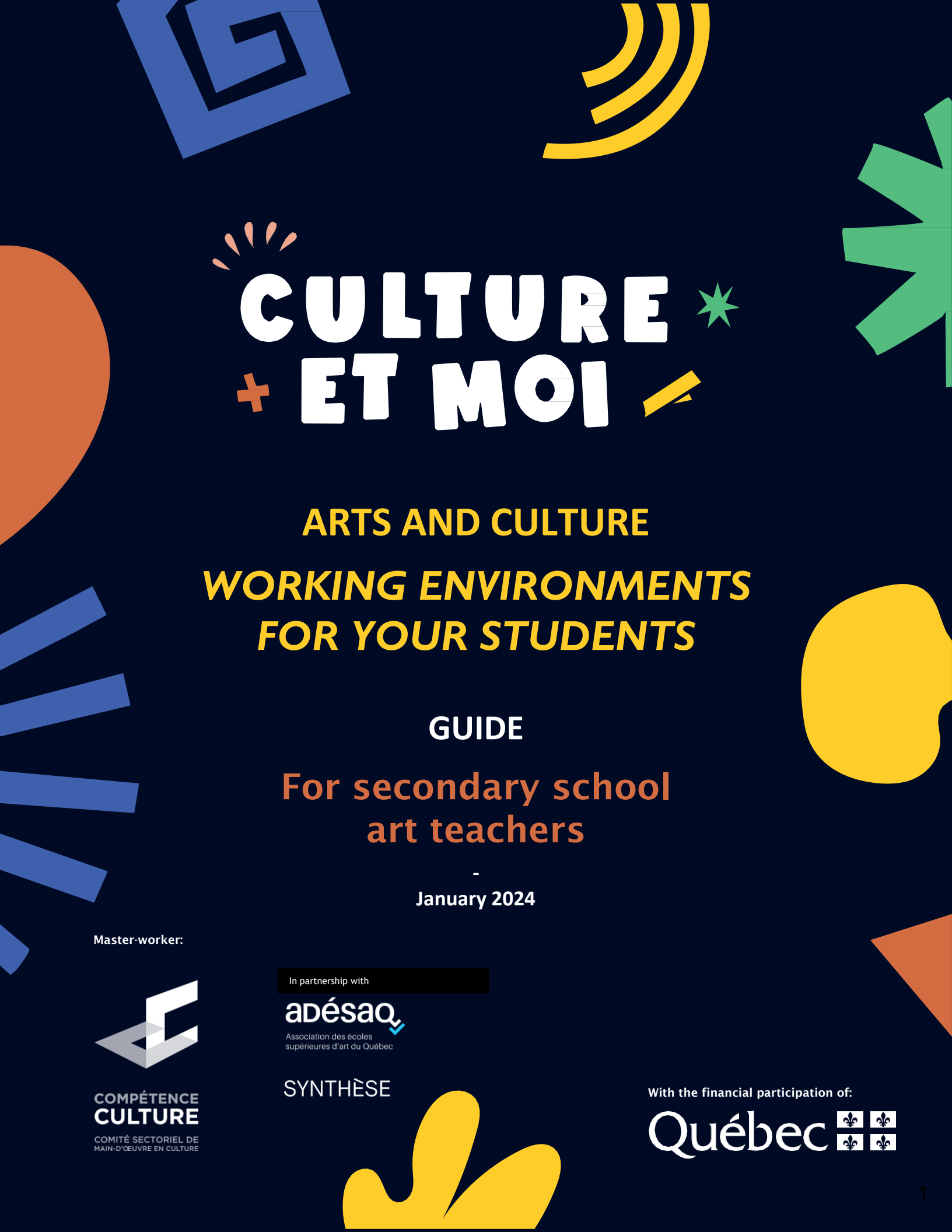




CULTURE + ET MOI

ARTS AND CULTURE *WORKING ENVIRONMENTS FOR YOUR STUDENTS*

GUIDE

For secondary school
art teachers

January 2024

Master-worker:



**COMPÉTENCE
CULTURE**
COMITÉ SECTORIEL DE
MAIN-D'ŒUVRE EN CULTURE

In partnership with

adésaq
Association des écoles
supérieures d'art du Québec

SYNTHÈSE

With the financial participation of:

Québec  
 



PRESENTATION OF THE PROJECT

The guidance-oriented approach is an essential reinforcement for young people's educational journey, especially in high school. This guide provides career perspectives in the fields of arts and culture while enhancing your learning experience in art classes.

Twenty positions are presented through short videos (from 3 to 7 minutes) of inspiring journeys. These videos are shared in class and promote artistic professions, often unheard of, that evolve around artists. Each video is followed by three proposed questions to fuel the discussion and encourage students' reflection on career opportunities.

Whether working in front or behind the scene or in an office, in performing arts, museology or audiovisual, students will be able to make their own research on the platform culture-et-moi.ca (detailed information and downloadable job descriptions).

Help inspire your students, whatever their talents, interests and personalities may be!

Please note that the proposed videos in this guide may be viewed alone or combined with a learning and evaluation situation (LES); in both cases, their review integrate guiding added value and underline the variety of complementary professions in culture in our communities. These videos highlight many of the concepts covered in the program, whether in terms of technique, subject matter, components of a disciplinary skill or other.



SUMMARY

Positions

Administration Assistant.....	4
Data Analyst.....	5
Stage Engineering and Control Room Assistant.....	6
Education Curator	7
Communications Director.....	8
Managing Director	9
Technical Director.....	10
Art Teacher.....	11
Student in a Superior Art School	12
Blacksmith	13
Performers Agent.....	14
Rights Manager	15
Rigger.....	16
Cultural Mediator	17
Virtual Reality Developer.....	18
Producer/Sound Technician.....	19
Philanthropic Relations Officer	20
Digital Marketing Manager.....	21
Motion-Capture Supervisor.....	22
Lighting Technician	23

Additional information

The Culture et moi Campaign	24
Presentation of Compétence Culture	24
Acknowledgements	25

Position: Administration Assistant

Ricardo Teles de Melo, administrative coordinator

VIDEO SYNOPSIS

Ricardo is involved in the administration of an organization in the cultural field. He helps plan projects and prepares budgets. He also ensures that initiatives run smoothly on a day-to-day basis. The responsibilities of an administration coordinator may widely vary from one organization to another; Therefore, the person in this position must adapt to the challenges of the cultural scene (organizational transformation in a digital context, adoption of new work tools, etc.). Such individual's work contributes to the materialization of countless cultural projects!

