

Musician

Colton Hammond

Career Investigation

Trenton Middle School
Trenton Middle School FCCLA

Trenton, Missouri

Table of Contents

Project Identification Page

Table of Contents

Planning Process

Self Assessment

Career Research

Experiences

School work

Family Consumer Science Coursework

Career Planning

Works Cited



FCCLA Planning Process Summary Page Template



(This template may be modified, but all headings must be used in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.)

IDENTIFY CONCERNS



My main concern is to learn everything I can about being a musician and to set up a career plan.

SET A GOAL



My targeted goal is to learn as much as I can about being a professional musician. I want to create a good base knowledge of how to become a musician. Get a good understanding of music and music theory.

FORM A PLAN (WHO, WHAT, WHEN, WHERE, HOW, COST, RESOURCES, AND EVALUATION)



I will complete my skills and interests test using Missouri Connections
I will research all about my chosen career using different resources.
I will try to work on my project every other day after school.
I am researching music now so that I will be better prepared for a career in music later
I will need support from my family to complete the investigation in the career of music.

ACT



First I will use my FACS Teacher for advice on selecting and confirming a career path. Second I will learn from professional musicians and my guitar instructor that I job shadow. Lastly, I will complete all of my goals.

FOLLOW UP



I would like to thank my advisor for her help and support.

I completed my career investigation.

I researched about being a professional musician and determined the requirements for a professional. I found out that this is a hard career to research.



EVIDENCE OF PROJECT SUMMARY SUBMISSION

Thank you for completing the project summary form for your STAR Event. To receive the point for submission, print this email and have your adviser verify by signing and dating below for including in a display, file folder, or portfolio. One survey per entry is required.

Chapter Name: Trenton MS - 13790

State: Missouri

Members: Colton Hammond

Event Name: Career Investigation

Level: Level 1 (through grade 8)

Project Title: Musician

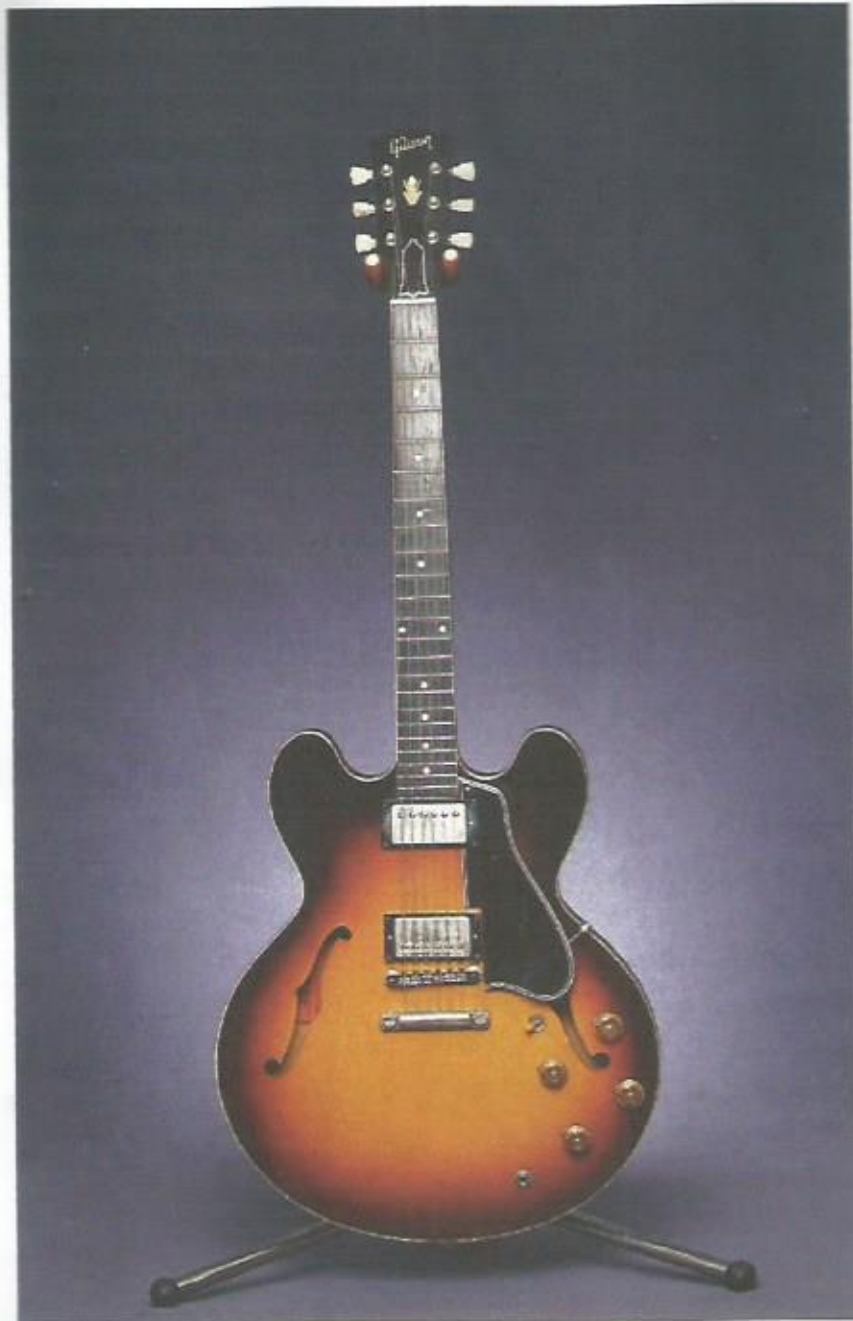
Adviser's Signature

A handwritten signature in cursive script, appearing to read "Amy Ball", written over a horizontal line.

