

CREATIVE INDUSTRIES

LESSON PLAN

LESSON #2: CREATIVE INDUSTRIES

What does that mean,
the creative industries?

By completing this lesson, students will understand how creative jobs manifest themselves in everyday life and objects.

Useful extra resources if available:

Abstract Series, Netflix

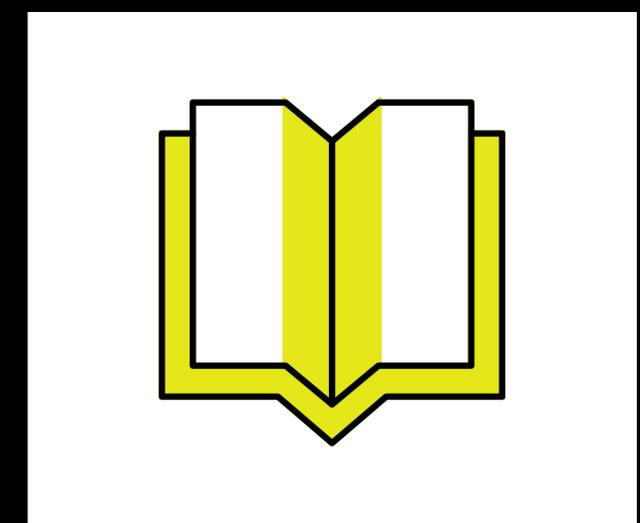
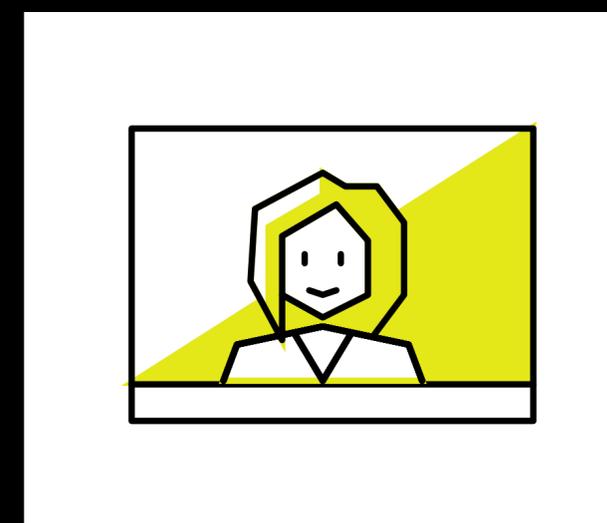
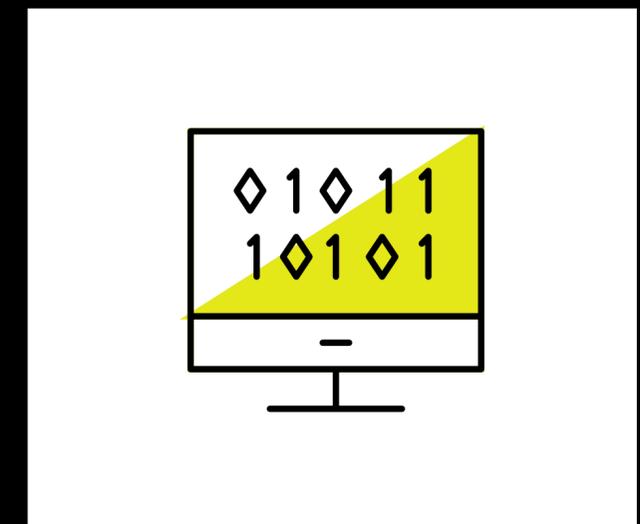
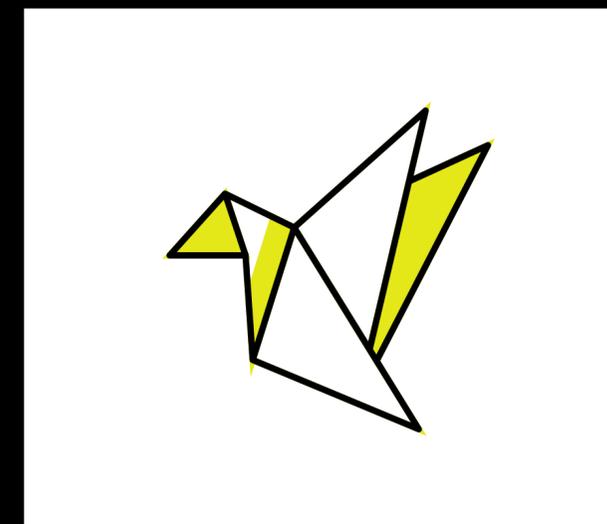
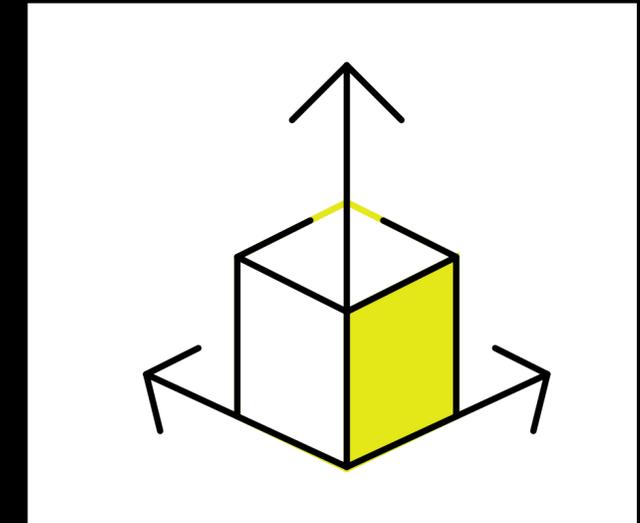
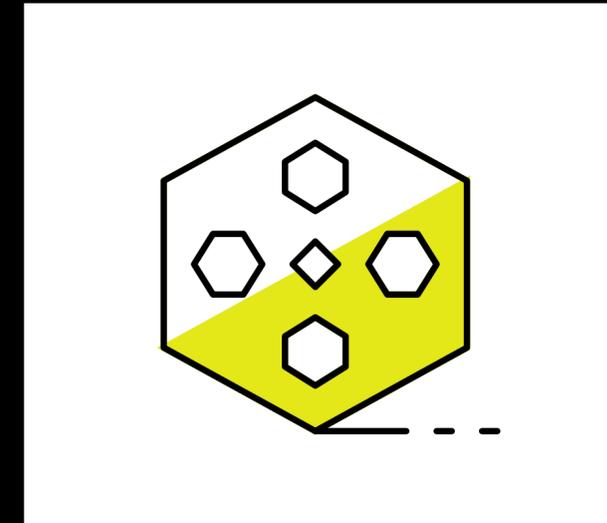
<https://youtu.be/DYaq2sWTWAA>