RESOURCES

[Video access \(2 min 18\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: What motivates Ricardo in his work as an administration assistant?

Purpose: Recognizing that in the exercise of their functions, people find different motivations.

Expected Response Items: Ricardo appreciates the problem-solving aspect with collaborators, as well as the communication and interaction aspects, therefore using a common approach from one file to the next. He is drawn to the cultural scene, which offers him the opportunity to participate in events and meet colleagues in the field.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: DO YOU CONSIDER YOURSELF MORE OF A MANAGER TYPE (TEAM BUILDING AROUND A PROJECT AND WORKING TO MAINTAIN A SHARED VISION) OR DO YOU PREFER WORKING ALONE? EXPLAIN WHY.

Purpose: Recognizing our type of personality in the workplace.

Expected Response Items: Various answers that mainly focus on awareness of our own personality type and the type of work dynamic that we find appealing. Some students will be more likely to be leaders and team builders, while others will see themselves as a team member. It is important to note that the ability to take on both positions and demonstrate flexibility can also be an asset when looking for a job.

THIRD QUESTION: WHY DO WE NEED ADMINISTRATORS IN THE CULTURAL FIELD

Purpose: Recognizing that many positions actively support the cultural field.

Expected Response Items: Administrators oversee project management by communicating with the different people involved. They secure a shared vision in each file by encouraging group discussions or offering the necessary training for a better understanding of the work.

Position: Data Analyst

Daphné Bisson, Data Analyst

VIDEO SYNOPSIS

Knowing how to analyze data means nurturing the growth and the future of cultural organizations. At the OSM, Daphné works to provide a better experience to audiences and to guide them toward concerts they will enjoy. Everyone wins, starting with her.

RESOURCES

[Video access \(3 min 53\) and information on job description](#)
[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: IN YOUR OPINION, WHY IS IT IMPORTANT TO ANALYZE THE CHARACTERISTICS OF THE DIFFERENT PUBLICS THAT ASSIST TO CONCERTS AND SHOWS?

Purpose: Recognizing the impact of a position on the financial health of a cultural organization.

Expected Response Items: This analysis enables organizations to get a better understanding of the audiences that attend their shows, attract them and improve their profitability and the customer experience in theaters. The information provided by the Data Analyst on theater audiences allows the organization to customize its communications and the promotions offered to its customers more effectively.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: HOW DO DATA ANALYSTS WORKING IN DIFFERENT FIELDS INFLUENCE THE DAY-TO-DAY LIFE OF TEENAGERS?

Purpose: Recognizing the importance of a profession for a community's well-being.

Expected Response Items: Thanks to data analysis, we have a better understanding of the specific features, interests, and environment of our youth, which allows us to better meet their needs by offering training, recreational activities, healthcare, and other services to improve their well-being. However, this data also enables retailers to influence the buying habits of young people that have real purchasing power, thus being more appealing to them.

THIRD QUESTION: NAME DIFFERENT BUSINESS CIRCLES IN WHICH A DATA ANALYST MAY WORK?

Purpose: Recognizing that a profession can be carried out in different business circles.

Expected Response Items: A data analyst can work in a variety of fields where the goal is to understand the behavior of groups of people to better plan service offerings. Governments, Banks, various industries, marketing agencies (even digital) require the valuable services of data analysts, at a time when trends are changing at a fast pace around the world.

Position: Stage Engineering and control room Assistant

Érika Maheu-Chapman, stage engineering and control room assistant

VIDEO SYNOPSIS

Érika acts as the director's principal assistant and point of contact, ensuring performers and designers are up to date with the development and preparation of a show, present at all phases of the creation of a stage production and being a reference point for the entire team. Her overall view of the show's preparation allows her to ensure that everything goes as planned. She is a true show conductor during performances!

RESOURCES

[Video access \(2 min 24\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video →

FIRST QUESTION: ÉRIKA'S POSITION REQUIRES HER TO BE A TEAM PLAYER. HOW DOES SHE PROMOTE THE EFFICIENCY OF THE WORK FORCE?

Purpose: Recognizing the importance of teamwork in a production.

Expected Response Items: The stage engineering assistant supports the Director. This person is a reference for the whole team and ensures that the production runs smoothly from start to finish by following up with all stakeholders.

← **Purpose:** Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: ÉRIKA TOLD US ABOUT HER DECISION TO JOIN A PRODUCTION TEAM RATHER THAN BEING AN ACTRESS. WOULD YOU RATHER BE IN THE SPOTLIGHT OR BE PART OF THE TEAM THAT DEVELOPS PROJECTS?

EXPLAIN WHY.

Purpose: Recognizing that by questioning our choices, we can identify our abilities, tastes and personal achievements.

Expected Response Items: Students personal answers. As for Érika, she told us that she had done theater in high school before realizing, during her postsecondary education, that she preferred being behind the scenes rather than on stage. By choosing to work as an assistant director, she remains in the artistic world that inspires her while pursuing a career that allows her to grow and fulfill her dreams, such as directing the Super Bowl or the Olympic Games. Everyone has different aspirations, and sometimes an artist will move from performing to producing, and vice versa. Feeling comfortable is an important consideration when making choices. It is part of the questioning process we must engage in when considering a potential career.

THIRD QUESTION: WHAT MOTIVATES ÉRIKA TO WORK WITH ARTISTS?

Purpose: Recognizing that a professional training can provide a gateway to different work environments.

Expected Response Items: Érika enjoys collaborating on different productions in different venues with different people and different audiences. She welcomes change and variety. She appreciates contributing to a production and being involved from start to finish. It is a task that allows her to interact with the artistic community, in which she feels comfortable.

Position: Educational curator

Ariane Cardinal, educational curator

VIDEO SYNOPSIS

As an educational curator, Ariane has the role of facilitating access to and understanding culture. In this respect, she develops educational activities, programs and events related to the museum's exhibitions. Her mission is to popularize art and raise awareness to visitors of all ages on its benefits by creating links between them and the objects or subjects in the exhibitions. She does this by approaching art from various exploratory angles (e.g., how to introduce a child to politics or contemporary art).

