

Unit 1: The Music Industry

Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 30

Duration of lessons: 1 hour

Learners should spend lesson time and non-supervised time working on projects, research and directed study.

Lesson	Unit content*	Activities	Links to other units
1	Unit introduction	Teacher presentation (approx. 10 minutes): outline the nature of the learning aims and the number of assignments that learners will be expected to complete.	
Learning aim A Understand different types of organisations that make up the music industry			
1 (cont.)	Learners should know about different types of organisations in the music industry and the type of work each undertakes. Venues and live performance Places where music is performed: <ul style="list-style-type: none"> • small and medium local venues • large multi-use spaces. 	Group activity (3–4 learners): conduct a survey of venues : <ul style="list-style-type: none"> • local venues • large multi-use spaces. Class discussion: why are venues located where they are? Play a video clip of a musician talking about their preferred size of venue.	Unit 3: Introducing Live Sound, learning aim A
2	Learners should know about different types of organisations in the music industry and the type of work each undertakes. Venues and live performance Places where music is performed: <ul style="list-style-type: none"> • small and medium local venues • large multi-use spaces. 	Teacher-led introduction: explain about forthcoming trip to a local venue to discuss health and safety issues with the venue manager and door staff. Class activity: collect H&S issues/things to find out on the whiteboard, including artist, audience and employee safety. Group activity: prepare questions to ask at venue visit. Each learner to generate their own questions. <ul style="list-style-type: none"> • Top ten questions for venue manager. • Top ten questions for a bouncer (door staff). 	

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		<p>Class activity: share questions and consider possible answers. Check everyone has a clear understanding of the issues and terminology being used.</p> <p>Prepare questions to be explored at the venue.</p> <p>Class discussion: expectations of professional behaviour and skills.</p>	
3	Health, safety and security at venues	<p>Class activity: watch video clips of stage collapses and injuries at concerts.</p> <p>Teacher-led class discussion: this will be on:</p> <ul style="list-style-type: none"> ● the common-sense side of health and safety ● legal H&S requirements in respect to audience safety, artists' safety, fire regulations ● the importance of H&S, emphasising the seriousness of H&S particularly in light of the visit next week to a venue ● how venues ensure audiences enter and exit a venue safely (e.g. use of door staff, signs, ticketing) ● how venues ensure that employees (including artists) are safe (e.g. noise laws, breaks, risk assessments) ● fire regulations (e.g. control of capacity, signage, evacuation procedures, ongoing checks, fire extinguishers). <p>Class activity: create a H&S treasure hunt for things to look for during the venue visit, e.g. can learners see:</p> <ul style="list-style-type: none"> ● the fire exits correctly labelled? ● fire extinguishers suitably located? <p>Class activity: watch a funny video (for example, Justin Bieber walking into a glass door on YouTube) to focus on how easy it is to have an accident. Ensure everyone is ready for the visit to the venue next week and all questions are collated.</p>	Unit 3: Introducing Live Sound, learning aim B
4	<p>Trip to local venue</p> <p>Health, safety and security</p>	<p>Trip to a local venue</p> <p>Teacher introduction: teacher to introduce the venue, staff, rules and regulations.</p> <p>Encourage learners to take photos of promotional materials they see around the venue.</p> <p>Individual/paired activity: learners to be allowed to explore the venue under supervision and</p>	Unit 2: Managing a Music Product

