

# Teacher Tool 691: What's It Like to Be An Artist and Photographer Program Guide

Study Guide for Point to Point 16: What's It Like to Be an Artist and Photographer

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## **What's It Like to Be an Artist and Photographer**

**Expert:** Sandy Brooks, Photographer

**Targeted Grade Levels:** Grades 5 through 12 would probably benefit the most.

**Availability:** Program requests must be made at least two weeks prior to your desired date. This program can be scheduled between 8 and 5 p.m. Central Time. When enrolling, please let us know several possible dates and times you'd like to schedule your interaction.

### **Program Description:**

Curious about a career in the arts? Join Sandy Brooks, artist and photographer as she discusses her career. After retiring as a physical therapist, she became a wildlife artist and photographer. While as students we focus on the production of the art, preparation for a career in the arts is a critical component to making a living with your art. She will answer your questions and share information about the day to day aspects of her job as well as the possibilities you can create for yourself as an artist or photographer. Are your interests inclined toward architectural design, graphic design, illustration or fine art? Do you want to work in a group or company or prefer to be an entrepreneur?

The program's conversation will be guided entirely by the topics you wish Sandy to address and the questions your students want Sandy to answer. For example, if your students are elementary or middle school students who send topics and questions focusing on general career exploration then that will be the direction of your interaction; if your students are high school students wanting to focus on more specific aspects of that industry, then that will be the direction of your interaction. Your topic preferences and advance questions are due to us no less than three days prior to your scheduled interaction.

### **Program Objectives:**

Participants will:

1. Define Arts in the broad sense
2. Apply that definition to careers that benefit from the arts
3. List at least 5 careers that benefit from an arts background

### **Program Format:**

**Overview of program:** The arts range from drawing to dancing, music to theater among other creative endeavors. As such they are critical to many careers not just the primary arts. Obvious careers in the arts as well as not so obvious careers that require the creativity of the arts will be the focus of the discussion.

**Heart of the program:** Beginning with images of my art and photographs showing my work as a wildlife photographer, we will discuss the day to day of what I do now. From there we will incorporate a discussion about how my science background gave me perspective to develop my arts. Discussion will include role of biology, math, anatomy, chemistry and physics as well as social studies in my art. Then we will discuss careers with an art focus from architecture to zoology and drawing to theater!

**Conclusion:** Reemphasizing important points

Arts are a vital contributor to all careers whether the main focus or a creative way of understanding the world.

Variety of careers where a strong arts background is required.

Arts in your life, even if they are not your main career, provide balance and perspective.

Final questions from students

**Cost and Payment:** \$110—Payment may be made via credit card or school district purchase order. Payment must be received prior to the scheduled program date.

**How To Connect for the Program:**

1. Via h.323 Videoconference
2. Via Skype, Zoom, or other similar desktop videoconference software

When you enroll for the program, please let us know your preferred method of connection.

**To Enroll:** Enrollment can occur in any of the following ways:

1. Go to our web page for the promo video for this program on our Educate.Today website at <https://educate.today/edvideos/point-to-point-16-whats-it-like-to-be-an-artist-and-photographer/> and enroll via the link provided on the page.
2. E-mail us at [info@educate.today](mailto:info@educate.today) and put “Enrolling for Cell Phone Photography and Science“ in the title of the e-mail. Please include your contact information in the e-mail and at least three proposed dates and times for your interaction.

We will respond to either method of enrollment to finalize a scheduled date for your interaction, make sure you have all program preparatory materials, and handle technical details for your method of connection including test calls.

**Cancellation Policy:** Once a date and time has been scheduled for your interaction, you can cancel or reschedule without penalty within 24 hours. After 24 hours and up to 7 days before your scheduled program, we’ll refund 50% of your original fee. Within 7 days of the scheduled date, we do not offer a refund. Should an uncontrollable emergency occur (i.e.: snow day, etc.), we will work with you to reschedule the program for a new date and time but should that prove impossible, we will refund 50% of your original fee. Should our program expert or other circumstance force a cancellation on our end from your original date, we will work with you to reschedule the program for a new date and time that works for you, or we will refund your purchase in full.

**Featured National Standards:****Visual Arts**

NA-VA.9-12.3--Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas—Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

NA-VA.9-12.5--Reflecting Upon and Assessing the Characteristics and Merits of the Work of Others—Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.

### NA-VA.9-12.6--Making Connections Between Visual Arts and Other Disciplines

Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

## Language Arts

### NL-ENG.K-12.3 EVALUATION STRATEGIES

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

### NL-ENG.K-12.4 COMMUNICATION SKILLS

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### NL-ENG.K-12.6 APPLYING KNOWLEDGE

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

### NL-ENG.K-12.7 EVALUATING DATA

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

### NL-ENG.K-12.8 DEVELOPING RESEARCH SKILLS

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## Economics

### NSS-EC.K-12.6 SPECIALIZATION AND TRADE

When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

### NSS-EC.K-12.7 MARKETS -- PRICE AND QUANTITY DETERMINATION

Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

### NSS-EC.K-12.8 ROLE OF PRICE IN MARKET SYSTEM

Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

**NSS-EC.K-12.9 ROLE OF COMPETITION**

Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

**NSS-EC.K-12.13 ROLE OF RESOURCES IN DETERMINING INCOME** Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

**NSS-EC.K-12.14 PROFIT AND THE ENTREPRENEUR**

Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.