RESOURCES

[Video access \(2 min 7\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions for the student
in a learning or assessment
(SLA) process, or after
viewing the video →

**FIRST QUESTION: WHAT DIFFERENCES
DO YOU NOTICE BETWEEN ARIANE'S CURATOR
POSITION AND THE ONE OF YOUR TEACHER IN
CLASS?**

Purpose: Recognizing the role that people like Ariane
or the teacher in class play by supporting students in
personal or media creation and appreciation.

Expected Response Items: Ariane raises awareness and
makes art accessible to as many people as possible (e.g., she
gives presentations and leads workshops in parks, finds
ways to reach people with disabilities, such as the visually
impaired, etc.). She encourages people to look at and
understand artwork. My teacher helps me not only to have
a better understanding of art, but he or she also gives me
opportunities to express my ideas and viewpoints using
different techniques that I learn to develop in my art class.

← **Purpose:** Asking in-depth
questions about specific
professions based on the
content of the video

**SECOND QUESTION: IF YOU COULD MEET ARIANE IN
CLASS, HOW COULD SHE INFLUENCE YOUR CREATIVE
STYLE, YOUR WORK, THE WAY YOU INTERPRET ART?**

Purpose: Recognizing that our personal approach is
influenced by our understanding of different artwork, as these
enhance our knowledge and our vision of diversity.

Expected Response Items: The curator asks questions on
artwork, on contents; he or she explains different aspects of
artwork and the creative process. I can ask questions and make
comments, which he or she can then clarify for me. In class, my
teacher's perspective and the participation of other students
help broaden my vision and understanding of art. With each
artwork we create, our knowledge increases, giving us a better
understanding and ability to express our thoughts.

**THIRD QUESTION: IS IT ESSENTIAL TO BE AN
ARTIST TO APPRECIATE ART?**

Purpose: Recognizing that everyone has their own artistic
sensitivity and preferences.

Expected Response Items: Each person is unique and has his
or her own artistic sensitivity. Ariane emphasizes that when
we discuss a piece of art, we discover new elements that may
have previously been overlooked. We see the work from a
new angle, which encourages our open-mindedness. It is
important to exchange ideas and ask questions because this
opens new horizons and leads us to see things differently,
whether in a phase of creative inspiration or simply admiring
artwork. Anyone can appreciate art—all you need to do is be
open and curious!

Position: Communications Director

Léonie Alain, communications director

VIDEO SYNOPSIS

Léonie promotes cultural activities in the community. In addition to advising senior management on communication strategies, she launches campaigns to promote the organization's activities and events. In doing so, she works closely with journalists, graphic designers, and artist managers. Ultimately, she is the reason why cultural activities are known and promoted to the public!

RESOURCES

[Video access \(2:08 min\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: IN YOUR OPINION, WHY DOES SOCIAL MEDIA TAKE SUCH AN IMPORTANT PLACE IN OUR SOCIETY?

Purpose: Recognizing the importance of communications in the cultural world.

Expected Response Items: We are in the communications era. Globalization emphasizes this aspect on a global scale. We want to know everything right away. In the cultural field, the digital aspect of communications (websites, media, videos, "stories", social networks) is even more important as it is essential to promote events and artists' work. Social networks offer excellent visibility.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: LEONIE'S JOURNEY TOWARDS COMMUNICATIONS STARTED WITH HER INTEREST IN THEATRE IN HIGH SCHOOL, THROUGH ARTS AND LITERATURE, AND SCENOGRAPHY. SHE FINALLY REALIZED THAT THE VISUAL ARTS COMMUNITY WAS PARTICULARLY APPEALING TO HER. IS THERE A WORK ENVIRONMENT THAT APPEALS TO YOU MORE THAN THE CAREER YOU ARE PURSUING? EXPLAIN WHICH ONE AND WHY.

Purpose: Recognizing that there are different work environments where you can fulfill your professional potential.

Expected Response Items: Responses should underline the importance of the environment in which one chooses to practice one's profession and all the opportunities associated with it (e.g., the development of related knowledge that can lead to other functions or even other positions).

THIRD QUESTION: IF COMMUNICATIONS AND THEIR CURRENT STRUCTURES DID NOT EXIST, WHAT WOULD BE THE CONSEQUENCES FOR ARTISTS?

Purpose: Recognizing the importance of communications in the cultural field.

Expected Response Items: Artists would find it difficult to promote their work, suffer from a lack of visibility, and see their income decline as a result.

Position: General Manager

Louise Richer, General Manager

VIDEO SYNOPSIS

Louise manages a cultural organization along with its activities, while defining and embodying its strategic vision. The scope of a general manager's responsibilities is substantial, and their nature varies depending on the size of the team. Internally, Louise must demonstrate leadership and guide her team toward success while ensuring that she delegates several tasks. Externally, she collaborates with partners such as funders, government agencies, and other organizations. Her work contributes to the development and dissemination of culture in all its forms!

RESOURCES

[Video access \(6 min 37\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: IN YOUR OPINION, HOW WOULD THE GENERAL MANAGEMENT OF AN ORGANIZATION SUCH AS THE NATIONAL SCHOOL OF HUMOUR BE ABLE TO INFLUENCE THE EDUCATION IT OFFERS?

Purpose: Recognizing the influence one person can have on the progress of a discipline.

Expected Response Items: The principal oversees the school's overall vision along with the quality of education it offers. He or she represents the school in grant applications and development projects. Through constant and conscious work with school staff, he or she supports students and helps them grow, not only as artists, but also as citizens and human beings.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: WHAT ROLE WILL YOU PLAY IN YOUR TRAINING AS POSTSECONDARY STUDENT?

Purpose: Recognizing that a student's development depends on his or her personal involvement.

Expected Response Items: An active role in communicating with the teaching and support staff at my institution. It is important to be involved in your training; this role should be active, not passive. Students also play an influential role in the offerings provided by the school. He or she may sit on committees with the management team or teachers.

THIRD QUESTION: HOW CAN A VOCATIONAL SCHOOL INFLUENCE THE EVOLUTION OF A DISCIPLINE? HOW DID THE CREATION OF THE NATIONAL SCHOOL OF HUMOUR INFLUENCE THE COMEDY SCENE IN QUEBEC?

Purpose: Recognizing the influence of education on the progression of a discipline.

Expected Response Items: Louise Richer was initially involved in the world of comedy before realizing that there was no support available for artists in this field. She therefore decided to found the school of humour, recognized by the Ministry of Education, to develop the highest possible level of guidance. The fact that a school provides comprehensive training for artists contributes to the vitality of this discipline in the communities.