Date

1-16-2020

Self Assessment



1. Personal interest

- Acoustics
- Guitar
- Singing
- Computers
- Performing
- Technology

2. Values

- Honesty
- Integrity
- kindness
- Caring
- Compassion

3. Aptitudes

- Guitar
- Singing

4. Skills

- Playing guitar
- Playing by ear
- Singing
- Working with computers

5. Personality traits

- Intelligent
- Kind
- quiet

6. Learning style

- Visual
- By ear

7. Duties/Responsibility:

- Perform music for live audiences.
- Audition for positions

- Practice playing instruments/singing
- find/book locations for performances
- Travel to performance venue
- Promote career by maintaining a website or by doing interviews.

8. Qualifications

- Dedication: they need to be determined and dedicated to keep going to auditions after receiving many rejections.
- Musical talent: Musicians must have a musical talent to become a musician.
- Promotional skills: musicians must be able to promote themselves by word of mouth or social media.
- Discipline: a musician must be able to continue practicing constantly to improve technique, style, and performance.
- Physical Stamina: musicians must be able to endure frequent travel and irregular.

9. Entry level position

- Beginning of advanced development

10. Advancement Opportunities

- Playing with a band professionally
- Performing professional at venues

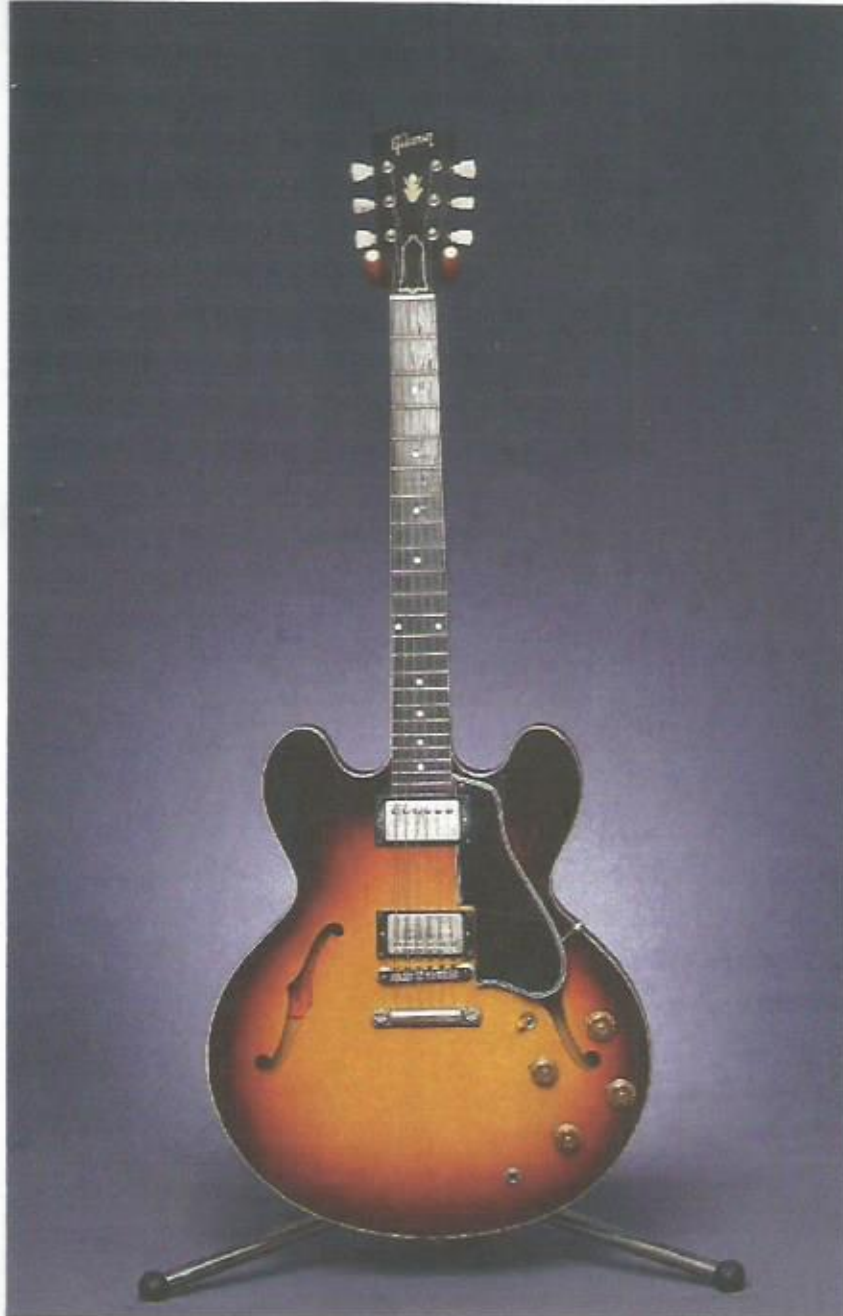
11. Job Outlook

- 0% or no change

12. Salary

- \$28.15

Career Research



Evidence of Career Research

Rock's origins can be traced to the late 1940s, when the popular styles of the day, country music and blues, morphed into a new sound aided by electric guitars and a steady drumbeat. Pioneering rock artists of the 1950s such as Chuck Berry leaned heavily on classic blues structures while demonstrating a flair as natural-born entertainers. In contrast to the safe pop music of the era, rock's aggressive attack suggested a freedom that was shocking during that conservative age.

By the early '60s, Berry's followers, most notably the Rolling Stones, expanded rock's scope by transitioning from singles artists into musicians capable of producing cohesive albums of songs. Embracing youthful rebellion in their music, the Stones courted controversy but also elevated rock to new cultural heights.

As rock music became the dominant form of popular music, new bands built on their predecessors' strengths while branching out into new sonic territory. Led Zeppelin gave rock

a darker, heavier tone, becoming one of the '70s' most popular bands and helping to kick-start a new genre known as hard rock or heavy metal.

