Once the goal is met, be prepared to reflect on your experience.
 - How did you demonstrate effective communication? Were the goals and expectations made clear to your team? Were you an active listener, and did you carefully consider input from team members? Were you able to keep everybody on the same page and working towards the goal? If not, what adjustment(s) could you make?
 - How did you create a culture of enthusiasm? Do you believe that everybody's contribution was valued? Were you always fair, inclusive, and understanding of any mistakes?
 - How did you demonstrate you were committed to the goals of your team and to the greater cause of the group instead of your own individual gain?
 - How did you address problems as they came up?
 - In what ways did you accept responsibility for your team meeting their goals?
6. If you were presented with a leadership role outside your music class (a volunteer group, sports activity, extracurricular activity, or part-time job), how do you think the experience would be similar? How might it be different?

WORKING WITH DIFFERENT TYPES OF PEOPLE

.....
“We need diversity of thought in the world to face the new challenges.”

Sir Tim Berners-Lee

INTRODUCTION

Many businesses and work environments feel it is essential to hire and build teams comprised of people from a variety of backgrounds, personality types, and working styles. A successful career involves understanding the value of this diversity and recognizing how different personalities and working styles *complement* each other in order to achieve greater things. Additionally, it is important that everyone has a solid awareness of their own personality and working style in order to know how they can best contribute to the organization. A music class is an ideal environment in which to gain experience, as it naturally brings together a diverse set of personalities working towards a shared goal.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Articulate the value of having a wide range of personalities and working styles on a team
- Gain a greater awareness of their own personality and working styles
- Recognize and appreciate the various personality and working styles of their colleagues
- Understand how working with a variety of people who complement each other contributes to a greater outcome

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing how to *work with different types of people*. Briefly explain that an organization benefits from bringing together a wide range of backgrounds, personality types, and working styles. Point out that if everybody on a team thought and worked exactly

the same, it would severely limit new ideas, and create significant deficiencies in the resulting work.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that a team might bring together:

- People who are particularly extroverted, and excellent at networking and socializing. They may have a tendency to talk before they think, but they can also have innovative ideas and be very creative.
- People who are particularly assertive and will naturally want to take charge. They might be especially hard-working and determined to accomplish their goals.
- People who are particularly meticulous and work to avoid mistakes. They can be very thoughtful and excellent at organization and establishing structure.
- People who are particularly diplomatic and patient. They can bring a sense of stability and perspective to a work environment.

Note that people often demonstrate a mixture of these traits and frequently do not fit into a single category. A team, however, will benefit by bringing together all of these personality types. Understanding your own working style, as well as your colleagues', will create the best outcome for the team.

ASSIGN WORKING WITH DIFFERENT TYPES OF PEOPLE ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Assign students into groups. Groups can be assigned by ensemble sections or as you see fit. Students will be asked to evaluate themselves using the *Big Five Personality Traits* and share the results with the group. They will then be asked to discuss how their different personality types might complement each other.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Have each group briefly describe how the differences in their working styles and personalities can best be combined in order to benefit the class.

Name _____ Due Date _____

ACTIVITY WORKING WITH DIFFERENT TYPES OF PEOPLE

1. Your teacher will assign you into teams, and designate a team leader.
2. Review the following graphic describing leadership. Remember, leadership isn't just telling people what to do!
3. Your teacher will assign you into groups. Schedule a meeting with your group outside of class.
4. Prior to your meeting, review the *Big Five Personality Traits* below. Determine to what degree your personality reflects these traits in order to better understand your own working style (e.g., high, low, medium). If helpful, you may want to take a *Big Five Personality* test at 123test.com/big-five-personality-theory. Remember, evaluating yourself honestly will provide the best results!

Openness	Conscientiousness	Extraversion	Agreeableness	Emotional Stability
Do you enjoy new experiences?	Are you reliable and prompt?	Do you get energy through interacting with people?	Are you cooperative?	Are you moody?
Do you like to learn new things?	Do you keep promises?	Or, do you "re-fuel" quietly in solitude?	Are you compassionate and sympathetic?	Are you tense?
Do you consider yourself imaginative?	Are you well organized?	Are you particularly assertive?	Or, do you find yourself somewhat "distant"?	Do you remain calm regardless of the situation?
Do you have a wide range of interests?	Are you thorough and methodic in your work?	Are you talkative?	Are you friendly?	Are you cheerful?

5.  **Watch and Learn:** For additional information, review the video of professionals discussing working with different types of people.

6. **Put It into Action:** Bring your self-evaluation to the group meeting. Have each member share his or her evaluation with the group. After everybody has shared their evaluation, have a discussion about how your group can get the most from the various personalities. Take notes from your discussion.
 - How can the various personalities and working styles in your group complement one another?
 - Now that you understand the various personalities in the group, how can you “put yourself in their shoes” and help your colleagues be successful?
 - How can your colleagues help you be successful?
 - How can this awareness of different personality types and working styles specifically benefit your music class?

7. Summarize your discussion, and be prepared to present your findings to the class on the due date. Pay close attention as the other groups present their findings so you can continue to learn about the different personality types in the class.

TEAMWORK

.....
"If you want to go fast, go alone. If you want to go far, go together."

African Proverb

INTRODUCTION

Many companies and business consultants use the example of music ensembles to demonstrate the power of teamwork. Orchestras, bands, and choirs are great examples of how working cooperatively towards a shared goal results in outstanding accomplishments. Improving one's ability to work within a team will provide significant benefits for the individual and the organization, whether it be in a musical or nonmusical setting.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Understand and articulate the value of teamwork
- Experience how to be effective members of a team
- Demonstrate effective *social sensitivity* while working in a team
- Understand the shared common goal

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing the power of *teamwork*. Briefly explain that orchestras, bands, and choirs serve as models for great teamwork in both the corporate and business world. By understanding and participating in effective teamwork within a musical setting, the experience can easily translate into any organization that relies on a team for its success. Through effective teamwork we learn cooperation, how to analyze complex situations, how to conduct effective meetings (rehearsals), and how to work towards a successful result.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that the process of creativity involves:

- **PREPARATION:** You need to know your part before going into a team meeting or rehearsal. An individual will hold the team back if he or she comes to the rehearsal/meeting unprepared.
- **LISTENING:** Detailed listening is critical in any meeting/rehearsal. It helps you understand how your part fits into the overall goal, and how other team members are contributing.
- **SOCIAL SENSITIVITY:** Be able to pick up on nonverbal communication such as physical gestures, facial expressions, and eye contact. Be sensitive to when you might be dominating the conversation or perhaps not participating enough.
- **RESPONDING PROPERLY TO MISTAKES:** Mistakes will happen while working within a team. If a team member makes a mistake, the response must be constructive and allow the team to continue to progress towards the goal. If you make a mistake, you must be accountable, fix the issue, and allow the team to move forward.
- **LEADERSHIP:** A leader (conductor/teacher) must be chosen to direct the team to make sure they are on the right track.

ASSIGN TEAMWORK ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Assign students into teams. Teams can be made up of existing sections or mixed across the ensemble at your discretion. Assign each team a new piece of music that will be part of the ensemble's repertoire. Provide no further explanation of the piece, as this will be the challenge the ensemble will have to "solve" through teamwork.