Position: Technical Director

Éric Fontaine, Technical Director

VIDEO SYNOPSIS

Éric plays a central role before and during a show. To ensure that the performance runs smoothly, he interacts with all stage professionals (sound, lighting, rigging, etc.), in accordance with the specific needs of each artistic production. He must both organize the work of all these people and manage the unexpected so that the shows can take place at the scheduled time!

RESOURCES

[Video access \(5 min 27\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: WHAT ARE THE DIFFERENT WAYS OF ACQUIRING KNOWLEDGE TO WORK IN A PARTICULAR FIELD?

Purpose: Recognizing the different ways to achieve a professional goal.

Expected Response Items: In any professional journey, it is important to consider the various training courses, even short ones, which, together with experience, contribute to create a relevant resume for various jobs. The combination of continuing education and experience paves the way to a wide range of career opportunities.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: WHAT IS YOUR PROFESSIONAL STYLE? DO YOU SEE YOURSELF AS A TEAM LEADER, LIKE ÉRIC, OR DO YOU THINK YOU ARE MORE OF A TEAM MEMBER. EXPLAIN WHY.

Purpose: Being aware of your professional type

Expected Response Items: Personal answer to encourage students to reflect on and better understand their personality as a leader or team member. Some students may realize they prefer working alone rather than with a team. We can also realize that we can sometimes be leaders and sometimes team members, depending on the contract. There are many advantages to being able to take on both roles: we become more flexible and more attentive to people and their needs.

THIRD QUESTION: HOW IS THE ROLE OF TECHNICAL DIRECTOR ESSENTIAL TO THE SMOOTH RUNNING OF A PERFORMANCE HALL?

Purpose: Recognizing the importance of this function in all professions related to the entertainment industry.

Expected Response Items: The technical director coordinates all the professions that contribute to the excellence and smooth running of the shows. This person performs an atypical job, acting as a conductor and coordinating various teams. To this end, he or she must possess a variety of skills to understand and address the different issues that may arise.

Position: Art teacher, senior level

Hélène Remoué, dance teacher

VIDEO SYNOPSIS

Hélène trains high-level artists in contemporary dance. She seeks to develop the creativity and artistic expression of her students to bring out certain facets of their personality. Her goal is to help them express and interpret thoughts and emotions on stage, or to master the processes of choreographic creation. She thereby plays an important role as a “conduit” responsible for maintaining the vitality and quality of arts!

RESOURCES

[Video access \(6 min 29\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: WHAT ARE THE DIFFERENT AVENUES THAT A DANCER MAY EXPLORE TO EARN A LIVING?

Purpose: Recognizing the different aspects of a profession in the context of self-employment.

Expected Response Items: Hélène is an independent worker in the dance field. In other words, she has several jobs that require her to work in different locations. Not only is she a dancer, but she is also a choreographer. She also teaches to people that dance as a hobby and in many professional dance schools. Senior level art teachers often combine several aspects of their professional practice to secure a steady income.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: WHAT IS THE PLACE OF ARTS IN YOUR LIFE? DO YOU SEE IT AS A HOBBY OR IS IT A FIELD IN WHICH YOU WOULD CONSIDER WORKING? EXPLAIN WHY.

Purpose: Recognizing that several professions can be practiced in a cultural setting without being directly related to it.

Expected Response Items: Different answers are possible. The student does not need to have an artistic personality to consider a career in the cultural field. For example, administration and Human Resources are fields that are also available in the cultural world. There is a whole range of professions that support artistic productions.

THIRD QUESTION: NAME PROFESSIONS THAT ARE RELATED TO ARTS, BESIDES DANCE

Purpose: Recognizing the wide range of careers related to arts.

Expected Response Items: Teacher or artist in visual arts, drawing, painting, digital art, music, drama (theater), etc. Many professions are closely or remotely related to arts, such as cinema, digital creation (e.g., virtual reality or motion capture), comics, fashion, advertising, and many others. After all, what would life be without arts?

Student in a Superior Art School of Québec

Sabine Daniel, graduate from the Institut National de l'Image et du Son (L'inis)

VIDEO SYNOPSIS

Specialized training at an art college allows students to develop their expressive freedom and creative potential. As a student, Sabine has acquired technical skills with teachers who offered her personalized support. Her practice-oriented educational background has provided many opportunities to explore different facets of culture and experience the professional world. Her teachers and her peers are the first professional contacts she has when entering the employment market. Behind each professional in the cultural field, there is a determined student!

RESOURCES

[Video access \(2 min 41\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: BESIDES YOUR EDUCATIONAL BACKGROUND, WHAT WILL HELP YOU FIND YOUR DREAM PROFESSION?

Purpose: Recognizing the thought and commitment required to search for a job.

Expected Response Items: It is important to know yourself well and recognize your different areas of interest to identify the study and career opportunities that suit you in different environments. A better understanding of yourself will enable you to play a role that matches your skills, personality, and interests.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: WHAT TOOLS DO YOU DISPOSE OF TO DISCOVER THE SCHOOLS THAT WILL HELP YOU ACHIEVE YOUR PROFESSIONAL GOALS?

Purpose: Recognizing our responsibility in career planning activities.

Expected Response Items: The guidance counselor at my school, career exploration days or career days organized at school, the website [Repères](#), The research and information websites such as [MonEmploi.com](#), [Academos](#) (mentoring), [Culture et moi](#) (cultural careers), [Boussole](#) (digital creation careers), [ADÉSAQ](#) (Art school) and [Opération Avenir](#).

THIRD QUESTION: WHAT HELPS YOU MOVE FORWARD IN YOUR CAREER DECISIONS AND MAKE INFORMED CHOICES FOR YOUR FUTURE?

Purpose: Recognizing the limits you impose on yourself.

Expected Response Items: Conduct research to learn more about myself and the various career opportunities available to me based on my interests. Pursue my dreams, believe in my abilities, and invest in my studies. Explore avenues that will allow me to gain mentoring or internship experience. Recognize that all my experiences add up and open the door to new possibilities.

Position: blacksmith

Ivan Savchev, blacksmith

VIDEO SYNOPSIS

Ivan works in the hot metalworking field for artistic creations and everyday objects. He excels in combining ancient and modern techniques to shape metal in a forge. He also contributes to the restoration of built heritage by maintaining and repairing ironwork and reproducing lost works or objects. He can also craft various objects for multiple purposes; there are no limits to his creativity!