By 1960, rock and roll was losing both record sales and artists. Elvis Presley was in the army, Little Richard had quit rock and roll, and Buddy Holly and Ritchie Valens had died in a plane crash. But many young

people were still listening to their rock and roll records, and some began exploring the music's origins. Young musicians bought blues and R&B records, studied this type of music, and soon learned to play it. Before long, they were combining these older styles with rock and roll to create a new genre called "rock music" or "rock".

was creating an exciting new style of **instrumental** rock by mixing Middle-Eastern music with rock and roll. He used **reverb** to create a guitar sound that was also used by the Beach Boys, surf music's most successful band. The Beach Boys sang complex vocal harmonies in melodic songs like *Barbara Ann* and *California Girls*, but their biggest hit was *Good Vibrations*, a psychedelic rock song they released in 1966.

In the late '70s, in response to what they perceived as pretentious "hippie" bands such as Pink Floyd, groups including the Clash simplified rock to its core ingredients: loud guitars, rude attitude, and enraged singing. Punk was born.

As the '80s began, mainstream rock was losing commercial steam, its sound growing stale. In such a creatively stagnant environment, subgenres started to assert their dominance.

Inspired by punk's outsider status and industrial eclectic instrumentation, keyboard-driven English bands such as Depeche Mode demonstrated a

more introverted songwriting style, creating post-punk, also described as new wave.

By the end of the '80s, college rock had become such a lucrative alternative to mainstream rock that it received a new moniker: alternative rock. It was also called indie rock because the bands were often signed to small, independently owned labels.

With the ascension of Nirvana's "Nevermind" in 1991, alternative rock became the dominant popular music. But while other bands soon sprang up as part of the so-called grunge movement (a merging of hard rock and punk), other groups, such as Soundgarden, straddled the worlds of alternative and mainstream rock music.

STUDENTS

PARENTS

COUNSELORS

Career Planning

Career Planning Checklists

Find Careers

- **Career Clusters Activity**
- Which Careers Match Your Skills?
- Career Search
- Career Videos
- Hot Jobs for the Future
- It's Not All About Money
- Schools for Your Career

Get Experience

Explore Salary and Pay

Preparing for School

Paying for School

Self-Assessments

Ask a Counselor

My Smart Borrowing

Career Clusters Activity: The Results

No time to participate in this activity today? You can still check out the career clusters listed to see if any match your interests and abilities. Choosing a career that you like and you are good at will be a big part of your future happiness.

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing, Sales, and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics




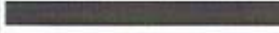



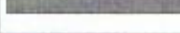
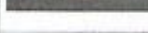


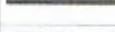
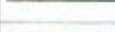



Want to Know More?

- The U.S. Department of Education first established career clusters in 1996.

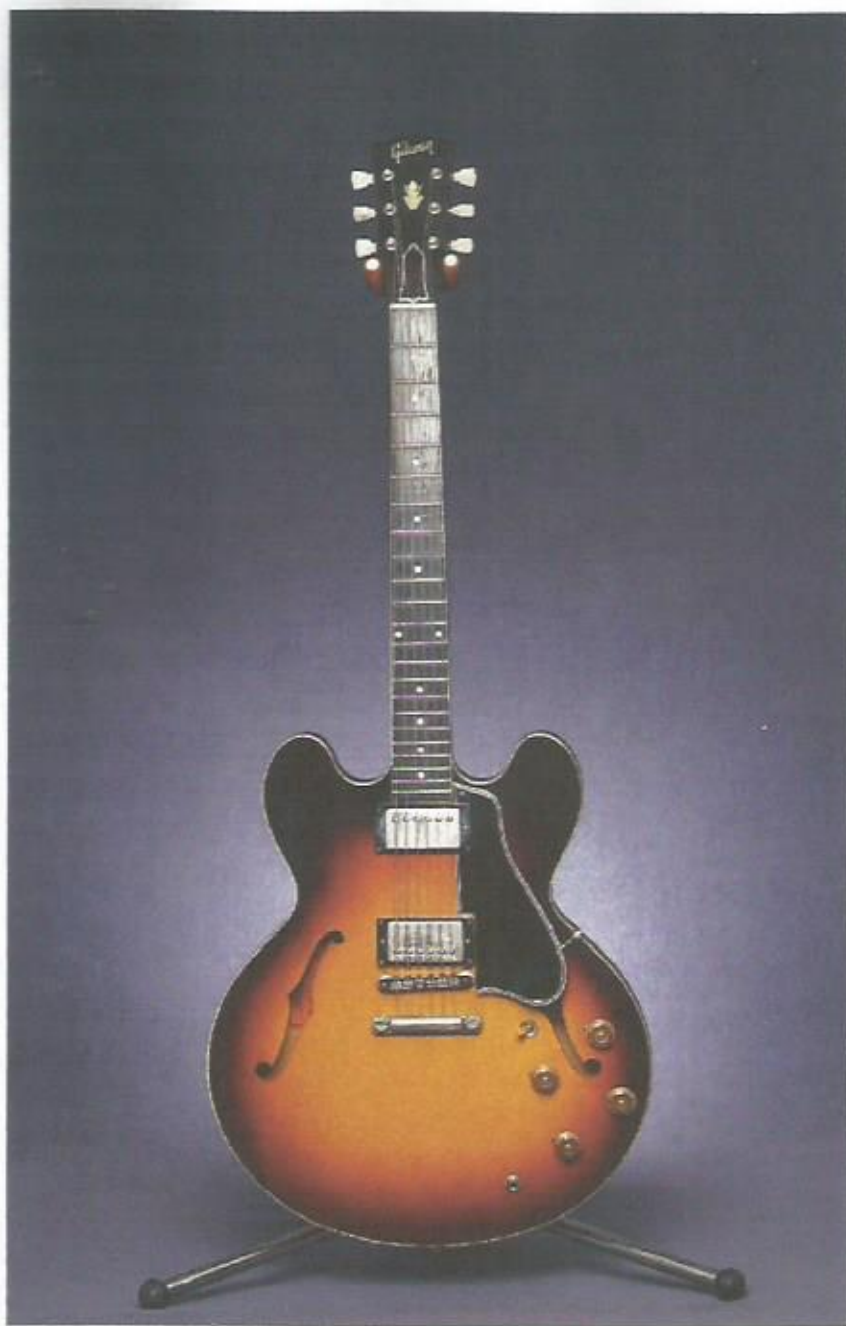
[Privacy Policy](#) | [Online Services Terms of Use](#) | [Right to Know](#)

[Link to Us](#) | [Get Adobe Reader](#)

EducationPlanner.org is a public service of the Pennsylvania Higher Education Assistance Agency (PHEAA).
Copyright © 2019 Pennsylvania Higher Education Assistance Agency. All Rights Reserved.