Britain's Next Big Thing, BBC2

<https://www.bbc.co.uk/programmes/b010hgwc>

How to Make, BBC4

Please share your work: If possible, please make recordings of your work and send them to [Daydream Believers](#).



LESSON #2: CREATIVE INDUSTRIES

TIME

TASK

1 min

Creative Industries: A Day in the life

Today you are going to be thinking about what creative activities and might be involved in making everyday things you use of a daily basis function ...

2 min

Reflect: What did you learn about the creative industries from lesson 1?

Material:
Setting:

Paper, pens + Sticky Notes
Discussion in teams of 3-4

TIME

TASK

4 min

These people work in the creative industries

Get pupils to come up with a list of creative jobs; for example, those pictured in the four images:

Hints:

1. singer/songwriter/performer
2. graphic designer/illustrator/designer/artist
3. product designer/designer/interior designer/graphic designer/furniture designer/textile designer/prop maker ...
4. architect/interior designer ...

There are no right or wrong answers but a listing of different types of creative jobs is needed!

LESSON #2: CREATIVE INDUSTRIES

TIME

TASK

6 min

What would a working day look like to them?

Get pupils to think about the activities that these creative people might do in a day's work? List them.

1. What might their 'office' look like?
2. What clothes might they wear?
3. Whom might they work with?
4. What might their working patterns be like? (e.g day/night/shifts?)

Material:
Setting:

Paper, pens + Sticky Notes
Discussion in teams of 3-4

6 min

What are the things they would do?

List the creative activities they might be doing as part of their creative work?

Material:

Paper, pens + Sticky Notes

TIME

TASK

6 min

What are the tools or equipment they might be using?

What tools or equipment might they use?

Material:
Setting:

Paper, pens + Sticky Notes
Discussion in teams of 3-4

6 min

Who might they be working with?
Part 1

1. What other creative jobs might be needed as part of their job?
2. What other non-creative jobs might be needed as part of their job?

Hint:

A musician might need a sound engineer, a song writer a roadie, a costume or set designer or tour manager? An architect might work with a stained glass artist, furniture maker or interior designer? An illustrator might collaborate with a writer, poet or publisher?

Material:
Setting:

Paper, pens + Sticky Notes
Discussion in teams of 3-4

LESSON #2: CREATIVE INDUSTRIES

TIME

TASK

8 min

Who might they be working with? Part 2

Arrange the sticky notes from the last exercise on the wall to create networks of clusters of connected jobs.

Material:
Setting:

Paper, pens + Sticky Notes
Whole class

5 min

Imagine

Imagine a day in your life in the creative industries:

1. What job will you be doing?
2. Where will you be working?
3. What would a working day look like for you?
4. What sort of things would you be doing?

Material:
Setting:

Paper, pens + Sticky Notes
Pupils working individually

TIME

TASK

5 min

Creative Jobs are Everywhere!

Creative jobs are everywhere; from the packaging on your cereal box designed by a graphic designer, to the mobile phone in your pocket designed by a product designer, to the car or bus you get to school in, the clothes you wear, the games you play, the books you read, music you listen to, films you watch ...

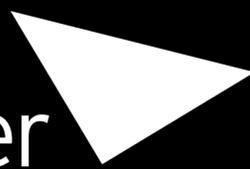
There is likely to be a creative job just for you ...

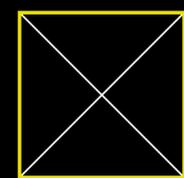
1 min

Conclusion

Show Slide 8.

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