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		<p>interview members of staff. Look for evidence that the venue is responsible, e.g. how does the venue deal with H&S requirements?</p> <p>Individual/paired activity: learners to scrutinise posters and fliers on display.</p> <p>Encourage learners to take photos of promotional materials, e.g. posters and flyers, as well as H&S signage, etc., so you can refer to it back in the classroom.</p> <p>Ensure all learners have gathered the appropriate evidence before returning to the centre.</p>	
5–10	<p>Production and promotion:</p> <ul style="list-style-type: none"> ● recording companies ● music publishing ● promoters ● broadcasting ● marketing and distribution. <p>Service companies and agencies</p> <p>Companies that provide services to artists, venues and production companies:</p> <ul style="list-style-type: none"> ● royalty collection agencies ● artists' representation ● hire companies ● transport companies. <p>Unions</p> <p>Organisations that provide support and guidance to those working in the music industry:</p> <ul style="list-style-type: none"> ● the Musicians' Union (MU) ● Equity ● Broadcasting, Entertainment, 	<p>Project: Organisations and agencies</p> <p>Teacher introduction: explain what the project is and how the work will unfold. Explain the research required, what the final outcome will be and how the information will be crucial in the final written examination.</p> <p>Start by considering who uses the venues and how they are used. Go on to explore the organisations and agencies that support live music.</p> <p>Group activity: list all the people, companies and agencies that were uncovered during the visit.</p> <p>Class activity: collect information on flip-chart paper.</p> <p>Group activity: what do all these organisations and companies do? Place companies into correct categories and explain what this tells you about the venue. Categories include: recording companies, hire companies, broadcasting, union, music publishing, promoters, marketing, supplier, artists' representation, transport companies, royalty collection agencies, facilities management.</p> <p>Class activity: collect information on flip-chart paper.</p> <p>Class discussion: what might this information mean for local business and the venue? Discuss if there is any opportunity for entrepreneurial consideration.</p> <p>Teacher presentation: explanations of unions, services they provide, etc.</p> <p>OR group activity: research the role of each category and present back to the class.</p> <p>Group activity: create a directory of organisations and agencies.</p> <p>Homework activities: learners to review and add to classwork.</p>	Unit 6: Introducing Music Recording, learning aim A

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	Cinematograph and Theatre Union (BECTU).		
11	How organisations interrelate and why these relationships are important	<p>Discussion to pull together all the underlying information gathered in lessons 5–10. Focus on the following.</p> <p>Class activity: watch a video clip that describes a day in the life of an artist manager.</p> <p>Teacher-led class discussion: using the content from the spec/directory produced in previous lessons, do the following:</p> <ul style="list-style-type: none"> • Explore how the industry is linked up. Create a ‘Ten key messages’ list of good ideas that reinforce how the music industry is based on networking. • Explore links between production and promotion. • Discuss pros and cons for musicians of working with agencies. • Explore links between agencies and what’s available creatively, e.g. lighting/sound hire depending on venue’s equipment and resources and the visiting artist. <p>Teachers may wish to hold some form of written assessment in week 11 that assesses the content up to this point.</p>	
Learning aim B Understand job roles in the music industry			
12	Performance and creative roles	<p>Music industry jobs guide – section 1</p> <p>Creation of content for a jobs guide for a careers fair. Teacher to go through content for performance and creative roles, and set context for the work.</p> <p>Group activity (3–4 learners): produce a careers guide for a selected role from within the performance and creative area of the unit content.</p> <p>Material can be created in class or from primary sources in next lesson.</p> <p>Teacher introduction: learning aim B and the project: Creation of a music industry jobs guide in three sections. Section 1 to concentrate on the performance and creative roles. Outline the range of content that will be covered by the project.</p> <p>Group activity: learners to brainstorm as many job roles as they can in the following categories:</p>	

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		<ul style="list-style-type: none"> • performance/creative • management and promotion • recording • media and other. <p>Teacher to provide support.</p> <p>Teacher presentation: performance and creative roles – expand and focus the thinking.</p> <p>Group activity: develop material for the jobs guide. Groups should produce documentation, posters, job adverts, etc.</p> <p>Class activity: review jobs guide and discuss the final format that will be created. Booklet? Folder with individual sheets? Website? Posters?</p>	
13	Performance and creative roles	<p>Teacher presentation: teacher to focus class and set deadlines and quality criteria. Introduce the concept of interviewing industry representatives.</p> <p>Group activity (3–4 learners): continue with the production of the careers guide for a selected role from within the performance and creative area of the unit content.</p> <p>Learners should consider interviewing contacts from the music industry to assist them in gathering case study material for the jobs guide. Also consider using audio/video to record the interview, and taking photos of workplaces.</p>	
14	Management and promotion roles	<p>Music industry jobs guide – section 2</p> <p>Creation of content for a jobs guide for a careers fair.</p> <p>Teacher presentation: teacher to go through content for management and promotion roles, and set context for the work.</p> <p>Class activity: learners debate their preconceptions of roles in the management and promotion side of the music industry. Find some video clips of professionals talking about their job roles, e.g. promoter. Use the video clip to spark a class discussion about job roles.</p> <p>Group activity (3–4 learners): produce a careers guide for a selected role from within the management and promotion area of the unit content.</p>	