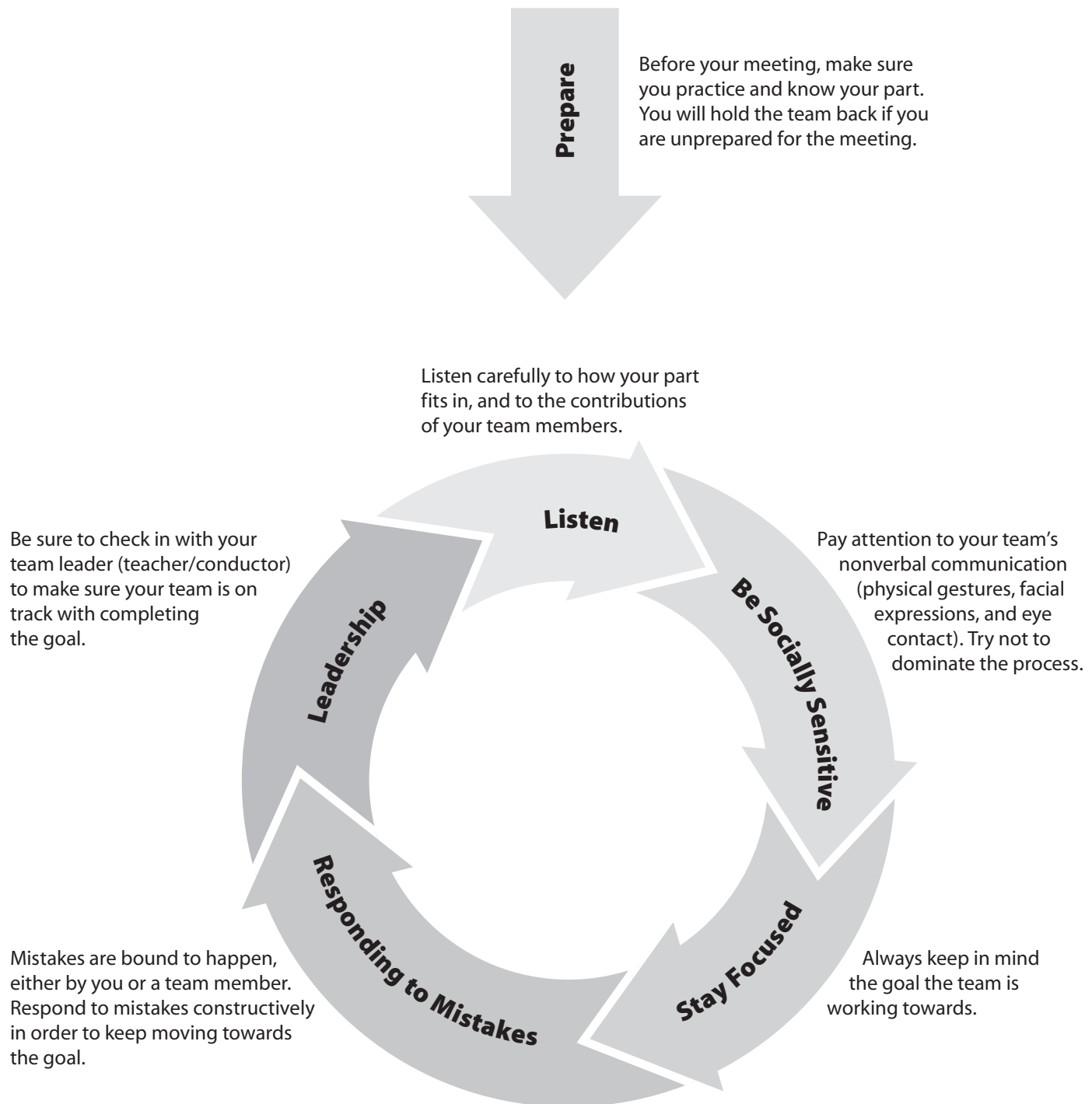
8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Rehearse the piece of music with the entire ensemble so they can hear how the work of their team fits into the overall goal.

Name _____ Due Date _____

ACTIVITY TEAMWORK

1. The ability to work effectively in a team is a highly sought-after skill in all sectors of the workforce. A music ensemble, such as a band, orchestra, or choir, is a great example of teamwork. Participating in your music ensemble provides a great opportunity to develop teamwork skills that will serve you well in all future endeavors.
2. Your teacher will assign you into teams. These teams might be comprised of your section or mixed across the ensemble. Your teacher will assign you a new piece of music. This new piece of music will be the challenge your team will work on.
3. Schedule a meeting with your team outside of class to work on the new piece of music. It's recommended that the meeting be at least 90 minutes long. Additional meetings might be necessary.
4.  **Watch and Learn:** For additional information, review the video of professionals discussing teamwork. Make note of how working with a team impacted their career success.
5. Working in a team is a *fluid* process. You must always be aware of the needs and dynamic of the team throughout the meeting. Always make sure you focus on the goal the team is working towards. Prior to the meeting with your team, review the following chart:



- On the due date provided by your teacher, be prepared to share your work and summarize your experience. How did you work as a team to learn the new piece of music? How does your part fit into the overall goal? Describe the team's dynamic while working together.

CREATIVITY

.....
“Creativity is the power to connect the seemingly unconnected.”

William Plomer

INTRODUCTION

Organizations and companies of all types actively seek out creative thinkers as employees. Creative thinkers find new opportunities, provide new solutions, anticipate questions, and stimulate growth. Creativity is valued in a wide range of professions such as the arts, the medical field, computer programming, science, engineering, education, business, design, and media. Since music making is an inherently creative activity, demonstrating the value of creativity in many different working environments serves as a powerful platform.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Articulate the value of creative thinking within an organization
- Engage in creative thinking in both a musical and nonmusical context
- Experience a “breakthrough” moment
- Effectively present the results of their creative thinking

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing the value of *creativity*. Briefly describe how the creative endeavor of music making provides powerful insight into the value of creative thinking in any working environment. Explain how creativity provides new ideas and solutions through innovative thinking that catalyzes growth in almost any organization. Also, point out that the more proficient the students are on their instrument or voice, the more freedom they will experience in the creative process.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that the process of creativity involves:

- A high level of curiosity and questioning
- Engaging in divergent thinking to explore many possible solutions
- An ability to listen to a wide range of ideas from colleagues without judgment, and to see the possibility of these ideas
- Offer a lot of intellectual playfulness and fun as you explore the different possibilities
- A willingness to take risks
- Arriving at a “breakthrough” moment when the process generates a new solution or idea
- An ability to document, present, and articulate the results of your process so others can appreciate and understand it

ASSIGN CREATIVITY ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Arrange students into small groups, or have them organize their own groups. Also, provide them with a challenge your music program is currently facing, and ask them to brainstorm for possible solutions. Tell students to be prepared to present and discuss their work on the due date.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Have some or all of the groups, time permitting, perform pieces that developed from the activity. Have students compare and contrast their experience between creative thinking in both a musical and nonmusical context.

Name _____ Due Date _____

ACTIVITY CREATIVITY

1. Creativity is highly sought after by employers in almost all sectors of the workforce. Creative thinking generates growth for organizations by providing new solutions/possibilities, and anticipating challenges. Review the following list of qualities that often characterize creative thinkers:

- A high level of curiosity
- An ability to generate many different ideas and solutions
- An independent mindset and a tendency to self-start
- An openness to listen to outside ideas and fully consider their possibilities
- A high degree of intellectual playfulness—people who enjoy “playing around” with ideas
- A degree of comfort with risk-taking
- A strong dedication to practicing and improving their craft (playing an instrument or singing), or gaining knowledge in their field so they can enjoy even more freedom in the creative process

2.  **Watch and Learn:** For additional information, review the video of professionals discussing creativity. Make note of how creativity impacted their career success.

- a. **Create a small group of 3–8 people from your class. Or, your teacher may assign the groups. Do not be concerned with the combination of instruments or voice types within a group—diverse combinations might create the most interesting outcome!**
- b. **Schedule two sessions with your group to meet outside of school. The first session will be a “jam session” in which your group will create a new piece of music. The second will be a “brainstorming session” to form a creative solution for a challenge your music program is currently facing. Your teacher will assign you the challenge. It’s recommended that each session be at least three hours long to allow enough time for a “breakthrough moment” to occur. You may want to schedule additional sessions, if necessary.**

3. During your sessions, keep the following in mind:

Jam Session	Brainstorming Session
Generate a lot of musical ideas for others to build from. Listen to the musical ideas of others for you to build, manipulate, and develop. Play around with the possibilities. Acknowledge if and when a “breakthrough” moment happens. Document through notation, recordings, etc. so you can share your work with others. Have fun!	Generate a lot of musical ideas for others to build from. Listen to the ideas of others for you to build, manipulate, and develop. Play around with the possibilities. Acknowledge if and when a “breakthrough” moment happens. Document through notes, recordings, etc. so you can share your work with others. Have fun!