<u>Career Clusters</u>	
<u>Information Technology</u>	
<u>Arts, Audio/Visual Technology, and Communications</u>	
<u>Manufacturing</u>	
<u>Marketing</u>	
<u>Business Management and Administration</u>	
<u>Finance</u>	
<u>Science, Technology, Engineering, and Mathematics</u>	
<u>Agriculture, Food, and Natural Resources</u>	
<u>Architecture and Construction</u>	
<u>Government and Public Administration</u>	
<u>Hospitality and Tourism</u>	
<u>Human Services</u>	
<u>Transportation, Distribution, and Logistics</u>	
<u>Education and Training</u>	
<u>Law, Public Safety, Corrections, and Security</u>	
<u>Health Science</u>	

Experiences

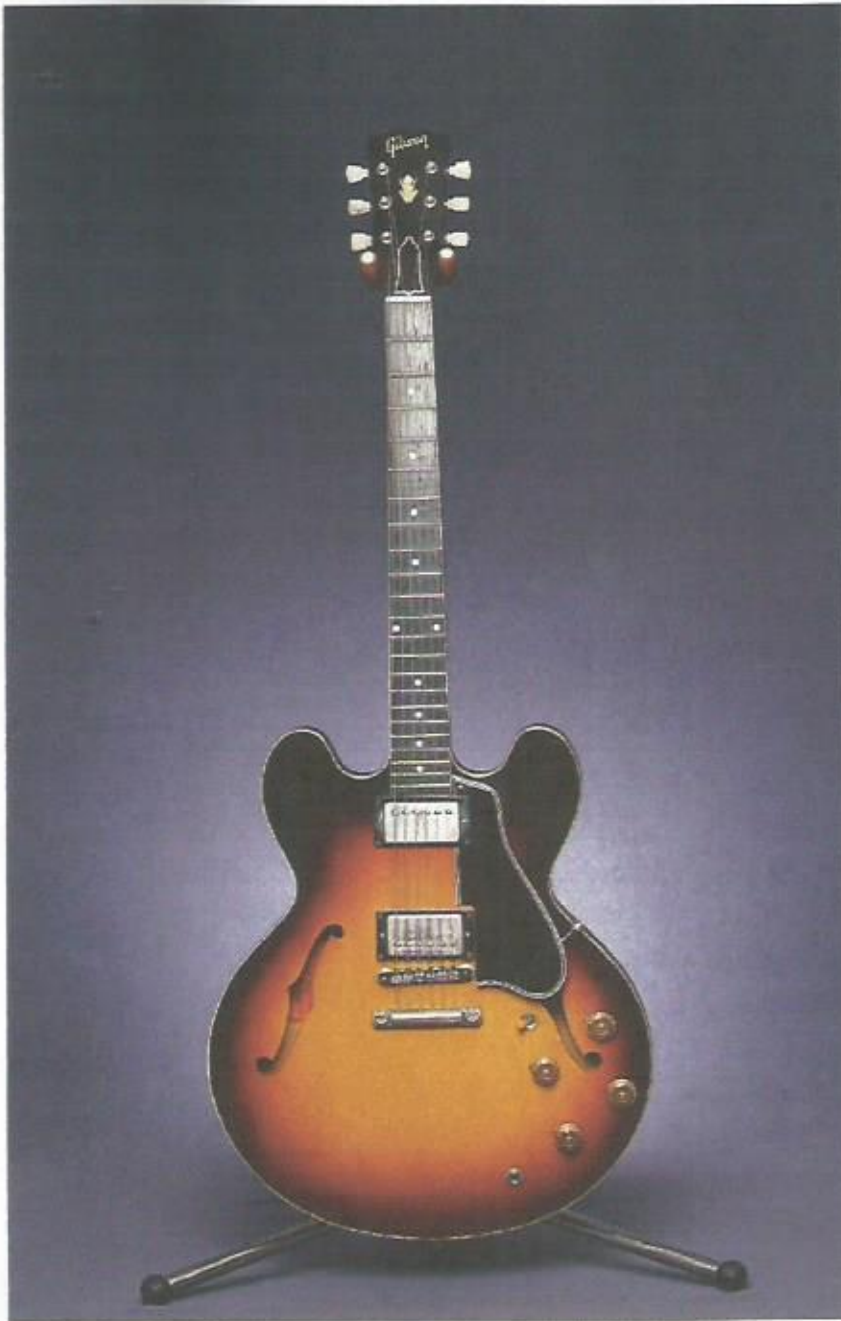


Experiences with Business, Industry, Agencies and Organizations

1. Job Shadowing

- In September and October every 2th and 4th Mondays of every month. I have went to Jake's Steakhouse Bar and Grill in St Joseph, Missouri. I have played guitar and sang at a jam session. The Jam session is run by Phil Vandel, who is a musician who plays professionally in different countries for American soldiers. I also sometimes sit in with the band and play for 1-2 hours with them.
- I have played at Trentons got talent last year at Trenton High School Gym.
- I have competed in a talent show in Spickard, MO and got 2nd place.
- I have played at the Trenton Middle School showcase two times.
- I have been to Nashville, TN and watched lots of shows of other musicians around in that area.
- I have played with a band that was playing at Silver Dollar City in Branson, MO.
- I have taken a Singing, Acting, Dancing class at GraceLand in Memphis, TN.

