

# CAREERS THROUGH MUSIC



Building Employable Skills in Your Music Class

By **Chris Sampson**

Concept by David R. Sears



To view exclusive online video interviews, visit

**CareersThroughMusic.com**

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NOTE: The purchase of this book carries with it the right to photocopy the activity sheets.  
Limited to one school/organization. NOT FOR RESALE.



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## 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 music education contributed to their overall career success. To view, visit **CareersThroughMusic.com**.

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!

# PROBLEM-SOLVING

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*"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.

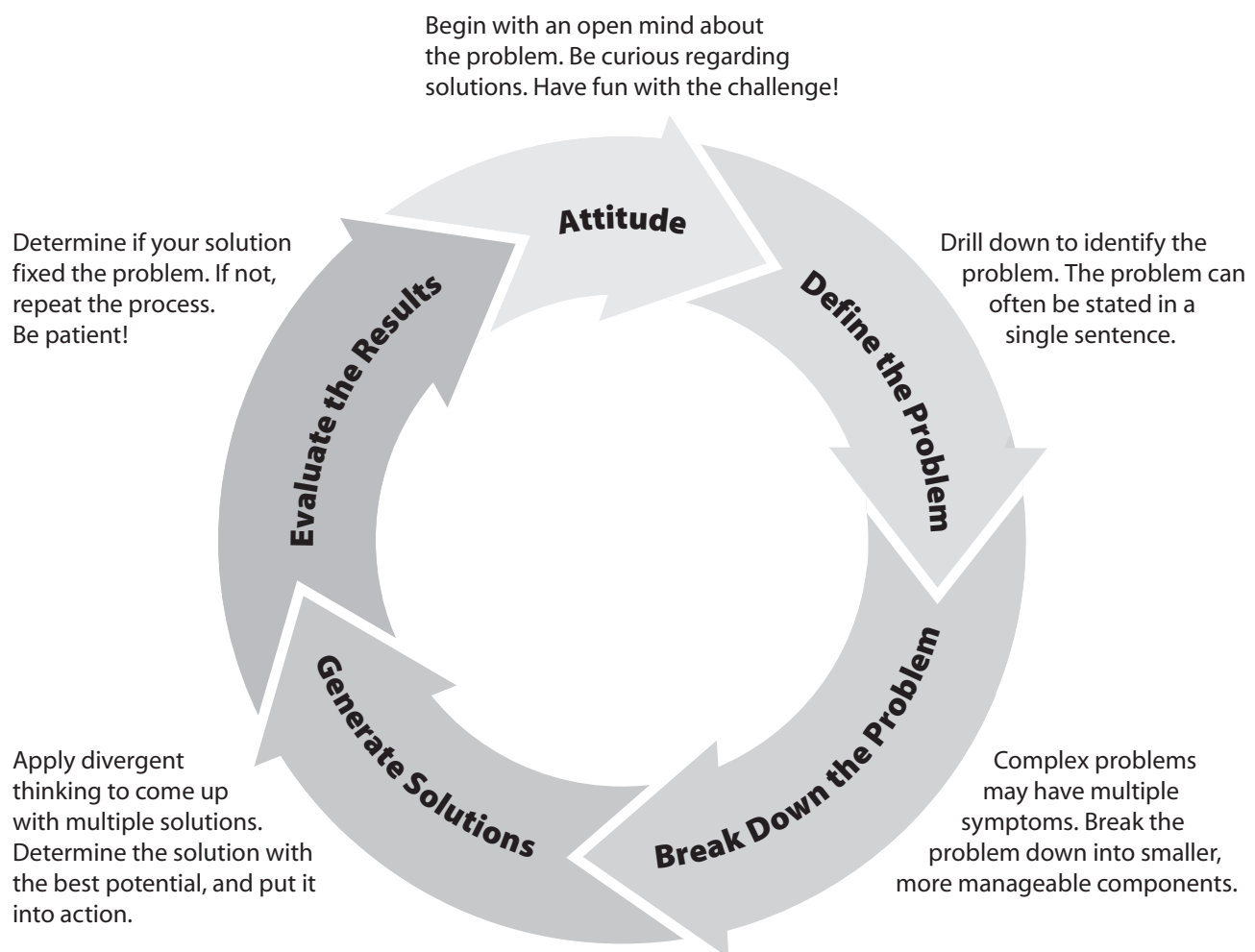
### **8–10 MINUTE LESSON SUMMARY AND REFLECTION**


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.

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