4. On the due date provided by your teacher, be prepared to share your work and summarize your experience. If time permits, have your group perform your piece of music. What were the similarities or differences between the “jam session” and the “brainstorming session”? How would increasing your abilities, through practice on your instrument/voice or expanding your knowledge about an issue, help the creative process?

FOCUS

*“Concentrate all your thoughts upon the work at hand.
The sun’s rays do not burn until brought to a focus.”*

Alexander Graham Bell

INTRODUCTION

Focus, concentration, and awareness are essential in order to experience increased productivity, creative breakthroughs, and peak performance in any musical or nonmusical pursuit. More than ever, however, the world is filled with countless distractions that compete for our attention and inhibit our ability to make the progress we desire. Focus can be practiced, improved, and cultivated like any other skill, and can be transformative in ultimately achieving our goals.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Articulate the need for focus, concentration, and awareness in a musical or nonmusical environment
- Learn and apply basic techniques to improve focus
- Experience the effects of improved focus during practice, rehearsal, and performance
- Understand how to transfer this skill to any academic or professional pursuit

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing the importance of *focus*. Briefly explain that focus, concentration, and awareness are key to obtaining peak performance in any pursuit. Also, discuss how improving focus can lead to greater self-awareness, which allows students to discover their ideal conditions for achieving creative breakthroughs and significant accomplishments. Describe the feeling of being “in the moment” during a performance or practice.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that practicing focus involves:

- Eliminating all distractions by putting away and turning off phones, computers, and televisions
- Finding a space that is quiet, free of clutter, and ready with all of your materials available for work (books, music, pencil, etc.)
- Scheduling time in the day for your work (you may wish to reference the *Skill-Building* lesson)
- Preparing for work by calming your mind and minimizing random, distracting thoughts
- Scheduling regular, short breaks
- Engaging in light activity such as stretching or walking during breaks

ASSIGN FOCUS ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Provide students with a goal to work towards, such as an upcoming performance. Explain that the class will be applying the simple techniques for improving focus during practice, rehearsals, and performance, and then evaluating the results.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity (most likely the first meeting after the performance), schedule 8–10 minutes at the beginning of class to review and summarize the results. Ask the students if they noticed any significant improvements in the performance. Did they feel “in the moment” during the performance? If not, were they able to successfully regain focus? How can these techniques and experiences be applied to nonmusical pursuits and careers?

Name _____ Due Date _____

ACTIVITY FOCUS

1. Review the following points about focus:

- Focus, concentration, and awareness are essential for achieving creative breakthroughs, increased productivity, and accomplishing peak performance.
- The world is filled with countless distractions that compete for our attention and inhibit our ability to focus towards achieving our goals.
- Focus, like any other skill, can be **practiced, cultivated, and improved**.
- Achieving focus involves calming the mind and eliminating distractions to facilitate concentration on the task at hand.
- Focus allows you to be “in the moment” without being distracted or concerned with past or future events.
- Improved focus also allows for a greater deal of **self-awareness** to help you understand the conditions in which you can achieve peak performance.
- The study and performance of music is a great platform for you to cultivate focus, but these techniques can be applied to **any** academic or career endeavor.

2.  **Watch and Learn:** For additional information, review the video of professionals discussing focus. Make note of how focus, concentration, and awareness impacted their career success.

3. Your teacher will provide you with a goal to work towards, such as an upcoming performance.

Write the date of this goal here: _____.

Use the following techniques for every individual practice session and class rehearsal leading up to the goal/performance:

- **Eliminate all distractions by turning off phones, computers, and televisions.**
- **Find a place to practice that is quiet and free of clutter. Make sure your space is not too warm or too cool.**
- **Schedule time for practice and rehearsals (you may want to refer to the *Skill-Building* lesson).**
- **Before practice and rehearsal, **prepare your mind** by sitting comfortably for a few minutes and concentrating on your breathing. As distracting and random thoughts arise, gently let them go and return to focusing on your breathing.**
- **During practice, rehearsal, and performance, experience being “in the moment.”**
- **Schedule regular breaks during practice and rehearsal. During breaks, do light activity such as stretching or walking.**
- **During rehearsal and performance, focus on your own activity, but also be **aware** of your fellow performers and teacher.**

4. Be prepared to summarize and share your experience on the due date provided by your teacher. Was there a noticeable difference in the quality and accomplishment of your practice, rehearsal, and performance? Did you become aware that your focus was best in the morning, afternoon, or evening? How would you be able to use these techniques in other, nonmusical endeavors?

PROBLEM-SOLVING

"I have not failed. I've just found 10,000 ways that won't work."

Thomas Edison

INTRODUCTION

Problem-solving is at the center of most work environments. Whether the problems are simple or complex, being able to solve problems effectively, efficiently, and with confidence will greatly contribute to the success in one's career. Effective problem-solving involves having the right attitude and applying a system that breaks down the problem, considers multiple solutions, and evaluates results. Since the act of music making constantly provides new challenges and problems to solve, both individually and in a collaborative setting, it is a very powerful training ground for students to develop this important skill.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Identify and define a problem
- Take a systematic approach to the problem
- Find multiple solutions to consider
- Evaluate the results and apply the system again if a solution doesn't work

8-10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing *problem-solving*. Briefly explain that effective problem-solving is essential to career success in almost every field, and that music provides an excellent opportunity to develop these skills. Discuss how problem-solving takes place as an individual is confronted with a challenge, as well as in collaborative working environments. Further discuss how effective problem-solving involves applying a process that can be used in any work situation.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that the process of effective problem-solving involves:

- **The Right Attitude:** Problem-solving requires an open mind and a willingness to acknowledge there is a problem. It also requires a strong sense of curiosity to constantly ask questions that can lead to a possible solution. For many, problem-solving is fun, like working on a puzzle or a brain game. So, enjoy the process!
- **Defining the Problem:** Once a problem is acknowledged, it's time to drill down to accurately define the problem. Once defined, a problem can often be expressed in a single sentence.
- **Breaking Down the Problem:** If the problem is complex, it might involve a web of multiple symptoms contributing to the problem that will need to be addressed. Effective problem-solving can involve breaking the problem down into smaller, more manageable components.
- **Generating Possible Solutions:** With the problem defined and broken down, one can apply divergent thinking to come up with multiple solutions. Through analysis, the best available solution can be selected and put into action.
- **Evaluating Results:** Evaluate the results to see if you successfully solved the problem. If the problem hasn't been fully resolved, the process can be repeated to create new solutions.

ASSIGN PROBLEM-SOLVING ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. You may wish to assign students a particularly tricky excerpt from the class's new repertoire, or solve a problem individually such as a technique they wish to master.