School Work



How Things Work?

The Guitar Pickup

The Guitar pickup was invented in 1920 by a man named George Beachamp. It works by changing vibrations into an electrical current for an amplifier to change into sound. A guitar pickup is assembled with 2 flat works that hold the bottom and top of the pickup together. It has multiple cylindrical magnets, and a fine copper wire.

The cylindrical magnet is what "picks up" the vibration from the strings. It then sends it to the rest of the pickup to change into an electrical current. The current is sent to the input jack(The place where you would plug a cable into).here are many different types of guitar pickups now used.

The invention of the guitar pickup was a success. It has been used for guitars around the world. With the invention of the guitar pickup people can now play through an amp, change effects on the guitar, and change the tone of the guitar. They have accomplished all of that because of the guitar pickup.

PUTTING IT ALL TOGETHER

WHAT'S THE PLAN?

You're on the verge of big changes in your life. To deal with them, you're going to need a plan. Complete the information below.

1. What do you want to achieve in the next few years? Do you want a college education? A rewarding job in a specific field? **LIST** your five top priorities on the lines below. Then **RANK** them from highest to lowest by numbering them from 1 to 5.

1: have a job in music | 4: improve music edu
2: college education in Music theory
3: make band more known
5: get more members band

2. **CHECK** to see if your priorities are in line with your values. **COMPARE** the values you listed earlier with the list above. Do your priorities seem to reflect these values? If not, you may wish to reorder or change some of the priorities.

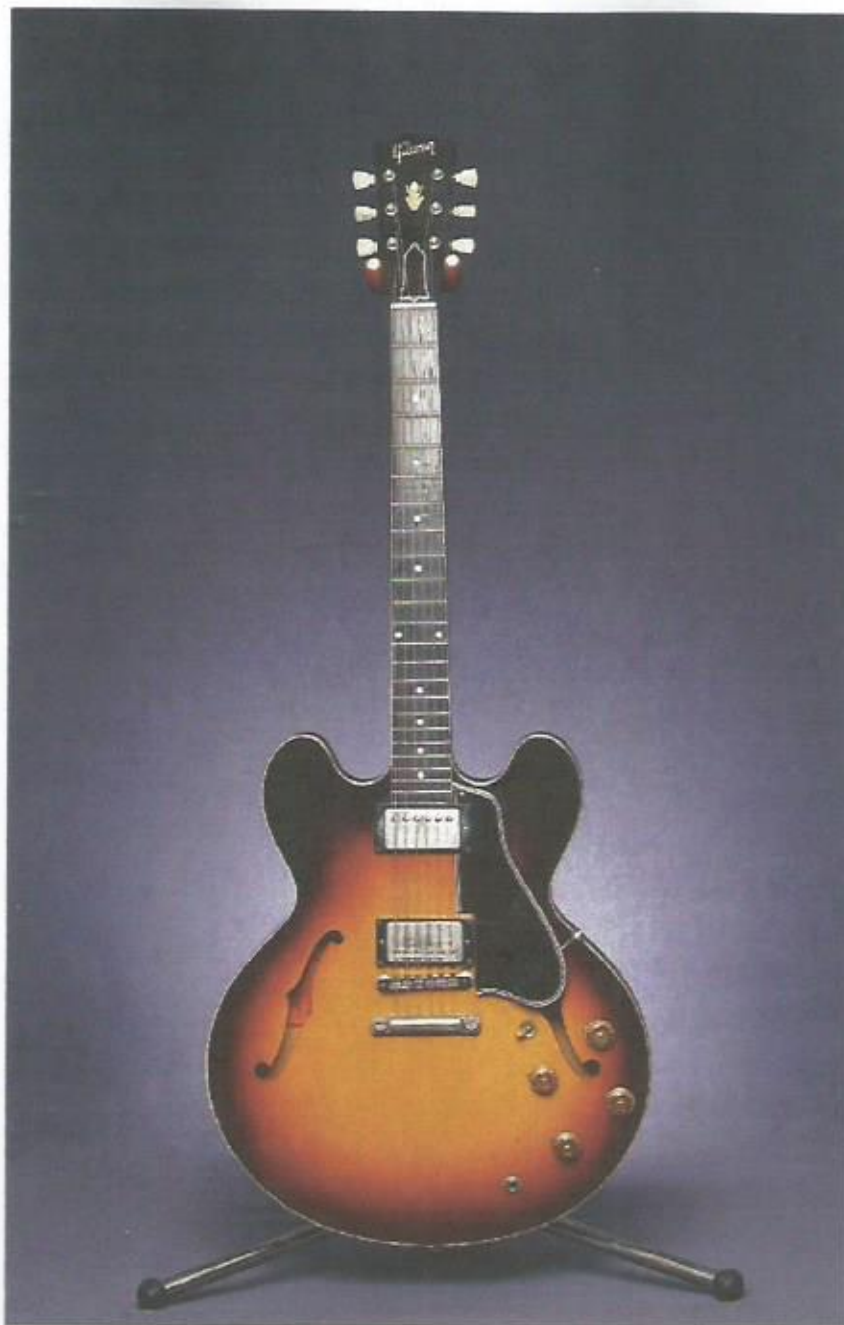
3. **USE** your priorities to set goals. In the chart below, **IDENTIFY** one long-term goal you have for your life. **INDICATE** how it reflects your priorities and values.

Long-term goal	Priorities	Values
get a Career in Music.	1. Love for music 2. Love for music	Honesty Integrity Caring

4. **LIST** the resources you have in your life—your skills, education, people you know, things you own—everything that could possibly help you as you work toward your goals. Categorize and number them in the table below.

Human	Community
Teachers Grand Parents	Very Supportive
Material	Natural
1: Guitars 2: Amps 3: microphones 4: PA system.	Ability to Perform

Family Consumer Science Coursework



College and Career Planning Worksheet

Name: Colton H.

