

The New Senior Secondary Curriculum for Sierra Leone

Subject Syllabus for Entertainment Industry

Subject stream: Social and Cultural Studies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Curriculum Elements for Entertainment Industry

Subject Description

This subject is a general study of different components and facets of the entertainment industry of the industry and how it is navigated by those who want to make a living from it. In general, it encompasses a set of enterprises or businesses that produce creative output such as films, videos, and events such as theatre performances, music shows and productions, and dance events.

Rationale for the Inclusion of Entertainment Industry in the Senior Secondary School Curriculum

- a) Study of the entertainment industry enables students to develop knowledge of how this industry operates and how students can contribute their own craft.
- b) The study of the entertainment industry helps mature and maintain the culture
- c) Knowledge of the existing competitiveness within the entertainment industry helps students to enhance their creativity, drive, and perseverance.
- d) Study of the entertainment industry enables students to identify and make use of opportunities to interact in-depth with other specialists in the industry.
- e) Study of the entertainment industry empowers students to develop proposals and work on personal projects, whilst developing their team working abilities.

General Learning Outcomes (Broad Goals)

At the end of the course, students will be able to:

1. understand the various methodological and ideological paradigms in the field of entertainment industry studies,
2. be able to articulate how media industries shape the public's knowledge, values, appreciation, and aesthetic experiences,
3. understand how practical production issues of film, theatre, music, dance comedy influence type of media we consume regularly,
4. gain a framework for understanding media & entertainment management strategies in the local and global marketplace,
5. gain familiarity with key strategic issues that cut across the entire media & entertainment business landscape,
6. understand the basic economic principles underlying various aspects of these massive industries,
7. appreciate the challenges involved in marketing and managing media & entertainment in rapidly changing technological and global environments.



Content and Structure of the Syllabus Over the Three Year Senior Secondary School Cycle

	SSS 1	SSS 2	SSS 3
Term 1	History and landscape <ul style="list-style-type: none"> • What is entertainment industry studies? • Introduction to entertainment. • Key characteristics of entertainment. • Components of the entertainment industry (film, theatre, music, media, dance, comedy). • The relationship between entertainment and the wider creative industries. • Changes in entertainment over the period of modernity. • The size and nature of the entertainment industries. 	Business of Entertainment <ul style="list-style-type: none"> • Basic business skills – <ul style="list-style-type: none"> ○ understand a range of business models ○ accountancy, budgeting ○ finance – where money comes from ○ marketing. 	Personality Development <ul style="list-style-type: none"> • The meaning of personality. • Personality influence. • Adaptive patterns. • Basic personality traits. • Common personality disorders. • Developing an effective personality for entertainment.
Term 2	The characteristics of successful entertainment <ul style="list-style-type: none"> • Problem solving skills. • Personal characteristics – thick-skinned (determination). • Personal characteristics – the ability not to panic. • Good attitude – treating people well. 	Communication <ul style="list-style-type: none"> • Communication skills – <ul style="list-style-type: none"> ○ written and oral ○ communicating information clearly and quickly – pitching. ○ phone conversations and cold calling. 	The importance of an audience to entertainment and customer centricity <ul style="list-style-type: none"> • The role and expectations of the audience • How to find out what your audience likes • Targeting an audience



	<ul style="list-style-type: none"> • Understanding collaborative creativity (not having to have all ideas yourself, different kind of creativity bouncing off people rather than working by yourself). • Working to a brief (how to spot the important constraints). 	<ul style="list-style-type: none"> ○ comprehension – understanding written information. 	
Term 3	<p>The characteristics of successful entertainment</p> <ul style="list-style-type: none"> • Ability to meet deadlines. • How to spot a good property: assessing a pitch – is it a good idea? • How to put a creative team together (matching temperaments). • How to manage a creative team – leadership (understanding what makes people tick, working with that). • How to manage a creative team - conflict resolution. • Project management. • How to get things out of people – networking and relationships; people working for money; for friendship; because they love a project. 	<p>Basic Legal skills</p> <ul style="list-style-type: none"> • Contracts (including 'options') – how to do a deal memo, heads of agreement • Legal obligations to contractors and suppliers. • Copyright – what you can use, what you can't use. • Taking responsibility 	<p>Artist Management</p> <ul style="list-style-type: none"> • The artistic profession • Branding the artist • The social-economic situation of the artist • Art and management requirements



