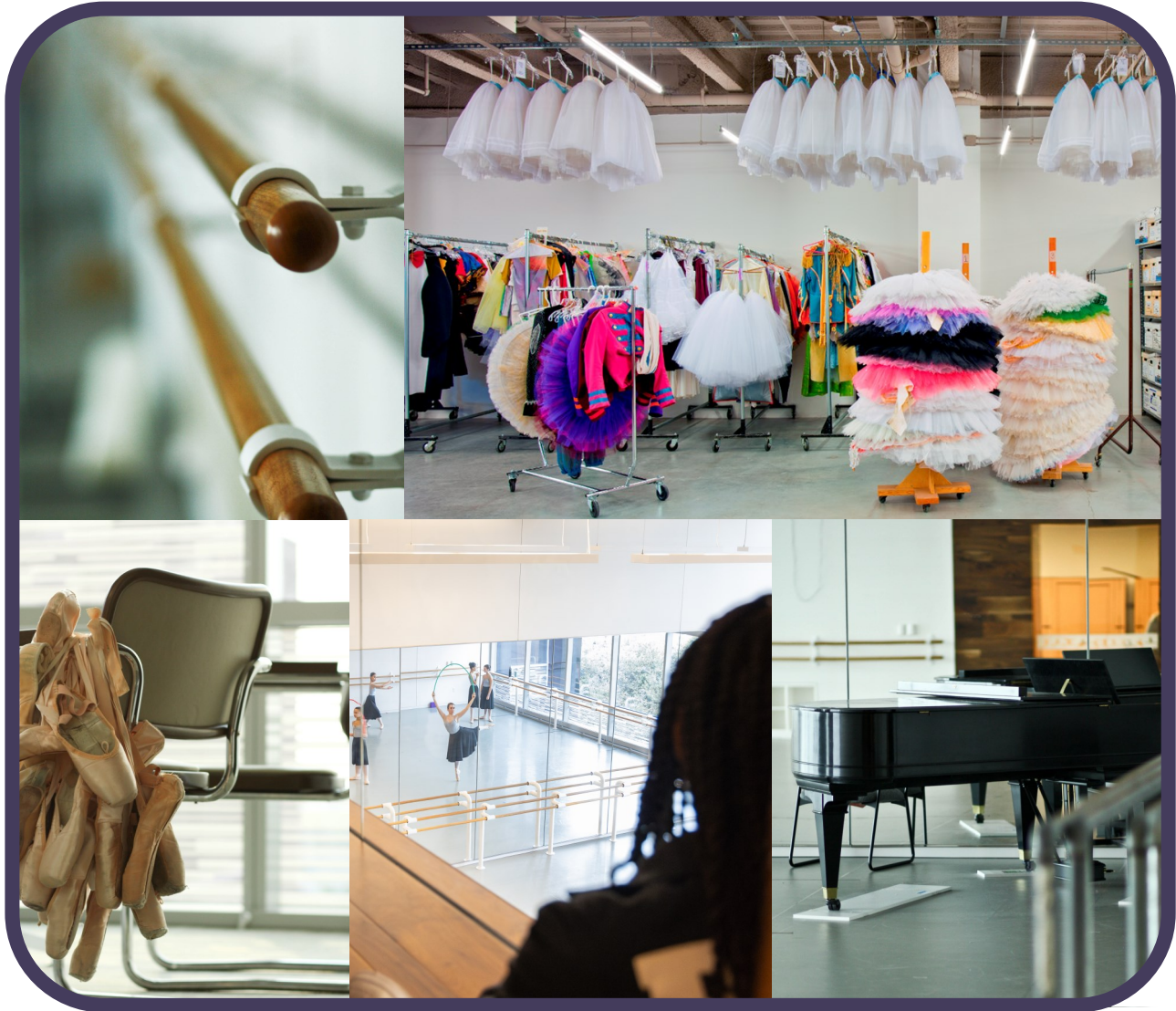




HoustonBallet



BEHIND THE SCENES TOUR: CAREER IN THE ARTS

TEKS & LEARNING OUTCOMES

EDUCATION & COMMUNITY ENGAGEMENT
EXPOSE. EDUCATE. INTEGRATE.

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WHAT IS A BEHIND THE SCENES: CAREER IN THE ARTS EVENT?

The centerpiece of this event is the opportunity to meet and hear from a panel of Houston Ballet employees from a variety of departments, including Marketing & Public Relations, Development, Production, Audio/Visual and Education. Students will learn about different career opportunities at Houston Ballet and other non-profit, Arts organizations.

This experience also includes a Behind the Scenes tour of the Houston Ballet Margaret Alkek Williams Center for Dance. On this tour, students will see professional dancers taking class, visit our world-class wardrobe facility and learn about the History of Houston Ballet.

LEARNING OUTCOMES

Students who participate in a *Behind the Scenes: Career in the Arts* event and utilize the Study Guide will be able to:

- Identify multiple departments in a Ballet Company and their functions.
- Give examples of and explain how the functions of different departments work together to bring a ballet to life.
- Recall the education and career pathway of the speaker;
- Identify habits and skills that helped the speaker in their chosen field and how those skills transfer to other career pathways;
- Compare and contrast the speaker's career pathway with their own educational and career goals.