Date: _____

Find the right career for you! First, make a list of your job preferences and skills. Think about what path is best for you to achieve your goals. What job aligns to your skillset and passion? Then, fill out the worksheet to begin planning your journey. When you are done, congratulate yourself for becoming FutureSmart!

Use the Bureau of Labor Statistics Career Exploration website as a resource:

<http://www.bls.gov/k12/content/students/careers/career-exploration.htm>

Graphic Organizer: Job Skills and Preferences

Job Skills	Job Preferences
Playing guitar - Playing by ear Singing working with Computers	live music studio music Guitar Player Singing

Moving Up the Career Path



Name something you want to accomplish during High School:

Play music
to make money

Describe life 2 years after
graduating High School:

Attending College
for a career
in Music and
a degree in
Music Theory

Describe life 4 years after
graduating HS:

Getting near
Graduating college
in Music Theory

Describe life 10 years
after graduating HS:

Performing Music
at Performances
and Venues for
a living

Describe life 25 years after
graduating HS:

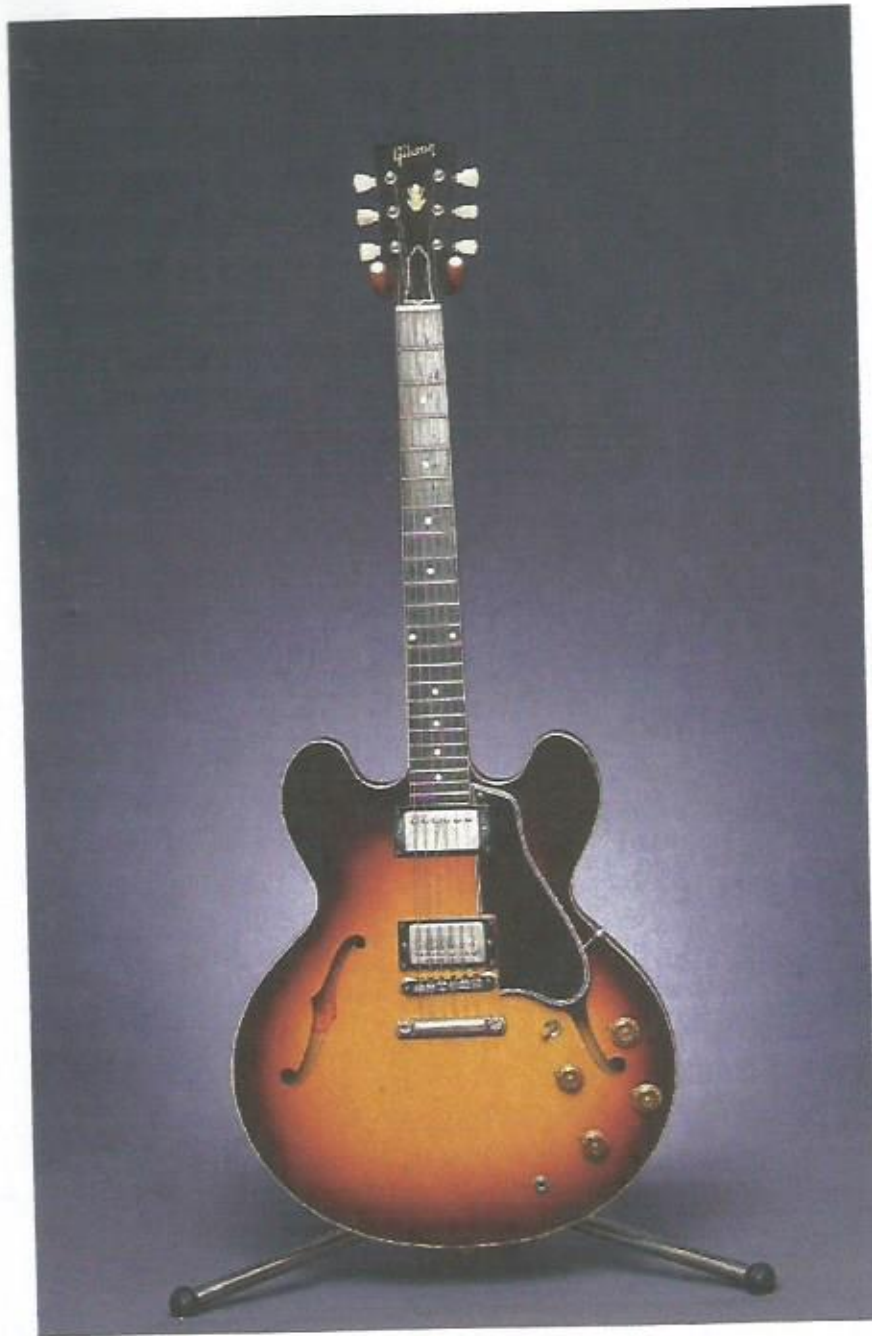
Continuing my music
career and performing
pieces for a living.

Family Consumer Science Course Work

I feel that my FACS course will really pay off through competing in a STAR Event and getting leadership experience. In FACS we discuss strategies to manage multiple roles and responsibilities. We also research different careers to see which ones we are interested in. Learning about different careers and how to set goals puts FACS students ahead of most middle and high school students. I feel like we learn the basics of Life in this class.

Jobs in the music field, such as professional musicians, and music teachers require knowledge about music theory, FACS is a helpful elective because it helps you get ahead in your career and life.

Career Planning



Career Planning

Career Goals:

1. Being a musician, I can achieve this goal by playing at venues.
2. To Entertain people, I can achieve this by playing for people at shows to entertain them with music.
3. Make band more known, I can do this by playing at venues, shows, and spreading the word about the band. This will help people know about my band and pay us to play at venues.
4. Take Music Theory classes at a music college, which I will complete by going to a college of music so that I can learn more about music.