Teaching Syllabus

Topic/ Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
History and landscape <ul style="list-style-type: none"> • What is entertainment industry studies? • Introduction to entertainment. • Key characteristics of entertainment. • Components of the entertainment industry (film, theatre, music, media, dance, comedy). • The relationship between entertainment and the wider creative industries. • Changes in entertainment over the period of modernity. • The size and nature of the entertainment industries. 	At the end of this lesson, students: <ol style="list-style-type: none"> a. should be able to Define what the entertainment industry is and be able to identify the key characters, and their distinctive roles. b. should be able to demonstrate knowledge of the characteristics of entertainment industry, its nature and seize c. should be familiar with the modernization of entertainment industry. 	<ul style="list-style-type: none"> ✓ Read text books entailing entertainment characters and their roles. ✓ Bringing in professional artists, producers, performers, managers, and entertainment executive directors to give detailed talks on the entertainment industry and how it works. 	<ol style="list-style-type: none"> i. Text books on entertainment industry. ii. Booking in professional artists, performers, managers and entertainment executive directors. 	<ol style="list-style-type: none"> 1. Short objective questions on the characteristics of entertainment industry 2. Students to give their evaluation and assessment of the entertainment industry and to suggest ways to improve it.
The characteristics of successful entertainment <ul style="list-style-type: none"> • Problem solving skills. • Personal characteristics – thick-skinned (determination). • Personal characteristics – the ability not to panic. • Good attitude – treating people well. 	At the end of this lesson, students: <ol style="list-style-type: none"> a. will possess the character and mannerisms needed to handle problems arising within the entertainment industry. b. must have acquired personal skills to deal with people in the work environment. 	<ul style="list-style-type: none"> ✓ Text book that lays emphasizes on enhancing personal skills in entertainment. ✓ Divide the students into groups with the responsibility of 	<ol style="list-style-type: none"> i. Text books on personal skill enhancement in entertainment. ii. Big classroom space to divide students into groups. 	<ol style="list-style-type: none"> 1. Short essays on creative ideas and problem solving skills 2. Project work in groups



<ul style="list-style-type: none"> • Understanding collaborative creativity (not having to have all ideas yourself, different kind of creativity bouncing off people rather than working by yourself). • Working to a brief (how to spot the important constraints). 	<p>c. will have the ability to demonstrate collaborative working ethics for creativity.</p>	<p>creating ideas collectively.</p>		
<p>The characteristics of successful entertainment</p> <ul style="list-style-type: none"> • Ability to meet deadlines. • How to spot a good property: assessing a pitch – is it a good idea? • How to put a creative team together (matching temperaments). • How to manage a creative team – leadership (understanding what makes people tick, working with that). • How to manage a creative team - conflict resolution. • Project management. • How to get things out of people – networking and relationships; people working for money; for friendship; because they love a project. 	<p>At the end of this lesson, students:</p> <ol style="list-style-type: none"> demonstrate a good work ethic should possess the necessary ability to identify a good property will know how to put together a creative team and how to manage such team in cases of conflict should be able to demonstrate ability to design and work on entertainment projects 	<ul style="list-style-type: none"> ✓ Divide the students into group with the responsibility working collective. Also select a team leader for each group in turn so they will be able to demonstrate leadership qualities ✓ Issue project responsibilities to each student to work on, ✓ Collectively read text books on project management in entertainment industry and explain in a simplistic form 	<ol style="list-style-type: none"> Text books on project management in entertainment industry Materials to work on individual projects 	<ol style="list-style-type: none"> Assignment on developing and executing a project related to the students' area(s) of interest Objective questions on the qualities of good creative ideas