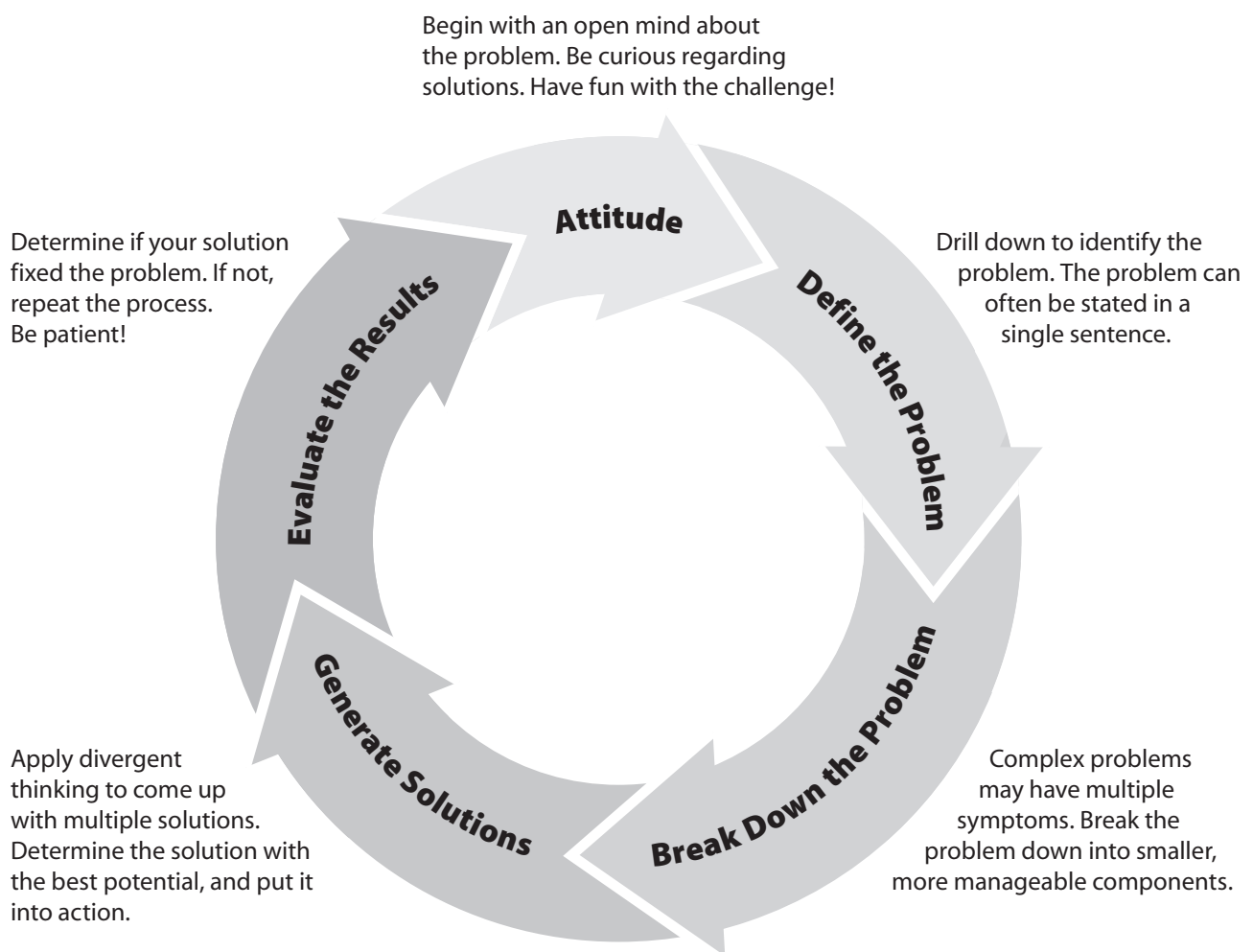
8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results.

Name _____ Due Date _____

ACTIVITY PROBLEM-SOLVING

1. Effective problem-solving comes from applying a process. This process can be applied to almost any problem—musical, academic, or work related. Review the following graphic (from the top moving clockwise), which outlines a problem-solving process.



2.  **Watch and Learn:** For additional information, review the video of professionals discussing problem-solving.

3. **Put It into Action:** Your teacher may assign you a particularly complex excerpt from your music-class repertoire, or may ask you to identify an individual technical problem to address. If you are assigned a technical problem to solve, be as specific as possible in defining the problem. It often helps to define the problem as a “how?” or “why?” question. For example, “How can I play my scales using sixteenth notes at 120 BPM?” or “How can I sight-sing new choral music better?” Refer frequently to the graphic on the previous page to guide you through the process.
4. **Keep a Journal:** Document your experience as you go through the process.
 - Define your problem, and write it down in a single sentence. Refer frequently to the sentence in order to keep yourself on track. How did you drill down to determine what the problem is?
 - How did you break the problem down into smaller, more manageable components?
 - Write down your possible solutions. How many possible solutions did you generate? How did you determine which one was the best solution?
 - If the solution worked, why? Did you have to make any adjustments while putting the solution into action? How? If the solution didn’t work, why? Review and repeat the process until you arrive at a solution.
5. Try to apply the same process to a nonmusical problem, such as an academic subject or a sports activity. Was the process similar or different? Be prepared to share the experience with your class on the due date set by your teacher.

ENTREPRENEURSHIP

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“Do. Or do not. There is no try.”

Yoda, Jedi Master

INTRODUCTION

The skills acquired in music class, such as creativity, close listening, overcoming failure, self-discipline, experimentation, and collaboration, are often traits found in successful entrepreneurs. It’s probably no coincidence that well-known entrepreneurs such as Steve Wozniak, cofounder of Apple, and Paul Allen, cofounder of Microsoft, are also musicians. In this changing economy, the need to take **initiative** and **create** your own opportunities in the workforce continues to increase. Music classes can be an extraordinary opportunity for students to practice and develop an entrepreneurial mindset.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- **Articulate the relationship between the skills learned in music class and the skills of an entrepreneur**
- **Increase awareness in how to look for opportunities**
- **Understand how to develop a plan to meet an opportunity**
- **Experience how to execute and evaluate an entrepreneurial plan**

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing *entrepreneurship* and how it is related to the skills developed in music class. Briefly explain that being an entrepreneur involves seeking out or discovering an **opportunity** in the working world, and taking the **initiative** to create, develop, and execute a plan that meets that opportunity. Entrepreneurship involves risk-taking, creative thinking, perseverance, collaboration, self-discipline, and a great work ethic—all traits that are developed in a music class.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that entrepreneurship involves:

- **Finding and Creating Opportunities:** Being proactive, taking initiative, and not passively waiting for an opportunity to present itself
- **Having Vision:** Having a clear idea of the possibilities and outcome of the proposed project
- **A Plan:** A well thought-out plan that acts as a guide through the execution of the project
- **Execution:** The initiative to carry out the plan. Ideas are easy—carrying out the plan involves hard work. Prepare, and be ready to learn from mistakes and setbacks. The plan for your project may require many attempts before it is successful.
- **Evaluation:** After execution, an honest evaluation as to whether the plan was successful will be required. If it didn't work, what was learned? If it did work, is there opportunity for growth? What could be done differently?

ASSIGN ENTREPRENEURSHIP ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Assign your class into groups of whatever size works best for you. Have each group meet outside of class to create and develop a fundraising activity for your music class. You may want to have groups submit their plan for approval before execution to make sure it's appropriate, and to avoid any conflicts or issues. Students should be prepared to share their experience on the due date that works best for your class.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Encourage discussion of lessons learned from unsuccessful projects, as well as successful ones.

Name _____ Due Date _____

ACTIVITY ENTREPRENEURSHIP

1. Your teacher will assign you into groups. Each group will meet outside of class to create and develop an entrepreneurial fundraising plan for your music class.
2. Prior to and during the meeting with your group, refer to the following graphic:



3.  **Watch and Learn:** For additional information, review the video of professionals discussing entrepreneurship. Pay close attention to any insights that might specifically help your project.

4. **Put It into Action:** Your teacher may want to review your plan before you begin to execute it. Once approved, begin the execution of your plan. Keep a journal throughout to document your experience.
 - How was your idea creative and distinctive? How did it specifically meet an opportunity?
 - Describe how you took initiative and were proactive during all phases of the activity.
 - How did you handle setbacks and mistakes? What did you learn from them? What adjustments did you make?
 - Did you stay on course with your vision statement? If not, why?
 - Were you able to incorporate music making (playing, singing, etc.) into your project? If so, how?
 - If you consider your project to be an overall success, what were the critical elements that made it successful? Is there any opportunity to expand or grow your idea?
 - If you consider your project to be unsuccessful, what were the critical elements that contributed to its lack of success? What did you learn from it? What would you do differently?

5. Be prepared to share your experience with your class on the due date set by your teacher.

APPLYING TECHNOLOGY

.....
"It's not a faith in technology. It's a faith in people."