Career Planning

1. Improve my guitar playing and singing, to improve the performance by a lot.
2. Check out music colleges i would like to go too, including Berklee, College of music.
3. Continue expanding my band and making it more known, by playing locally and in venues.
4. Playing in different bands to make myself more known too contractors and venue owners.



TRENTON HIGH SCHOOL

Graduation Tracker



Student Name: Colton H.

Graduation Year: 2025

ACT Score _____

Graduation Requirements

Language Arts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fine Art	<input type="checkbox"/>
Math	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	PE	<input type="checkbox"/>
Social Studies	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Personal Finance (.5)	<input type="checkbox"/>
Science	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Health (.5)	<input type="checkbox"/>

Career Path:

College (4 year)	<input checked="" type="checkbox"/>
College (2 year)	<input type="checkbox"/>
Trade School	<input type="checkbox"/>
Military	<input type="checkbox"/>
Work Force	<input type="checkbox"/>

Freshman Year

Language Arts	Language Arts I	1.0
Math	<i>Algebra II</i>	<i>1.0</i>
Social Studies	American History	1.0
Science	Physical Science	1.0
Elective 1	<i>Music Appreciation</i>	<i>1.0</i>
Elective 2	<i>Health</i>	<i>.5</i>
Elective 3	<i>P.E.</i>	<i>.5</i>
Elective 4	<i>Choir</i>	<i>1.0</i>
Elective 5		
Elective 6		
Total Number		7

Sophomore Year

Language Arts	Language Arts II	1.0
Math	<i>Geometry</i>	<i>1.0</i>
Social Studies	World History	1.0
Science	Chemistry	1.0
Elective 1	<i>P.E.</i>	<i>1.0</i>
Elective 2	<i>ART I</i>	<i>1.0</i>
Elective 3	<i>Choir</i>	<i>1.0</i>
Elective 4		
Elective 5		
Elective 6		
Total Number		7

Junior Year

Language Arts	Language Arts III	1.0
Math		
Social Studies	Government	1.0
Science	Biology	1.0
Elective 1		
Elective 2		
Elective 3		
Elective 4		
Elective 5		
Elective 6		
Total Number		7

Senior Year

Language Arts	<i>Speech</i>	
Personal Finance	Personal Finance	1.0
Elective 1		
Elective 2		
Elective 3		
Elective 4		
Elective 5		
Elective 6		
Elective 7		
Elective 8		
Total Number		7

LIFE AFTER HIGH SCHOOL

QUESTION	<u>4 YEAR COLLEGE</u>	<u>2 YEAR COLLEGE</u>	<u>TRADE SCHOOL</u>
Where?	Berklee College of Music		
What?	Music theory		
Why?	to learn about Music Theory and performing for audiences		
How?	Pay for the college		

QUESTION	<u>MILITARY</u>	<u>WORK</u>	<u>GAP YEAR</u>
Where?			
What?			
Why?			
How?			

Plan Your Path to Success

Career	College	What can I do NOW?
<p>What career did you choose? <u>Musician</u></p> <hr/> <p>Why? What skills and preferences aligned to this career? <u>Music, Guitar, singing</u> <u>Music theory</u></p> <hr/> <hr/> <hr/> <p>Salary: <u>28.15\$ Per hour</u></p> <hr/> <p>Education Level: <u>Master degree in Music Theory</u></p> <hr/> <p>Job Outlook: What is the demand (job growth) in coming years? <u>0% or no change</u></p> <hr/>	<p>Circle One</p> <p>In-State Public School</p> <p>Out-of-state Public School</p> <p>2-year college/trade school</p> <p><u>Private/Ivy League</u></p> <p>Name of School: <u>Berklee</u></p> <hr/> <p>Why did you choose this school? Consider your career goal – does this school have a good program for your desired career? <u>Yes because they focus on music and music theory which would best fit my goal</u></p> <p>Estimated cost per year: <u>11,700\$</u></p> <hr/> <p>Two different ways I plan to fund my education:</p> <ol style="list-style-type: none"> <u>Pay for it myself</u> <u>Student loans</u> 	<p><input type="checkbox"/> Tutoring</p> <p>Subjects I need help with: <hr/> <hr/> <hr/> </p> <p>I will meet with a tutor _____ times per week.</p> <p><input type="checkbox"/> Clubs</p> <p>What clubs align with the skills needed to be successful in college and career?</p> <ol style="list-style-type: none"> _____ _____ <p><input type="checkbox"/> Leadership opportunities</p> <p>What interesting leadership opportunities does my school offer (i.e. student council)?</p> <ol style="list-style-type: none"> <u>Fccla</u> <u>Student Council</u>



OCCUPATIONAL OUTLOOK HANDBOOK

Occupational Outlook Handbook > Entertainment and Sports >

[PRINTER-FRIENDLY](#)

Musicians and Singers

[Summary](#) | [What They Do](#) | [Work Environment](#) | [How to Become One](#) | [Pay](#) | [Job Outlook](#) | [State & Area Data](#) | [Similar Occupations](#) | [More Info](#)

Summary

Quick Facts: Musicians and Singers

2018 Median Pay ¹	\$28.15 per hour
Typical Entry-Level Education ²	No formal educational credential
Work Experience in a Related Occupation ³	None
On-the-job Training ⁴	Long-term on-the-job training
Number of Jobs, 2018 ⁵	187,600
Job Outlook, 2018-28 ⁶	0% (Little or no change)
Employment Change, 2018-28 ⁷	300

**What Musicians and Singers Do**

Musicians and singers play instruments or sing for live audiences and in recording studios.

Work Environment

Musicians and singers often perform in settings such as concert halls, arenas, and clubs.

How to Become a Musician or Singer

There are no postsecondary education requirements for musicians or singers interested in performing popular music. However, many performers of classical music and opera have at least a bachelor's degree. Musicians and singers need extensive training and regular practice to acquire the skills and knowledge necessary to interpret music at a professional level.

Pay

The median hourly wage for musicians and singers was \$28.15 in May 2018.