<p>Business of entertainment</p> <ul style="list-style-type: none"> • Basic business skills – <ul style="list-style-type: none"> ○ understand a range of business models ○ accountancy, budgeting ○ finance – where money comes from ○ marketing. 	<p>At the end of this lesson, students:</p> <ol style="list-style-type: none"> a. will be able to demonstrate an understanding of the operational, financial, and marketing aspects of the entertainment industry 	<ul style="list-style-type: none"> ✓ Using text books which emphasize the core areas of the business of entertainment. ✓ Using charts and diagrams depicting marketing strategies, business models, accounting, and budgeting. 	<ol style="list-style-type: none"> i. Text books on the entertainment business ii. Materials to create charts and diagrams 	<ol style="list-style-type: none"> 1. Task students to work in small groups to demonstrate their business knowledge and skills in the entertainment industry by developing business plans and budgets, including sources of finance, for commercial success in their chosen art form.
<p>Communication</p> <ul style="list-style-type: none"> • Communication skills – <ul style="list-style-type: none"> ○ written and oral ○ communicating information clearly and quickly – pitching. ○ phone conversations and cold calling. ○ comprehension – understanding written information. 	<p>At the end of this lesson, students:</p> <ol style="list-style-type: none"> a. will be able to define communication b. can state the different elements of the communication cycle c. can differentiate between sender, message, medium, receiver, and feedback d. can describe the importance of active listening e. can describe the ways to overcome barriers to effective communication 	<ul style="list-style-type: none"> ✓ One to one communication between the students using different mediums ✓ Using text books on communications 	<ol style="list-style-type: none"> i. Text books on effective communications ii. Communication gadgets like mobile phones, iii. Materials for creating communication symbols 	<ol style="list-style-type: none"> 1. Identify elements of the communication cycle 2. Demonstrate the use of different characteristics of feedback 3. Describe the various principles of effective communication
<p>Basic legal skills</p> <ul style="list-style-type: none"> • Contracts (including 'options') – how to do a deal memo, heads of agreement 	<p>At the end of this lesson, students:</p> <ol style="list-style-type: none"> a. will be able to understand basic legal obligations as a performing artist 	<ul style="list-style-type: none"> ✓ Classroom sessions with text books on contracts and 	<ol style="list-style-type: none"> i. Text books on contract law, with reference to the 	<ol style="list-style-type: none"> 1. Questions based on entertainment industry scenarios for the students to identify the



<ul style="list-style-type: none"> • Legal obligations to contractors and suppliers. • Copyright – what you can use, what you can't use. • Taking responsibility 	<p>b. should be familiar with contracts and terms of contracts</p> <p>c. will be able to demonstrate an understanding of copyright</p>	<p>terms of contracts, with a detailed explanation of obligations based on the contracts.</p> <p>✓ Copyright Acts discussions</p>	<p>entertainment industry</p> <p>ii. Existing copyright legislation.</p>	<p>contractual obligations of different parties</p> <p>2. Objective questions on copyright laws.</p>
<p>Personality Development</p> <ul style="list-style-type: none"> • The meaning of personality. • Personality influence. • Adaptive patterns. • Basic personality traits. • Common personality disorders. • Developing an effective personality for entertainment. 	<p>At the end of this lesson, students:</p> <p>a) can demonstrate knowledge of different personality types</p> <p>b) can demonstrate knowledge of different personality disorders</p> <p>c) can set goals</p> <p>d) can demonstrate impressive appearance and groomed personality</p> <p>e) can demonstrate ability to self-explore</p> <p>f) can demonstrate the ability to work independently and in a team</p>	<p>✓ Complete a task independently within a specific time-period without any help</p> <p>✓ Play games for improving teamwork skills</p> <p>✓ Group discussion</p>	<p>i. Big classroom space for group discussions</p> <p>ii. Gaming materials</p> <p>ii. Text book on personality</p>	<p>1. Describe the meaning of personality</p> <p>2. Describe how personality influences others</p> <p>3. Describe basic personality traits</p> <p>4. Describe common personality disorders:- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive.</p> <p>5. Develop personality traits to enhance and complement the student's chosen artistic</p>
<p>The importance of an audience to entertainment and customer centricity</p>	<p>At the end of this lesson, students:</p> <p>a) can demonstrate the skills to handle and satisfy the audience effectively</p>	<p>✓ Audio/ video material of best practices of</p>	<p>i. Audio/ video equipment</p>	<p>1. Explain how to identify audience needs, preferences and expectations</p>



<ul style="list-style-type: none"> • The role and expectations of the audience • How to find out what your audience likes • Targeting an audience 	<p>b) can demonstrate an understanding of how to identify the audience's needs, preferences, and expectations.</p>	<p>audience handling</p> <ul style="list-style-type: none"> ✓ Issuing case-based problems. 		<p>2. Explain audience handling as an important part of business cycle</p>
<p>Artist Management</p> <ul style="list-style-type: none"> • The artistic profession • Branding the artist • The social-economic situation of the artist • Art and management requirements 	<p>At the end of this lesson students:</p> <p>a) can demonstrate an awareness of artist management, its environment, operating models, including artist development, operations, finance, marketing, and career development strategies.</p> <p>b) can develop ideas, concepts and proposal for artist development based on the principals of and drivers for success within the context of Artist Repertoire disciplines</p>	<ul style="list-style-type: none"> ✓ Text books on artist management. ✓ Task on creating ideas for artist development 	<p>i. Text books on artist management</p>	<ol style="list-style-type: none"> 1. Evaluate the role of the manager to the artist 2. Describe the responsibilities of the artist to the manager 3. List the principles and procedures of artist development