RESOURCES

[Video access \(2 min 23\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: IVAN IS A BLACKSMITH. HE IS A CRAFTSMAN, SINCE HE PRACTICES AN ARTISTIC PROFESSION INVOLVING A SPECIFIC TECHNIQUE FOR TRANSFORMING MATERIALS. IN YOUR OPINION, IS IT NECESSARY TO BE AN ARTIST TO PARTICIPATE IN SOLVING CREATIVE PROBLEMS? EXPLAIN WHY.

Purpose: Recognizing the difference between an artist and a craftsman.

Expected Response Items: Artists and craftspeople create original works. Craftspeople stand out for their talent in a particular technique. They produce objects that are intended to be used, whereas artists' work does not have to be useful or become consumer products. Thanks to their extensive expertise, craftspeople can guide artists when they tackle with technical difficulties. One cannot simply decide to become an artist or a craftsperson; training is necessary.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: "WE DO THIS WORK BECAUSE WE LOVE IT!" SAYS IVAN IN AN INTERVIEW. THERE MAY BE MANY REASONS TO CHOOSE A PROFESSION. IN YOUR CASE, IF YOU ALREADY HAVE ONE OR MORE CAREERS IN MIND, WHAT MOTIVATES YOUR CHOICE?

Purpose: Recognizing that career choices are motivated by different factors that vary from one person to another.

Expected Response Items: Answers depend on a variety of factors that influence students (occupations practiced in their social circle, interest in a subject, environment, or social, economic, or environmental outlook, etc.). Personality also greatly influences career choices and training opportunities encountered over time.

THIRD QUESTION: HOW DOES THE BLACKSMITH PROVIDE SUPPORT TO ARTISTS? HOW IS HIS PROFESSION COMPLEMENTARY TO THEIRS?

Purpose: Recognizing the importance of complementary professions.

Expected Response Items: Many professions are complementary and necessary. This is why collaboration and teamwork are so important. In Ivan's case, it was following a training in mechanics and engineering that he chose to become a blacksmith. Ivan underlines that every step of his journey has been valuable, as he has learned from each experience and now uses this knowledge to solve problems at work while supporting different people.

Position: Performers Agent

Noémie Laniel, Performers Agent

VIDEO SYNOPSIS

Noémie works with artists to help them realize their projects and develop their careers. She supports various artists, including musicians, performers, authors, and artists in visual arts. She ensures that artists are at the heart of all decisions. She does a little of everything—from communicating with the media to drafting contracts with various stakeholders—while ensuring that the artists' vision is respected throughout their projects.

RESOURCES

[Video access \(2 min 16\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: WHAT ARE THE QUALITIES OF A GOOD ARTIST MANAGER?

Purpose: Recognizing that professions not only require specific trainings, but also and above all, specific personal qualities.

Expected Response Items: He or she must be outgoing, familiar with the sales environment, and have good managerial skills. He or she must also have an extensive network and be aware of events and service offerings in the cultural field. He or she must have communication skills and know how to sell and promote the artist's work on various platforms, including social media.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: IN YOUR OPINION, WHAT ARE THE CHALLENGES ARTISTS WHO WORK ALONE FACE IN TERMS OF DISTRIBUTION AND SALES ONCE THEIR CREATIVE WORK IS COMPLETE?

Purpose: Recognizing the importance of the commercial aspect of creation.

Expected Response Items: The answers should highlight the commercial aspects that allow artists to support themselves and make a living from their art once the creative work is completed. They should talk about the visibility of the work, sales, and commercial relationships to maintain; all the energy that goes into promotion and visibility is not spent creating.

THIRD QUESTION: IN YOUR OPINION, WHY WOULD SOMEONE IN THE BUSINESS WORLD CHOOSE TO WORK WITH ARTISTS?

Purpose: Recognizing that many positions may be incorporated in the cultural field.

Expected Response Items: There are many fields that require business acumen, and culture is one of them. When it comes to culture, the needs are very diversified and do not always relate closely to creation. However, being part of such an environment allows you to get involved in projects, shows, etc. Many people are attracted to the world of entertainment, without necessarily dreaming of being in the spotlight like artists are.

Position: Rights Manager

Ariane Côté-Normandeau, Rights manager

VIDEO SYNOPSIS

Ariane helps artists, authors and composers distribute their works, while enabling them to obtain legal recognition of their intellectual property. She acts as a link between their clients and managing agencies. She can work in various cultural fields such as music and book publishing, audiovisual production and visual arts. Her profession may vary depending on the realities of these fields (laws, industry structure, production and distribution processes, etc.) and their specific practices. Her work is to ensure that creations are distributed in accordance with the rights and royalties the artists are entitled to.

RESOURCES

[Video access \(2 min 54\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: IN YOUR OPINION, WHAT LEADS SOMEONE LIKE ARIANE, WHO STUDIED COMMUNICATIONS AND SOCIOLOGY, TO CHOOSE A PROFESSION WHERE SHE IS CALLED TO WORK WITH ARTISTS?

Purpose: Recognizing that many positions may be incorporated in the cultural field.

Expected Response Items: Ariane has always been interested by social demands. Defending artists' rights became her profession after she experienced this issue in her workplace. She highlights that the art sector offers a multitude of career opportunities.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: IF SOMEONE CREATES AN ANIMATION USING AN IMAGE OF YOUR WORK OR ONE OF YOUR COMPOSITIONS AS A SOUNDTRACK, DOES THAT PERSON HAVE TO PAY YOU ROYALTIES?

Purpose: Recognizing the implications of copyright rules for artists.

Expected Response Items: Answers will vary and be personal, but artists have rights on their works. Rights managers defend their interests by ensuring that royalties are paid, which is something artists do not always have time to do in creation periods.

THIRD QUESTION: WHAT ARE THE IMPLICATIONS OF THE RIGHTS MANAGER POSITION AND WHAT WOULD HAPPEN IF THIS PROFESSION DID NOT EXIST?

Purpose: Recognizing the importance of acknowledging artists' rights.

Expected Response Items: Artists' rights are not always recognized. Rights managers defend artists' interests and are familiar with all the rules and intricacies of this constantly evolving field. These specialists guide artists in their professional choices and safeguard their interests.