Steve Jobs

INTRODUCTION

Whether for personal use or in the work place, for most, technology is an inseparable part of our daily lives. New technology and services come out at such an incredible pace that the possibilities can be overwhelming. At its best, technology can be an amazing **tool** to increase *efficiencies, productivity, and performance* in the work place. While it can be fun to keep up with the latest developments, it's important to think critically about why to use a particular technology. Since the process of music making involves ongoing improvement of performance, collaboration, teamwork, and organization, it is an ideal platform for teaching students how to determine the best applications of technology.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Think more critically about *why* they are using technology in their work
- Apply technology in a way that improves efficiency, productivity, and performance
- Evaluate and monitor the effectiveness of the technology during the process

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing how to best *apply technology* to their work. Briefly explain that technology is best when it serves as a tool to increase efficiencies, productivity, and performance in the work place. When applied in a *purposeful* way, a music class is an excellent environment to test the possibilities of how to best use technology.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that:

- Since music making is a highly **collaborative** process, file sharing and real-time collaboration programs, such as Google docs, can increase efficiency in working together.
- Since a music environment requires a high degree of **organization** and **planning**, productivity software, such as spreadsheets, scheduling apps, and project management software, can be enormously useful.
- Since music making involves constant improvement in **performance**, digital technologies are incredible tools for providing feedback and developing skills.
- Technology offers incredible resources to **research** new techniques, provide historical context, and demonstrate best practices that can also greatly improve performance.

ASSIGN APPLYING TECHNOLOGY ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Students will be asked to think about how and why they would use a particular technology. Answers may vary depending on what technologies they have access to or are familiar with. They will then be asked to deliberately apply technologies to their work for the period of time you assign, as well as monitor and evaluate the results.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Did students experience a noticeable improvement in their efficiency, productivity, and/or performance? During the activity, did they have to adjust their use of technology to make sure they got the best outcome? How can they best apply technology to their nonmusical work?

Name _____ Due Date _____

ACTIVITY APPLYING TECHNOLOGY

1. The use of technology in your work will produce the best results when you think critically about why you are using it. Technology can be a remarkable **tool** for increasing *efficiency*, *productivity*, and *performance*. Briefly describe how you would apply the following technologies in your music class to enhance individual development, as well as collaboration within your section and ensemble. Your answers may depend on what technologies you have access to or are familiar with.

- How would you use **productivity** apps and software (e.g., spreadsheets, scheduling apps, project management software, etc.) to help organize your work in music class?
- How would you use cloud, file sharing, or real-time collaboration software (such as Google docs) to make your class's collaborating more **efficient**?
- How would you use digital recording technologies (which can be as simple as a phone voice memo or video recording app) as part of your practice and rehearsals to improve **efficiency, productivity, and performance**?
- How would you use music-specific technology such as a MIDI sequencer, Digital Audio Workstation (DAW), or music-notation software as part of your practice and work to improve **efficiency, productivity, and performance**?
- How would you use a skill-building app, such as an ear-training app, to improve **efficiency, productivity, and performance**?
- How would you use technology to *research* new techniques, best practices, historical context, etc. through videos, tutorials, articles, and books to improve **efficiency, productivity, and performance**?

2.  **Watch and Learn:** For additional information, review the video of professionals discussing how to apply technology.

3. **Put It into Action:** Choose as many of the previously discussed technologies you have access to, and begin to incorporate them into your daily music work (both towards your individual development, as well as overall collaboration with your class). During the process, you may have to make adjustments (e.g., change programs or change approaches) to ensure you are receiving the maximum benefit. Continue to think critically about *why* you are using the technology, and always monitor how effective it is at achieving improved efficiency, productivity, and performance.

4. **Evaluate the Results:** Your teacher will provide a due date for you to share your impressions, and to reflect on the results of applying technology.
 - Was there a noticeable difference/improvement in your overall work?
 - How did it specifically help your individual improvement?
 - How did it specifically help your ability to collaborate?
 - Did you have to make any adjustments during the process to make sure you were getting the maximum benefit?
 - Was there a technology application that simply wasn't effective or didn't work for you? If so, why?
 - How can you apply technology in a similar way towards nonmusical endeavors such as a volunteer opportunity, extra-curricular activity, academic pursuit, sports activity, or part-time job?

SELF-MANAGEMENT SKILLS

"I must govern the clock, not be governed by it."

Golda Meir

INTRODUCTION

Good self-management skills are critical for career success. Skills, such as effective **time management**, **prioritization**, and **self-motivation**, lead to increased productivity and better decision-making. *Self-management skills* not only benefit the individual, but are of tremendous value to any organization or work environment, paving the way for professional advancement. The activity of music making is an excellent opportunity for developing these skills, as it involves personal accountability, planning, self-discipline, and prioritization.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Articulate and understand basic self-management concepts
- Effectively apply these concepts to their musical activities
- Understand how these concepts can be applied in the pursuit of any work environment

8-10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing self-management skills. Briefly explain that these skills are essential not only for success in music activities, but in any work environment. Excellent self-management leads to increased productivity and better decision-making, and helps create opportunities for advancement in any field. Taking personal responsibility for one's own success can be deliberately practiced and improved upon over time.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that self-management skills involve:

- **Excellent Time Management:** Everybody has the same 24 hours in a day. It's how that time is used that separates successful people from those who are not.
- **Planning and Organization:** Knowing what you are working on and deciding how to approach your various tasks are effective skills for success.
- **Thoughtful Prioritization:** A "to do" list can be very long. Taking time to decide the order in which things are to be done, or deciding which tasks shouldn't be done at all, is critical to increased productivity.
- **Ability to Cope with Stress:** There is no such thing as a stress-free work environment. Being unable to cope with or reduce stress will negatively impact productivity.
- **Personal Health:** Taking care of yourself by exercising, eating right, and sleeping well is an essential self-management skill. Being healthy will dramatically improve productivity.

ASSIGN SELF-MANAGEMENT ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Students will be provided with basic self-management concepts that can be applied to their individual practicing. Through experiencing and applying these concepts in their music work, students will be encouraged to articulate how these skills can be applied to all their endeavors.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Have students discuss whether they noticed or experienced increased productivity in their music work. Discuss whether they came across challenges in applying the concepts and how they can overcome them. Have students describe how these concepts can be applied to any work environment.

Name _____ Due Date _____

ACTIVITY SELF-MANAGEMENT SKILLS

1. Gaining and improving self-management skills are essential to increased productivity and success in any work environment. Your music class provides an excellent opportunity to practice and develop these skills. Review the concepts below regarding self-management.

Self-Motivation	Successful people do not wait for instructions to start a task from their parents, teachers, or employers. They are accountable for their own productivity and success by motivating themselves.
Time Management	Everybody has the same 24 hours in a day. What often separates successful people from others is how they use their time.
Organization	Productive people are well organized. They set goals, create plans, write "to do" lists, and keep things in order.
Prioritization	A critical self-management skill is determining which tasks need to get done first. Thoughtfully establishing priorities dramatically increases productivity.
Managing Stress	There is no such thing as a stress-free work environment! There will always be a certain degree of stress when being challenged to improve and advance. Learning how to constructively cope with and minimize stress will greatly increase productivity.
Personal Health	Part of self-management is taking care of yourself! Eating right, exercising, and sleeping need to be a part of your routine. You can't be productive if you're not healthy!

2.  **Watch and Learn:** For additional information, review the video of professionals discussing self-management.

3. **Put It into Action:** Apply the self-management concepts on the previous page to your individual music practice.

- **Time Management:** Plan and schedule the time you have to practice. You may want to refer to the Skill-Building Activity for help in how to schedule your practice time.
- **Get Organized:** Make a “to do” list of all the things you need to accomplish in your practicing. Make it inclusive of both immediate and long-term goals.
- **Prioritize Your List:** Determine what tasks you should work on based on the amount of time you have allocated to practice. Sort the tasks, and use the priority grid below to help in your decision-making. Understand the difference between what is *urgent* and what is *important*.

4. **Urgent** tasks demand your immediate attention. Whether you do them or not, however, may not matter.

5. **Important** tasks do matter. Not accomplishing them will have negative consequences for you and others.