Job Outlook

Employment of musicians and singers is projected to show little or no change from 2018 to 2028. Growth will be due to increases in demand for musical performances. However, there will be tough competition for jobs because of the large number of people who are interested in becoming musicians and singers.

State & Area Data

Explore resources for employment and wages by state and area for musicians and singers.

Similar Occupations

Compare the job duties, education, job growth, and pay of musicians and singers with similar occupations.

More Information, Including Links to O*NET

Learn more about musicians and singers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

[What They Do ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Musicians and Singers, on the Internet at <https://www.bls.gov/ooh/entertainment-and-sports/musicians-and-singers.htm> (visited December 16, 2019).

Last Modified Date: Wednesday, September 4, 2019

RECOMMEND THIS PAGE USING: [Facebook](#) [Twitter](#) [LinkedIn](#)



Berklee College of Music Undergraduate Programs

The undergraduate programs at Berklee College of Music include a rigorous core curriculum, instruction on a range of principal instruments, and a wide variety of majors and minors, all taught by Berklee's faculty of talented and experienced professionals.

Majors



Undergraduate music studies in 12 majors covers a wide range of industry areas from performance and composition to entrepreneurship and production.

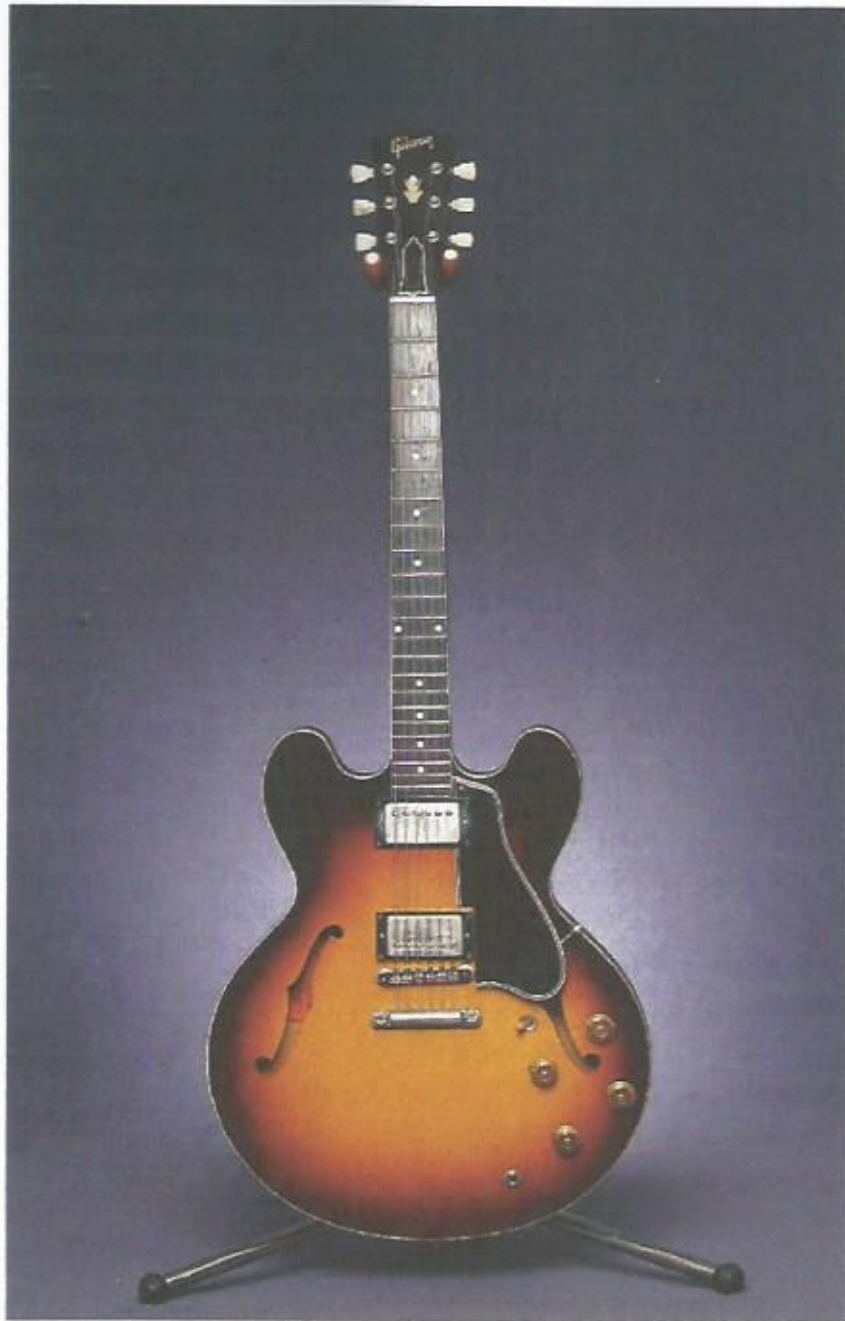
Minors



More than 20 minors are available, each offering specialized courses of study designed to expand your knowledge beyond a declared major. Consider your options by investigating the full selection of minors.

Principal Instruments

Work Cited



Works Cited

Grierson, Tim. "Rock Music's Origins: A 1940s Blending of Country and Blues." *LiveAbout*, LiveAbout, 30 Nov. 2018, www.liveabout.com/what-is-rock-music-2898293.

"History of Rock Music." *EnglishClub*, 2 Dec. 2019, www.englishclub.com/vocabulary/music-rock.htm.

Images, Getty. "13 Most Successful Solo Careers by Rock Band Members." *13 Most Successful Solo Careers by Rock Band Members*, 12 Nov. 2019, www.radio.com/music/classic-rock/gallery/13-most-successful-solo-careers-by-rock-band-members.

"U.S. Bureau of Labor Statistics." *U.S. Bureau of Labor Statistics*, U.S. Bureau of Labor Statistics, 15 Jan. 2020, www.bls.gov/.