Position: Rigger

Patrice Dubé, Chief rigger

VIDEO SYNOPSIS

Patrice assembles and dismantles technical and acrobatic installations above various sets (film and stage sets, etc.), and sometimes on stage. He uses appropriate anchor points to safely hang various scenic devices. His work not only allows temporary scenography or technical equipment to be added to existing infrastructures but also enables artists such as acrobats to be suspended in the air.

RESOURCES

[Video access \(2 min 20\) and information on job description](#)
[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: MANY SCENIC POSITIONS CONTRIBUTE TO THE SUCCESS OF A SHOW. CAN YOU NAME A FEW?

Purpose: Recognizing the role of each position in a high-quality show

Expected Response Items: People working in the performing arts contribute to the quality of a show. Without the active participation of each of them, productions would not have the same quality. (Encourage students to name different professions in the performing arts: lighting technician, sound technician, artistic director, set designer, costume designer, props master, etc.)

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: FOR YOUR CREATIONS, YOU RECEIVE FEEDBACK FROM YOUR PEERS AND HELP FROM YOUR TEACHER TO TAKE YOUR WORK FURTHER. IN THE CONTEXT OF A PERFORMANCE, HOW DOES THE RIGGER PARTICIPATE IN THE CREATION?

Purpose: Recognizing the influence of feedback during the creative process.

Expected Response Items: In class, feedback from my teacher and peers help broaden my perspective and adapt my creation to express my idea as accurately as possible. It's like a rigger who suggests effects to artists that only he or she knows how to create. He or she considers new technical possibilities in response to the problems encountered, since he or she has a professional eye for what is possible given his or her experience.

THIRD QUESTION: PATRICE STUDIED IN COMPUTER SCIENCE BEFORE BECOMING A RIGGER. WHAT DO YOU THINK MOTIVATED HIS DECISION TO WORK IN THE CULTURAL SECTOR?

Purpose: Recognizing the choices in each person's personal journey and the importance of being open to different possibilities.

Expected Response Items: The experience Patrice acquired during his studies and the opportunities that came up led him to switch to this career. Patrice made personal choices based on his experience and the offers he has received. It is important to consider all the options available to us when comes the time to make choices.

Position: Cultural mediator

Véronique Pepin, cultural mediator

VIDEO SYNOPSIS

Véronique's objective is to make the arts and culture accessible to a wide audience. To do so, she imagines all kinds of strategies to get citizens interested in artistic creation and facilitate their autonomy, expression, and active participation in cultural life. Her work consists in the promotion of artwork, artists and heritage to enhance and stimulate the social fabric. She may work in a museum, performance hall, theater, or an art center, as well as in a municipality, a school, a community organization, or a library.

RESOURCES

[Video access \(5 min 35\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: VERONIQUE'S POSITION AS A CULTURAL MEDIATOR INVOLVES BRINGING PEOPLE TOGETHER WITH ARTISTS, CREATIVE WORK, AND CULTURE. WHERE CAN WE FIND CULTURAL MEDIATORS?

Purpose: Recognizing the importance of cultural mediation in artistic venues to make culture accessible to as many people as possible.

Expected Response Items: Cultural mediators can be found in museums and cultural institutions, where they create workshops aimed at bringing people in contact with artists and creativity and making culture accessible to as many people as possible. They also give workshops in schools, public places, and art centers where they can interact with people of all ages and backgrounds.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: WHEN YOU TELL SOMEONE ABOUT A VISIT YOU MADE OR A CULTURAL EXPERIENCE YOU HAD, HOW DOES THAT ENRICH THEIR KNOWLEDGE?

Purpose: Recognizing that each of us has a role to play in passing on culture to those around us.

Expected Response Items: When we share our knowledge or summarize a show or exhibition, or explain a work we have seen or heard, we are helping to raise awareness of aspects of the culture around us. This also applies when we create an artistic project. We become cultural mediators. Sharing experiences is at the very core of cultural life.

THIRD QUESTION: HOW CAN THE PRESENCE OF A MEDIATOR TRANSFORM A VISIT TO A MUSEUM INTO A CULTURAL DISCOVERY?

Purpose: Recognizing the contribution of professions in cultural settings.

Expected Response Items: When I meet a cultural mediator in a museum, I have access to more knowledge and explanations, since this person is a specialist in his or her field. He or she suggests activities that help to broaden my cultural horizons. He or she is a professional who can answer my questions and explain different aspects of a work of art; he or she helps me to observe better, understand better, and open myself up to the world.

Position: Virtual Reality Developer

Nicolas S. Roy, Virtual Reality Developer

VIDEO SYNOPSIS

Founder of studio Dpt., Nicolas has been involved in virtual reality since the very beginning. With his teams, he designs immersive and interactive experiences. Documentaries, fiction or artistic performances, each project is different. His greatest satisfaction? Creating meaningful moments that touch people.

RESOURCES

[Video access \(4m 5s\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: YOU KNOW VIDEO GAMES, GO TO THE MOVIES AND MAYBE EXPERIENCED VIRTUAL REALITY. IN YOUR OPINION, HOW DOES THE FAST CHANGING TECHNOLOGIES WE FACE ALTER THE WAY IN WHICH VARIOUS PROFESSIONS IN THOSE FIELDS ARE PERFORMED?

Purpose: Recognizing the importance of continuing education.

Expected Response Items: Promote the importance of continuing education, knowledge sharing within teams, and developing expertise. Ask students how they see upcoming technological changes and insist on the impact this will have on new professions that do not yet exist.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: HOW DOES PASSION FOR A PROFESSION CHANGE LIFE AT WORK?

Purpose: Recognizing the importance of a profession in a person's well-being.

Expected Response Items: Talk about the importance of being passionate about your work. In this video, Nicolas speaks enthusiastically about his occupation and the mission he has set for himself. He talks about the choices he made over the years, his passions, such as his love for virtual reality, which led him to start his own business and choose types of virtual reality that help people understand different experiences, such as people with autism. He has given himself a personal mission and is committed to the community.

THIRD QUESTION: WHY ARE TEAMWORK AND COMMUNICATIONS SO IMPORTANT IN THE FILM AND VIDEO INDUSTRIES?

Purpose: Recognizing the importance of the interaction between different professions in a production project.

Expected Response Items: Nicolas underlines the importance of communication and teamwork. All professions in this field are interrelated, and the quality of a production depends on the coherence of the team and the professionalism of each person involved in the creative process. If the animation specialists don't do their job, the scripts won't be properly portrayed. If the people in each profession don't understand the goal, the production won't be consistent.