	Urgent	Less Urgent
High Importance	Do it!	Do it later. <i>(If it still needs to be done at all.)</i>
Low Importance	Do it next.	Don't do it.

6. Apply these self-management skills to all your practice sessions. What becomes important and urgent on your to-do list will change over time. Be prepared to share your experience with the class on the due date. Were you more productive? How can you apply these skills to all your endeavors?

NETWORKING

“Sometimes, idealistic people are put off by the whole business of networking as something tainted by flattery and the pursuit of selfish advantage. But, virtue in obscurity is rewarded only in Heaven. To succeed in this world you have to be known by people.”

Sonia Sotomayor, Supreme Court Justice

INTRODUCTION

Among the most important activities for success in the music profession is *networking*. Successful networking is a skill that your students can take with them into any profession they choose. The purpose of this lesson is to introduce high school music students to networking, demonstrate how it works in your music class and in the music profession, and show them the value of this skill in other professional environments.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Articulate the objective of networking
- Describe the activity involved in networking
- Describe how networking can be valuable in other careers beyond music
- Demonstrate the basic skills necessary for successful networking

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be presenting how networking works in a music environment and how these skills can be applied to virtually all career pursuits. Explain that networking is simply the activity of meeting individuals or groups that have a common interest that can be supportive in sharing information or working together.

You are encouraged to draw upon your own experience and examples when presenting this material. Describe examples of networking in your career in which you were:

- **Proactive:** How did you reach out and connect with people? Was it at a conference? Informally over coffee?
- **Friendly:** How did you come across as somebody people would like to work with?
- **Open:** Did you listen to the others to find out their interests and look for ways to work together that were mutually beneficial?
- **Organized:** How did you keep track of your contacts and arrange follow-ups?
- **Patient:** Because it can occasionally take time to find a mutually beneficial way to work together, describe an example in which you had to be patient.

Describe the *outcome* of your networking example. How did it benefit your career or organization? Did it lead to other opportunities? Did it lead to meeting other valuable contacts?

Show the similarity in other career fields; explain that networking also takes place in *all other career fields*: e.g., the medical field, tech sector, engineering, manufacturing, education, etc. (Again, you are encouraged to draw upon your own experience and knowledge of non-music fields while providing examples.)

ASSIGN NETWORKING ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Tell students to be prepared to discuss their work on the due date.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Have students describe their contacts and the possibilities, if any, for working with them. Have the class collectively determine which contacts presented have the most potential to be mutually beneficial, and decide how to best follow up.

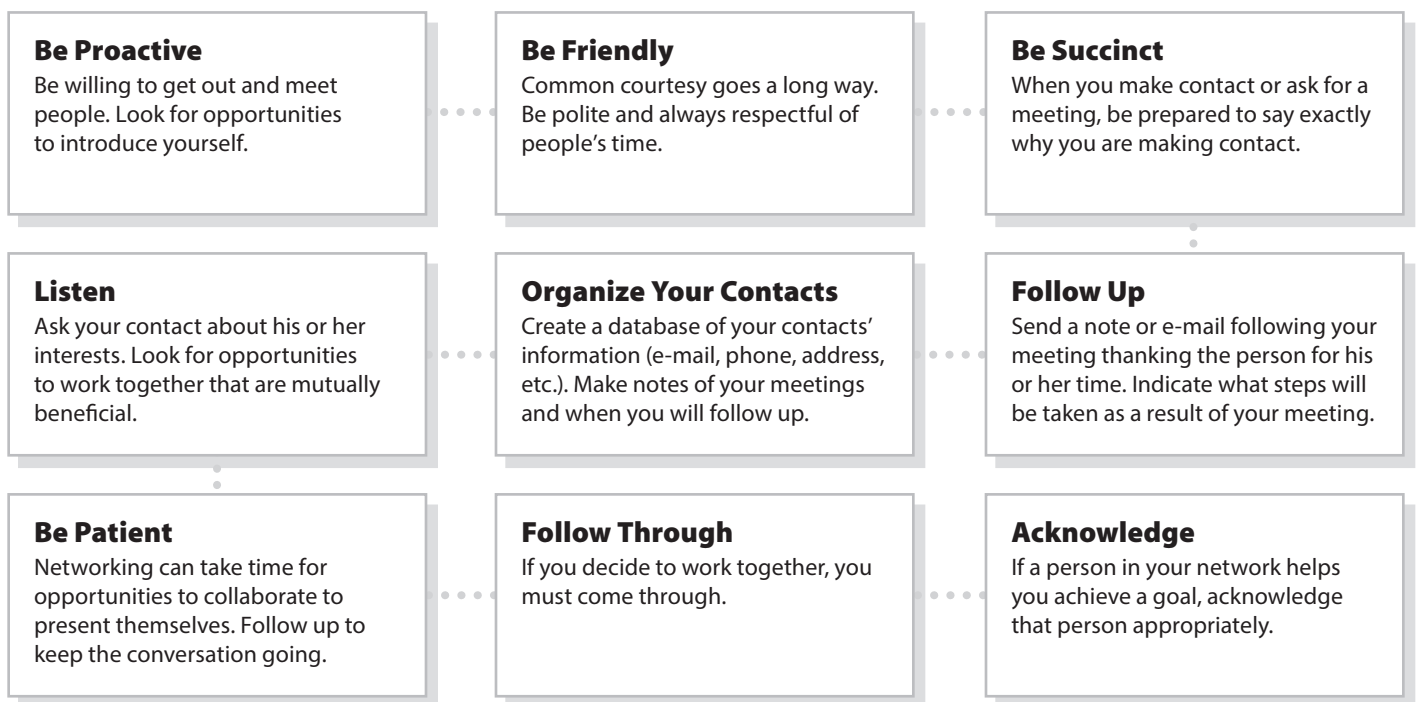
Name _____ Due Date _____

ACTIVITY NETWORKING

1. Have your teacher identify an upcoming goal your music class is working towards (such as a performance, competition, festival, etc.).

Write the goal and the date here: _____

2. Study and review the chart below describing successful networking.



3.  **Watch and Learn:** For additional information, review the video of professionals discussing networking.
4. Think of a person you can connect with who could help with the goal of your music class. For example, this could be a photographer for the yearbook who could get pictures, a journalist with your school or local paper who could write a story, a graphic designer who could help with a poster, etc. Write the name of this person, and describe what he or she does:

5. Make contact with the person you listed above via e-mail or phone, or by scheduling a meeting. Remember the points in the chart on the previous page regarding successful networking. Be prepared to say succinctly why you are contacting him or her.

6. What was the outcome of your meeting?

7. Did you find a way to work together that would be mutually beneficial? How?

8. How will you follow up?

9. On the due date of this activity, you and your classmates will briefly summarize your meetings. Have your class determine which contacts are the most promising in supporting the goal of your music class. Determine as a class how to best follow through and work with the contacts in a mutually beneficial way.

CUSTOMER AWARENESS

.....
*“Customers may forget what you said, but
they’ll never forget how you made them feel.”*

Unknown

INTRODUCTION

Music making provides abundant opportunities to communicate and interface with the public. Whether it is promoting an upcoming concert, writing program notes, speaking from the stage, or collecting feedback from audience members, **effective communication** is vital to inspire long-term support, loyalty, and enthusiasm from customers/audiences. The same is true in the working world since the health and success of any business relies on an effective communication strategy to create customer awareness. Music classes can help students develop valuable communication skills that will serve them well regardless of what field they ultimately pursue.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Identify who their audiences/customers are
- Communicate the value music provides to potential customers
- Create multiple communication strategies to engage customers
- Collect feedback from customers/audiences to continuously improve service

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing customer awareness. Briefly explain that the success of your organization (music program) requires loyal support and enthusiasm from audiences. This support comes from effectively **communicating the value** of music to potential customers/audiences and then, of course, delivering a very high-quality service and experience (i.e., concert).

