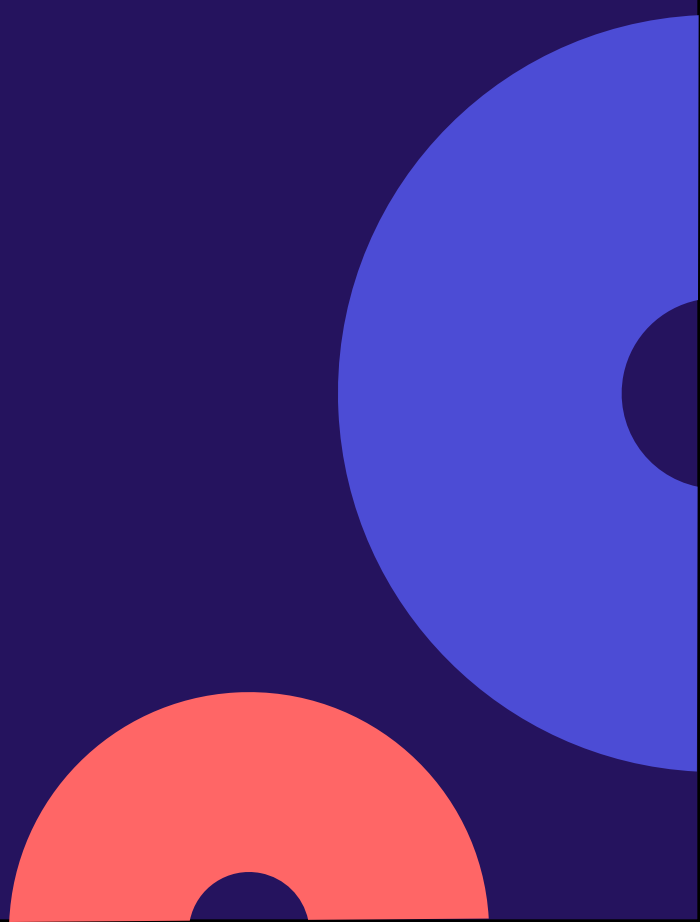


An Introduction to the Creative Industries

70 minute lesson
Years 9 - 11



Lesson planner

An Introduction to the Creative Industries

<p>Teacher</p>	<p>Subject An Introduction to the Creative Industries</p>	<p>Level and range Year 9 - 11</p>	<p>Lesson timing Ideally, 70 minutes is recommended. Can be adapted to accommodate your school lesson timings.</p>	<p>Any other notes This lesson can be delivered by teachers within Arts or Communications subjects such as English and Media.</p>
<p>Previous knowledge through questioning. Could be think/write/pair/share. This means students can consider the question, bullet-point their idea(s), discuss with the person next to them, and share with the teacher (who can pick at random).</p> <p>LO: To be able to know, understand, and evaluate roles within the creative industries.</p> <p>AIM: To introduce students to the creative industries.</p> <p>Materials: Subsectors careers matching cards for years 9-10 and year 11, CCP film, phones (optional task) for AI apps, Star Wars credit sequence as clip, whiteboards for barriers to entry task.</p> <p>(Broad range, so materials, questioning and activities <i>need to be differentiated as stipulated below</i>)</p>			<p>Literacy: Role matching task to area, comprehension through video, using AI apps.</p> <p>Numeracy: Analysis of statistics.</p> <p>Gatsby benchmarks:</p> <p>Benchmark 2 - Learning from career and labour market information. Benchmark 3 - Addressing the needs of each pupil. Benchmark 4 - Linking curriculum learning to careers Benchmark 8 - Personal guidance</p>	
<p>Adults: One teacher should be available for this lesson.</p>			<p>Additional notes for SEN and EAL students:</p> <p>Printed out keywords/slides could be provided for students. Scaffolding is also provided with worksheets if necessary.</p>	
<p>STARTER - 10 minutes – as many as you can do in groups of 3-4</p> <p>Various roles are provided as cards. SLIDE 4</p> <p>Students move these into sub-sectors.</p> <p><i>Extension: Can you take a look at these specific roles and see where they might overlap? Move them alongside any of the sub sector areas. (see extension on cards activity)</i></p> <p>5 Minutes</p> <p>Discussion: How many did you get? Students check on board.</p> <p>5 Minutes</p> <p>QUICK Q&A – do any of these individual roles appeal to you? If so, why? Think/write/pair/share – teacher picks students at random. Please note: If there are any roles students are not familiar with, they can write these down on a post it note and use the Discover Careers site to find out what they are later on.</p>			<p>Key/hinge questions</p> <ul style="list-style-type: none"> • How many subsectors of the industry can you spot? • What is AI? Have you used it? Is AI a useful resource for creative industries? • What are the skills shortages in the UK? • Which roles did you consider which may have been of interest to you? Which roles did you learn about today? 	<p>Measures of achievement</p> <p>Exit slips. Q&A with teacher.</p>

2 Minutes - SLIDE 5

TASK

CCP Film – whiteboard task or paper

How many sub-sectors of creative industries can be spotted here?

What types of jobs did you see?

TEACHER LED – Discussion - SLIDE 6-7

Statistics are modelled on the board. These will need to be differentiated for 11-13 and then 14–16-year-olds.

TASK – Future Skills - SLIDE 9-13

5 Minutes Q&A what is AI? Have you used it? Overview of AI will be outlined on the slides.

15 Minutes Using your phone, look at some of the following creative apps:

Colormind, NVIDIA Canvas, Eb Synth, Runway, Dream Studio. How intuitive are they? What can you create using these apps?

10 Minutes DEBATE – Is AI a useful resource for creative industries? Pros and Cons

EXTENSION TASK – Star Wars credits - <https://www.youtube.com/watch?v=0Utp5ogtMxE>

10 Minutes

Students watch the end credits of a FILM such as Star Wars.

Students will pay attention and write down specific job roles on whiteboards or post notes which they may not have heard of previously Example - gaffer, electrician, etc.

5 Minutes Q&A Ask students, how many did you get?

5 Minutes - SLIDE 14-22 Teacher then introduces 'Jobs you could consider' to students.

5 Minutes Q&A – PREDICTIONS - SLIDE 23-24

What are the skills shortages in the UK?

EXTENSIONS TASKS - SLIDE 25-26 – Discussion on slides – freelance, self-employed, etc and myth busting.

PLENARY – 5 Minutes EXIT slip on whiteboard.

Which roles did you consider which may have been of interest to you? Which roles did you learn about today?