Position: Producer, Sound Technician

Zachary Paré, sound recording producer and sound technician

VIDEO SYNOPSIS

Zachary acts as an intermediary between the production team, particularly when recording musical work. He works closely with artists to transform their musical project and make concrete results out of them. As such, he is expected to build a team of qualified collaborators for the project and support them throughout all stages of the production process. As a result of his expertise, the musical work truly represents the artists, with the best possible quality!

RESOURCES

[Video access \(7m 3s\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: HOW DOES THE KNOWLEDGE OF THE PEOPLE RESPONSIBLE FOR SOUND RECORDING AND SOUND ENGINEERING CONTRIBUTE TO THE QUALITY OF MUSICAL PROJECTS?

Purpose: Recognizing the role of support that several cultural professions play in assisting artists.

Expected Response Items: When Zachary works with musicians, he helps them clarify their vision by making suggestions and asking questions. Specialized in several musical fields, he offers professional services that help create musical projects of the finest possible quality. Many professions that work with artists contribute to their success.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: WHAT ARE YOUR MAIN INTERESTS, WHAT MOTIVATES YOU ON A DAILY BASIS, WHAT SUBJECT WOULD YOU LIKE TO KNOW MORE ABOUT AND WHY?

Purpose: Discovering the interests that motivate us, to know ourselves better.

Expected Response Items: A variety of answers, such as sports, drawing, creativity, social media, science, theater, music, dance, cooking, interpersonal relationships, reading, writing, Lego (building, problem solving), etc.

THIRD QUESTION: HOW DO INTERESTS DEVELOPED OVER A LIFETIME CONTRIBUTE TO OFFERING THE BEST POSSIBLE PROFESSIONAL SERVICES?

Purpose: Recognizing the importance of being curious and the desire to improve throughout your career.

Expected Response Items: In Zachary's case, his studies in violin and piano, along with his training as a musical interpreter helped him understand and assist artists in the creation of a musical project. The expertise he has developed in the recording field throughout his career and his curiosity contribute to the human and technical bond of trust he has built with artists. The various interests we develop throughout our lives lead us to deepen our skills, enabling us to make better choices about our future career, excel in our work, and share it with pleasure and passion.

Position: Philanthropic relations Officer

Maude Locat, Philanthropic relations and Private Funding Officer

VIDEO SYNOPSIS

To be active in philanthropy, one must have a passion for culture, people, and artists. In addition to creating fundraising campaigns, Maude builds relationships with donors and businesses. Through her work, she promotes the development of the Gilles Vigneault Theatre.

RESOURCES

[Video access \(4m 10s\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: AFTER STUDYING PIANO, MAUDE CHOSE TO WORK IN A MANAGEMENT ROLE IN A THEATRE. WHAT ARE THE ADVANTAGES OF HAVING DIPLOMAS IN DIFFERENT FIELDS?

Purpose: Recognizing the importance of being flexible in choosing trainings.

Expected Response Items: Having a formal qualification in different fields allows you to combine work and passion. Thus, Maude works in a theater, which is in line with her training as a musician, while also pursuing a career that aims to promote culture.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: WHAT IS THE IMPORTANCE OF CULTURE IN THE COMMUNITIES?

Purpose: Recognizing the wide range of professions related to the cultural field.

Expected Response Items: Various answers. Underscore the fact that many professions are linked, directly or indirectly, to culture and its dissemination, which helps define us and gives us a different perspective on the world around us. It is important to note that, in this field, many professions are emerging because of technological developments and other types of changes.

THIRD QUESTION: WHY IS THE PRESENCE OF A PHILANTHROPIC RELATIONS OFFICER IMPORTANT FOR A PERFORMING HALL OR ANY OTHER CULTURAL ORGANIZATION?

Purpose: Recognizing the impact of a profession on the survival of certain organisms.

Expected Response Items: The person responsible for philanthropy makes an important contribution to the financial health of a theater by organizing numerous fundraisers that make various cultural activities possible that would otherwise be impossible. This transforms the entire cultural life of an organization.

Position: Digital Marketing Manager

Viriya Thach, Digital Products Manager at BAnQ

VIDEO SYNOPSIS

Viriya promotes the richness of the cultural milieu through digital means. She helps the organization for which she works to have a better presence and greater impact on people. She facilitates the dissemination of culture via online platforms such as social networks. Basically, she makes sure culture goes digital!

RESOURCES

[Video access \(2m 54s\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

FIRST QUESTION: FROM THE START OF THE VIDEO, VIRIYA SAYS: "DIGITAL TECHNOLOGY BREAKS DOWN THE BARRIERS OF OUR WALLS." HOW DOES DIGITAL TECHNOLOGY INFLUENCE OUR LIVES?

Purpose: Recognizing the importance of digital technology in accessing an organization's information.

Expected Response Items: Digital technology bridges the gap between an organization and the needs of its users. For example, borrowing digital books is an important part of the BAnQ offer. Viriya works, among other things, to ensure that access to its organization's website is user-friendly. She also strives to maximize the user experience through a clear and streamlined architecture that is attractive and easy to search. The websites of various organizations contain important information. Just think of the websites for newcomers or government websites. And then there are also those websites that give us access to culture, travel, recreational activities, etc.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: IF YOU WERE IN CHARGE OF DIGITAL MARKETING FOR AN ORGANIZATION OF YOUR CHOICE, WHAT WOULD BE THE MOST IMPORTANT THING IN DESIGNING YOUR WEBSITE? WHY? THINK OF THE DIFFERENCES IN A SITE THAT IS USER-FRIENDLY WITH ONE THAT IS UNINTUITIVE

Purpose: Recognizing what guides the structure of a website.

Expected Response Items: Various answers. For certain students, aesthetics will be paramount in the popularity of a website, while for others, it will be the navigation effectiveness and architecture that allows them to target their needs at first glance. Website designs can be very frustrating when you must search for information, and the structure is unclear. You can miss a lot of important information if a site is poorly designed.

THIRD QUESTION: WHAT ARE THE DIGITAL LIMITS AND HOW CAN WE IMAGINE ITS FUTURE DEVELOPMENT?

Purpose: Recognizing the importance of continuing education in a rapidly changing world.