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that the process of customer awareness involves:

- **Understanding who the customer/audience is:** In the case of a music program, this might include parents, administrators, community leaders, potential applicants or participants of the music program, and the general public. Knowing and understanding their interests will help in developing an effective communication strategy.
- **Communicating the value of music:** Many potential customers may not even realize the value of music in their lives. Before they can become loyal supporters, some customers may have to be educated as to why music is important to them.
- **Delivering a great product, service, or experience:** Once the value of music has been communicated, customers must have a great experience in order to become long-term supporters.
- **Collecting feedback and learning from customers/audiences:** By making a commitment to listen and take input from your customers, you can continuously improve your product, service, and experience which, in turn, will continue to help foster loyal support.

ASSIGN CUSTOMER AWARENESS ACTIVITY

Distribute the following two-page activity to your students and provide a due date that works best with your class schedule. A due date that is right after a concert or performance may work best. This activity includes multiple options for students. You may have them choose an option or they can be assigned. The activities can be completed as a group or individually at your discretion.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results.

Name _____ Due Date _____

ACTIVITY CUSTOMER AWARENESS

1. Creating customer awareness involves effective communication skills to inspire long-term and loyal support from your audience. The ongoing success of your music program relies on committed and invested supporters. Review the following bullet points regarding customer awareness.

- **Understand and know your customer:** You can better understand your potential audience by asking a series of questions: Are they parents? School administrators? Community leaders? Other teachers or students? Where do they spend most of their time? How do they get their information—social media? E-mail? Posters? Announcements?
- **Communicate the value of your service:** Many people may not be aware they need music in their lives. Focus your efforts on communicating the value your music program offers rather than promoting the group itself.
- **Deliver a great product/experience:** Once your customers are aware of the value your group provides, you must now deliver a great experience. This will most likely take place in a concert or some kind of public performance. This makes your preparation and commitment to rehearsals all the more critical. If your customer/audience has a great experience, they will not only return and recommend the experience to friends, but will bring in new customers as well.
- **Learn and solicit feedback from your customers:** Customer feedback is vital to improving a product, service, and/or experience. Create opportunities for your customers/audience to provide input and suggestions. Fully consider this input, and consistently work towards improvement.

2.  **Watch and Learn:** For additional information, review the video of professionals discussing customer awareness.

3. **Put It into Action:** Your teacher may assign one of the activities below, or you may choose one. Regularly review the points on the previous page while completing the activity.

- **Create a communication plan for announcing and promoting an upcoming concert:** Understand who your audience is, and determine the most effective platform for letting them know about the concert. Is it through social media? E-mail? Posters? A combination of different approaches? Be sure to emphasize the value that music brings to the customer.
- **Write program notes for the concert:** Continue to educate your customers/audience through program notes at the concert. Make your writing clear and concise. Make sure it is free of errors. Be sure your program notes provide added value and contribute to enhancing the experience.
- **Prepare comments and speaking points about the music:** With your teacher's approval, prepare comments that can be made from the stage about the music. Make sure comments are clear and concise. Speak with confidence and clarity. Be sure your comments provide added value and contribute to enhancing the experience.
- **Create a survey for your customers/audience to provide feedback:** Create a brief survey for your audience to complete following the concert. Find out what they liked about the experience and what they felt could be improved. Ask if they would attend a future concert. Ask if they would recommend the experience to a friend. Collect the information, and share it with your class and teacher so you can determine possible improvements for the next concert.

4. Be prepared to share your experience with your class on the due date set by your teacher. Discuss with the class what communication strategies were particularly effective. Review what was learned from the survey.

INTERDEPENDENCE

"All have their worth and each contributes to the worth of others."

J.R.R. Tolkien

INTRODUCTION

Interdependence in a work environment is the way in which people interact and relate to each other by bringing together complementary skill sets to achieve a greater goal. Interdependence combines dependence (which requires the constant presence and direction of another to do a task), and independence (the ability for someone to work by themselves and not as a member of a team). Music is the ultimate demonstration of interdependence at work. By increasing awareness of how the independent parts of a composition come together to create music, students can experience the power of interdependence and translate it to any team-oriented work environment.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Articulate and understand the definition of interdependence in a work environment
- Understand how their own specific contribution fits into the greater goal
- Understand how the contribution of others fits into the greater goal
- Experience and appreciate how all the parts complement each other in order to achieve the goal

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing *interdependence*. Briefly explain that interdependence is the way in which people interact and relate to each other in a work environment. Good interdependence will draw upon specific contributions and skill sets in order to achieve a greater goal. Since a musical composition combines multiple, independent parts brought together to create a larger piece of music, it is the ultimate demonstration of interdependence.

You are encouraged to draw upon your own experience and examples when presenting this material. Provide examples to your students of interdependence in your work environment. How do you interact and relate to:

- School administrators
- A department chair
- Other music faculty
- Academic faculty
- School staff
- Parents
- Students
- Volunteers

How do each of these people make their own contribution to the overall success of the organization?

How do the skill sets of these people complement one another?

ASSIGN INTERDEPENDENCE ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Assign students into groups with one person per part (e.g., one flute, one clarinet, one violin, etc.—or with a choir, one bass, one tenor, one alto, one soprano). Assign students a piece from the class repertoire, and have each group schedule a meeting outside of class time. Students will be asked to play their part independently, in various combinations, and finally all together. Students should come away with a greater awareness of how all the parts work together within the entire composition.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Have students describe how the contributions of all the parts helped create a deeper understanding of the composition. Students should also describe how interdependence in music takes place in nonmusical work environments as well.

Name _____ Due Date _____

ACTIVITY INTERDEPENDENCE

- Interdependence is the way in which people interact and relate to each other by bringing together complementary skill sets to achieve a greater goal. In order to achieve *positive interdependence*, all members of the group must feel connected to the accomplishment, and feel they've made a contribution. Review the following list of skills required to create positive interdependence.
-  **Watch and Learn:** For additional information, review the video of professionals discussing interdependence.

Interpersonal Skills	Excellent communication skills Excellent listening skills Awareness of nonverbal communication Effective problem-solving and decision-making
Individual Accountability	Making a specific contribution to the overall goal Being prepared Accepting responsibility for a contribution
Face-to-Face Interaction	Willingness to collaborate in a group
Group Processing	Having the group improve its work together over time Putting attention on each group member's contribution
Sharing the Accomplishment	All members of the group must feel connected to the accomplishment. All members of the group must feel valued and successful.

3. **Put It into Action:** Your teacher will assign a piece of music from your class repertoire and put you into groups. Your group will consist of only one person per part. Schedule a time for your group to meet outside of class. Refer to the table on the previous page frequently during the activity so you can work towards creating positive interdependence.

- **Prepare:** Prior to your meeting, make sure you have practiced and know your part. You are accountable for your contribution to the group.
- **Play:** At the meeting, everybody will play their individual part for the group. You do not have to play the entire piece, but you may focus on a specific excerpt. After each person plays his or her part, have a brief discussion about how the part might contribute to the overall piece (e.g., certain register, certain color, melody, harmony, rhythm, etc.).
- **Create Different Combinations:** Next, have members of the group play in various combinations such as duos, trios, or quartets. They don't have to play the entire piece and can focus on specific excerpts. Mix up the combinations. After each performance, have a brief discussion about how each part interacted and related to each other.
- **Play Together:** Now, play the whole composition with the entire group. Listen for how your part contributes to the composition. Listen for the contributions of others.

4. On the due date of the activity, be prepared to discuss and summarize your experience. Now that you are aware of all the various contributions, did you hear the piece of music in a new way? Did you contribute to *positive interdependence*? Describe how interdependence might work in a nonmusical environment.

