



Lesson: Creating Resumes for Dancers

11th-12th Grade

STANDARDS: California

2.5 Write job applications and [résumés](#):

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of [language](#) to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

Literacy: Resume Writing for the Arts

Motivation: Ask students what skills artists need for their “jobs.” What are their jobs? How do artists fit into the larger culture? What distinguishes famous artists from ones who do not succeed?

Group Activity: Watch any of the videos under *Who* in *Dancing with Gregory Hines*. Ask students what made these particular dancers stand out compared to other dancers. What skills did they have that others do not? What personality traits did they have?

Independent Activity: Have students choose famous artists, writers, and musicians from history. Students will turn in two separate reports. One is a short discussion of the artists’ life, significance, and importance to history and larger cultural movements. The second is a job application for the artist. Ask students to create a resume and [cover letter](#) for the artist. Students should also carefully select the job the artist is applying for. Students should justify their choice of job in their historical report about the artist and the time period. If possible, ask students to look through the resumes the class produces and decide who should get jobs and who should not.