Expected Response Items: Various answers. Continuing education is essential in this field, as everything is changing so quickly for both tools and technology. One can even imagine that new professions that do not yet exist will be necessary in the future.

Position: Motion-Capture Supervisor

David Hurtubise: Motion-Capture Supervisor

VIDEO SYNOPSIS

David designs animations for video games and movies. He directs actors who will become ogres, trolls, or soccer players... Each production is different. Here, David combines both of his passions: creativity and technology.

RESOURCES

[Video access \(3m 18s\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment process, or after viewing the video (SLA)

FIRST QUESTION: SOME PROFESSIONS COMBINE CREATIVE AND TECHNICAL SKILLS. IN YOUR OPINION, IN WHAT SITUATIONS DOES A MOVEMENT SUPERVISOR USE THESE TWO AREAS OF INTEREST?

Purpose: Discovering the multiple employment possibilities that meet different personal interests.

Expected Response Items: David has always been interested in movies and technology. The creative aspect is experienced through teamwork with the head animators, coordinators, artists, and choreographers to bring the story to life according to the script. The technological aspect allows David to implement the creative team's vision, as he is responsible for the technology surrounding motion sensors.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: WHAT TYPE OF EDUCATION ARE YOU INTERESTED IN? DO YOU SEE YOURSELF PURSUING A LONG UNIVERSITY DEGREE OR A SHORTER, AND PERHAPS MORE VARIED, COURSE OF STUDY? IN WHAT OTHER WAYS WOULD YOU BE ABLE TO ACHIEVE A CAREER GOAL?

Purpose: Recognizing the various educational and professional paths available for the same career.

Expected Response Items: There are different paths you can take to reach your goal. Some professions can be practiced through experience acquired in the field, while others require very specific qualifications. It is often the combination of additional training and professional experience that allow us to pursue our most cherished career aspirations. Practicing a profession opens the door to many possibilities, and perseverance allows us to pursue our wildest dreams!

THIRD QUESTION: WHAT ROLE WILL EMPLOYMENT OUTLOOK PLAY IN YOUR CAREER PLAN?

Purpose: Recognizing the importance of employment outlook when choosing a career.

Expected Response Items: The employment outlook in each field is important, but above all, you must rely on your motivation and perseverance to achieve your goal of finding the ideal job. In David's case, there are only about one hundred movement supervisors in the world. The needs vary and demand in different areas is high, making this a highly sought-after position.

Position: Lighting Technician

Théo Jallifier, Lighting Technician

VIDEO SYNOPSIS

For Théo, working in lighting means creating ambiance. At Solotech, he quickly settled in, and his colleagues enthusiastically shared their experience with him. When thousands of fans enjoy a show he has been involved in, it makes him proud!

RESOURCES

[Video access \(3m 46s\) and information on job description](#)

[Job description to be uploaded or printed](#)

SUGGESTED INTEGRATIONS IN THE TEACHING SEQUENCE

Questions to ask a student in a learning or assessment (SLA) process, or after viewing the video

IN YOUR OPINION, WHAT CHARACTERIZES THE DIFFERENT STAGE TECHNICIANS WHO PARTICIPATE IN A PRODUCTION, SUCH AS LIGHTING DESIGNERS AND SOUND TECHNICIANS?

Purpose: Recognizing the importance of teamwork in a production.

Expected Response Items: These individuals work as a team and demonstrate great versatility to meet the needs of each show. They have extensive technical and programming knowledge. By focusing on harmony in a production, they contribute to artists' success.

Purpose: Asking in-depth questions about specific professions based on the content of the video.

SECOND QUESTION: ARE YOU MORE OF A TECHNOLOGY OR PEOPLE PERSON? MORE SCIENTIFIC OR CREATIVE? WHAT APPEALS TO YOU?

Purpose: Recognizing that by questioning our choices, we are identifying our abilities, tastes and personal achievements.

Expected Response Items: Personal answers that can combine several personality types. Recognize that there is rarely just one facet to our personality.

THIRD QUESTION: IMAGINE A FILM WITHOUT A SOUNDTRACK, A SHOW WITHOUT LIGHTING, A PLAY WITHOUT SETS. WHAT DO THESE PROFESSIONS CONTRIBUTE TO IN A PRODUCTION?

Purpose: Recognizing the importance of each profession in a production.

Expected Response Items: All the professions involved in theater contribute to the success of a production. Without them, the cast alone could not deliver a spectacular show.



The Culture et moi Campaign

Initiated by Compétence Culture and in partnership with SYNTHÈSE and the Association des écoles supérieures d'art du Québec (ADÉSAQ), the Culture et moi Campaign is financed by the government of Québec.

Culture et moi promotes professions facing recruitment challenges in the arts and culture sector in Québec. These positions are featured by various individuals working in the sector, in the form of video clips produced by Urbania, showcased on the [cultive website](#) as well as on social media.

Presentation of Compétence Culture



Founded in 1999, Compétence Culture is one of the 29 sectorial committees (Comité sectoriel de main-d'œuvre du Québec ("CSMO")). CSMOs are autonomous organisms officially recognized by the Commission des partenaires du marché du travail ("CPMT") under the Act to promote workforce skills development and recognition. Unique CSMO, Compétence Culture brings together some seventy organizations in the arts and culture sector that are registered as associations, sectorial or regional groups. Together, these organizations represent the cultural sector workforce in Quebec, which was estimated in 2022 to include nearly 160,000 artists and cultural workers and contributed 2.7% of the GDP.



ACKNOWLEDGEMENTS

This guide was developed thanks to the dedicated work and valuable collaboration of Michelle Lefebvre, cultural-educational consultant, and Patrick Touchette, of RECIT Cultural Education. We hereby express our sincere gratitude to both of them.

Culture et moi, an initiative of Compétence Culture, developed in partnership with the [Association québécoise des écoles supérieures d'art du Québec](#) (ADÉSAQ) and of [SYNTHÈSE](#).

adésaq

SYNTHÈSE

Culture et moi is a project made possible thanks to the financial support of the government of Québec

With the financial participation of

Québec 



Compétence Culture;

1450 City Councillors Street, unit 700
Montréal (QC) H3A 2E6

competenceculture.ca | [Culture et moi](#) | [Culture en action](#) | [MOOC](#) | [Cultive](#)

-

[LinkedIn](#) | [Instagram](#) | [TikTok](#) | [Facebook](#) | [YouTube](#)