UNDERSTANDING A “PORTFOLIO” CAREER

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*“Success usually comes to those who are
too busy to be looking for it.”*

Henry David Thoreau

INTRODUCTION

Having multiple career choices, as opposed to a single career, continues to gain in popularity. For some, a *portfolio career* (one that involves multiple activities and income streams) can offer a great deal of flexibility and autonomy in their work life. While portfolio careers might be a growing trend in the overall workforce, musicians have always relied on multiple activities such as performing, teaching, arranging, composing, and recording to make up an entire career. Therefore, a lot can be learned from musicians in the development of multiple skill sets that can contribute to an overall career in any field.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Articulate and describe a portfolio career
- Describe how a portfolio career works for musicians, as well as other areas of the workforce
- Identify their own skill sets, beyond just playing their instrument, that can be developed
- Demonstrate they can manage multiple activities successfully

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be introducing them to the concept of a portfolio career. Explain that a portfolio career is one that involves multiple activities and income streams that make up a complete career. Let them know that a lot can be learned from the career activities of musicians and the concepts applied for many people throughout the workforce.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that:

- **Most careers in music are often thought to be only in the area of performance. But, more often than not, musicians will most likely need multiple skills and activities, such as teaching, recording, composing, and administration, in order to forge a complete career.**
- **This is similar to other careers throughout the workforce made up of multiple, “freelance” activities, or a primary career with secondary pursuits.**
- **Portfolio careers often consist of a mix of activities that meet short-term needs (e.g., playing a gig that pays immediately) and long-term needs (e.g., composing a piece of music that will eventually earn royalties, or developing your act as an artist).**
- **Successful portfolio careers require personal assets and skills beyond just being able to play or sing well. You have to be well organized, a self-starter, flexible, and willing to take risks. You should also possess excellent time-management skills and high energy.**

ASSIGN PORTFOLIO CAREER ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. You may assign this activity for multiple consecutive weeks as you see fit. Tell students to be prepared to discuss their work on the due date.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Have students share their experience from the activity. How did they manage their time? Did they feel more invested in their core-class activity (playing/singing) afterwards? Did they learn anything about their nonmusical skills?

Name _____ Due Date _____

ACTIVITY UNDERSTANDING A “PORTFOLIO” CAREER

1. Study and review the following points about having a portfolio career:

- A **portfolio career** consists of multiple activities and income sources rather than just a single career. This can include multiple “freelance” positions or having a single, primary job while pursuing other endeavors that come together to form a complete career.
- Portfolio careers are very common among professional musicians, but are also gaining popularity across the entire workforce. For some, portfolio careers offer flexibility and autonomy in their work life.
- Portfolio careers require developing multiple skill sets beyond just being able to sing or play an instrument.
- A portfolio career often has a mix of activities that meet short-term needs (such as playing a gig that pays you immediately), and long-term needs (such as composing a piece of music that might eventually earn royalties).

2. People with portfolio careers often exhibit the following traits:

- | | |
|-------------------------------|-------------------------------|
| • Self-starters | • Not afraid to take risks |
| • Good time-management skills | • Have multiple skill sets |
| • Able to work independently | • Enjoy variety in their work |
| • Love learning new things | • Able to meet deadlines |
| • Able to multi-task | • Well organized |

3.  **Watch and Learn:** For additional information, review the video of professionals discussing portfolio careers.

- a. In the box to the left, write down your nonmusical skills and characteristics. Are you well organized? Are you good with computers/technology? Are you a self-starter, etc.?
- b. In the box to the right, write down all the nonmusical activities/jobs that take place in your music class, such as organizing the music library, designing the class newsletter, organizing uniforms, setting the room up, etc.

Nonmusical Skills	Nonmusical Activities / Jobs

4. Match your skill sets on the left with the jobs/activities on the right, and determine a job you could best perform to support your music class. On your *own initiative*, ask your teacher if you can be assigned this responsibility. If your teacher gives you this responsibility, establish a time line or due date for how long you will perform the job.
5. On the due date (set by your teacher), be prepared to reflect on your experience. You may want to write a brief summary. How did you manage your time? What were the challenges? What did you learn? How are these activities similar to other career fields outside of music, etc.?

TEACHING AND MENTORING

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“To teach is to learn twice.”

Joseph Joubert

INTRODUCTION

Music has a particularly rich tradition of teaching, making it an excellent platform to demonstrate its benefits and applications. Virtually all accomplished musicians can attribute much of their success to a deep and meaningful relationship they had with a teacher or mentor. In return, these successful musicians often feel a strong commitment to helping the next generation through sharing their knowledge and experience. Organizations of all kinds understand that training and mentoring programs are a tremendous benefit to the growth of their business. Through the act of teaching and mentoring, a person also gains greater insight into their own skills, creating a reciprocal and mutually beneficial relationship.

LEARNING OBJECTIVES

From this lesson, students should be able to:

- Articulate the value of teaching and mentoring in an organization
- Describe the difference between teaching and mentoring
- Be introduced to the reciprocal dynamic of teaching and mentoring
- Experience how teaching and mentoring are personally enriching

8–10 MINUTE LESSON INTRODUCTION

At the beginning of a class, inform students that you will be discussing the value of *teaching and mentoring*. Explain that creating a culture of teaching and mentoring greatly benefits any musical or nonmusical organization.

You are encouraged to draw upon your own experience and examples when presenting this material. Briefly explain to your students that teaching and mentoring:

- Builds leadership skills
- Improves communication skills
- Helps provide new perspectives
- Increases one's personal investment and commitment to an organization
- Helps grow an organization by developing up-and-coming talent
- Are personally enriching and rewarding

ASSIGN TEACHING AND MENTORING ACTIVITY

Distribute the following two-page activity to your students, and provide a due date that works best with your class schedule. Match older students with younger ones to create mentor/mentee relationships. This partnering can match upper classmen with lower classmen, or high school students with middle school students. Tell students to be prepared to summarize their experience on the due date.

8–10 MINUTE LESSON SUMMARY AND REFLECTION

On the due date of the activity, schedule 8–10 minutes at the beginning of class to review and summarize the results. Ask students who served as mentors about their experience. Also, ask students who were mentees about their experience. Ask how they thought a culture of teaching and mentoring would benefit the music program, as well as nonmusical organizations.

Name _____ Due Date _____

ACTIVITY TEACHING AND MENTORING

1. Review the following points about teaching and mentoring:

- Teaching is the deliberate act of helping a person learn a specific thing or skill (e.g., how to play an instrument, read music, or perform an infinite number of tasks in any field). Teaching is a highly skilled and creative endeavor requiring great sensitivity, the ability to break down concepts, and excellent communication.
- Mentoring is a relationship in which a more experienced individual (a mentor) shares knowledge and advice with a less experienced individual (a mentee). Since the mentor has “been there, done that,” he or she can serve as a role model and adviser for somebody following a similar path. The goal of mentoring is professional and personal development.
- The activities of teaching and mentoring are often blurred together.
- Teaching and mentoring can develop leadership skills.
- Teaching and mentoring can build strong communication skills.
- Teaching and mentoring are personally enriching, as new perspectives are gained.
- Teaching and mentoring will greatly benefit your music program, as well as all other organizations, by fostering up-and-coming talent who can contribute positively.

2. As a result of contributing to its success, teaching and mentoring will increase both your personal investment and sense of pride in your music program.

3.  **Watch and Learn:** For additional information, review the video of professionals discussing teaching and mentoring. Make note of how teaching and mentoring impacted their career success.

4. Your teacher will ask you to mentor a younger, less experienced student. You can connect with your mentee through informal meetings, phone calls, e-mails, or any other way that is convenient. Meet with your mentee regularly over the specified time period set by your teacher. When you meet and talk with your mentee, keep the following points in mind:
 - ***Listen* very carefully to your mentee so you can fully understand their needs and interests.**
 - **Ask questions about their goals and interests.**
 - **Explain to your mentee what can be expected as he or she progresses in the music program.**
 - **Describe ways in which he or she can best prepare for success in the music program.**
 - ***Listen!***
 - **If you don't know the answer to a question, do not be afraid to say, "I don't know," and offer to help your mentee find resources to get an answer.**
5. Keep a journal that summarizes your meetings. On the due date, be prepared to discuss those meetings. Discuss how you feel they went and the possible outcomes and benefits to the music program.

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The GRAMMY Museum's education programs and activities promote music education, creation, and appreciation as pathways to a productive adulthood.

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