WHAT SHOULD I EXPECT?

Your group will travel to the Margaret Alkek Williams Center for Dance for this event. All attendees will first attend a panel featuring Houston Ballet employees from a variety of departments. They will speak about their education and career path up to this point. There will be time given for questions after every speaker.

After, everyone will take a tour of the Center for Dance. You will see professional dancers taking class, visit our world-class wardrobe facility and learn about the history of Houston Ballet.

A Behind the Scenes: Career in the Arts event will last approximately 2 hours.

TEKS ADDRESSED

The following TEKS are addressed during Behind the Scenes: Career in the Arts Event and/or as a part of the extension activities included in the study guide.

English & Language Arts

Listening/Speaking

GRADES 5 & 6

ELA.5&6.27B: Follow, restate, and give oral instructions that include multiple action steps.

GRADE 7 & 8

ELA.7-8.27B: Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.

Written Composition

GRADE 2

ELA.2.20A: Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

GRADE 6

ELA.6.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.6.18B Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

ELA.6.19A Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives

GRADE 7

ELA.7.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.7.18A Write a persuasive essay to the appropriate audience that establishes a clear thesis or position.

GRADE 8

ELA.8.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.8.18A Write a persuasive essay to the appropriate audience that establishes a clear thesis or position.

Reading/Vocabulary Development

GRADE 6

ELA.6.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

ELA.6.5.E Make connections to personal experiences, ideas in other texts, and society.

GRADE 7

ELA.7.1.A Listen actively to interpret a message and ask clarifying questions that build on others' ideas.

ELA.7.2.E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

ELA.7.5.D Create mental images to deepen understanding.

ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society.

ELA.7.5.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

GRADE 8

ELA.8.2.E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

ELA.8.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.

ELA.8.5.D Create mental images to deepen understanding.

ELA.8.5.E Make connections to personal experiences, ideas in other texts, and society.

GRADE 9

ELA.9.4.E Make connections to personal experiences, ideas in other texts, and society.

HIGH SCHOOL

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Comprehension Skills

GRADE 6

ELA.6.12B Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

HIGH SCHOOL

HS ELA.1.2A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.

HS ELA.1.4D create mental images to deepen understanding.

HS ELA.1.4E make connections to personal experiences, ideas in other texts, and society.

Dance

MIDDLE SCHOOL

MS DANCE. 1.5B identify relationships between dance and other content areas.

MS DANCE. 2.4B interpret relationships between dance other content areas.

MS DANCE. 3.4B: create relationships between dance and other content areas.

HIGH SCHOOL

HS DANCE. 1.2cC demonstrate effective knowledge of dance genres, styles, and vocabulary.

HS DANCE. 1.5C identify similarities of form and expression in dance and other content areas.

Music

MIDDLE SCHOOL

MS MUSIC II.4C Identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

MS MUSIC II.5A Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.

MS MUSIC II.5F Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

MSMUSIC III.4C Compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language.

MS MUSIC III.5A Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.

MS MUSIC III.5F Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

HIGH SCHOOL

HS MUSIC I.6A practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.

HS MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.

Theatre

MIDDLE SCHOOL

MS THEATRE.I.5.C identify production elements of theatre, film, television, and other media.

MS THEATRE.II.5.A understand and demonstrate appropriate audience etiquette at various types of performances.

MS THEATRE.II.5.C demonstrate knowledge of production elements in theatre, film, television, and other media.

MS THEATRE.III.5.A understand and demonstrate appropriate audience etiquette at various types of live performances.

MS THEATRE.III.5.C demonstrate knowledge of production elements in theatre, film, television, and other media.

HIGH SCHOOL

HS THEATRE.I.1.F Demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS THEATRE.I.1.G Analyze and describe the interdependence of all theatrical elements.

THEATRE.III.1.F evaluate the interdependence of all theatrical elements.

THEATRE.III.5.C apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary.

THEATRE.III.5.D compare communication methods of theatre with those of art, music, dance, and other Readiness Standards/Aligned Readiness

Career & College Exploration

GRADES 7 & 8

(1) The student takes one or more career interest surveys, aptitude tests, or career assessments and explores various college and career options. The student is expected to:

(D) research and evaluate emerging occupations related to career interest areas.

(2) Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.

(4) The student develops skills for personal success. The student is expected to:

(B) identify skills that can be transferable among a variety of career

(F) define and identify examples in the workplace of characteristics required for personal and professional success such as work ethic, integrity, dedication, and perseverance

HIGH SCHOOL

(2) The student uses verbal and nonverbal communication skills. The student is expected to:

(A) listen actively and effectively in group discussions;

(B) use a variety of resources to access, process, and collect data relevant to the project; and

(C) document the time and cost to accomplish the project goal.



Students in the Wardrobe department as a part of a Behind the Scenes: Career in the Arts Event

Photo by: Lawrence Elizabeth Knox