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15	Management and promotion roles	<p>Group activity (3–4 learners): continue with the production of the careers guide for a selected role from within the recording, media and other roles area of the unit content.</p> <p>Teacher to focus class and set deadlines and quality criteria.</p> <p>Class activity: learners continue work set in week 14.</p> <p>Wrap up focus on management and promotion roles, and set the scene for further work next week.</p>	
16	Recording, media and other roles	<p>Music industry jobs guide – section 3</p> <p>Creation of content for a jobs guide for a careers fair. Teacher to go through content for recording, media and other roles and set context for the work.</p> <p>Class activity: learners to develop and create material for the jobs guide, which should be similar in format to material, created in weeks 12 to 15. Learners to search through websites and sources already used to complete the exercise although visits, interviews, telephone calls and emails should also be included in the gathering of suitable information.</p> <p>Group activity (3–4 learners): set groups to develop material for the jobs guide. They should produce documentation, posters, job adverts, etc. Material can be created in class or from primary sources in next lesson.</p> <p>Group activity (3–4 learners): produce a careers guide for a selected role from within the recording, media and other roles area of the unit content.</p> <p>Learners to consolidate their planning for section 3 of the guide, discuss progress, set targets and deadlines.</p>	
17	Recording, media and other roles	<p>Group activity (3–4 learners): continue with the production of the careers guide for a selected role from within the recording, media and other roles area of the unit content.</p> <p>Teacher to focus class and set deadlines and quality criteria. Focus the learners on this being the final day of the project and allow suitable time for the completion of the work. Introduce where necessary the trade and supplier side of the industry, including:</p> <ul style="list-style-type: none"> ● trade bodies and unions. How do they represent their members? ● suppliers of equipment, manufacturers, costs and retail ● job roles within the supplier side of the industry. Look into one area particularly (e.g. retail, the local music shop) and explore how important this is to the success or failure of the 	

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		local music industry. Class activity: learners continue work set in week 16. Learners should produce a final version of the guide by the end of this lesson. Final printing may be done outside the timetable depending on arrangements for printing or final production. Wrap up the focus on recording, media and other roles. Summarise the work covered.	
18	How and why workers are employed in the industry	Teacher-led discussion: pros and cons of different employment patterns. Benefits of full-time, part-time and casual contracts. Class activity: learners are to produce a clear definition and understanding of the different employment patterns available in the music industry, and the pros and cons of each. Learners should firstly list the employment pattern and match to the potential job roles. Class discussion: what do full-time, part-time and casual mean in the context of the music industry? E.g. who is full-time? Are band musicians full-time or part-time roles?	
19	Getting a break and starting out	Compare and contrast: find video clips of two different artists talking about how they got their first break. Teacher to explain the concept of the lesson. Half will be spent on the videos, the other half on preparing for the careers fair next lesson. Class activity: watch the first video and discuss. Allow learners to debate and highlight the items which were of most interest to them. Then watch the second video and discuss. Class discussion: allow learners to compare and contrast the two stories on show and discuss the points raised. Allow repeated showings of the videos if necessary. Collect and prepare the work completed in weeks 12 to 17 for the careers fair. Arrange for learners to set up and display the work appropriately at a time convenient to everyone.	
20	Careers fair	Class activity: using the material created in lessons 12 to 17, set up the room as a music industry careers fair with the learner work on the walls and display boards. Invite other learners to visit and discuss the music industry as a viable career pathway. Invite a guest speaker from the local music industry to open the event with a five- or ten-minute talk. There is an opportunity here to show film work or key/classic documentaries in a separate film show. There is also an opportunity to run an evening concert to showcase learner work.	

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		<p>Learners to be in place for informal questioning. Visitors should be asked beforehand to quiz the learners on the work they have done. The teacher or visiting speaker could introduce the session and ask guests to question and quiz the learners.</p>	
21–25	<ul style="list-style-type: none"> ● Importance of individual roles and responsibilities ● How individual roles and responsibilities interrelate ● How the industry relies on entrepreneurs, the self-employed and small enterprises 	<p>Project: Venue visit</p> <p>This project gives learners the opportunity to get to know the functions, operations and staff involved in the local medium-sized venue. The visit will be in weeks 23 and 24, with two weeks to prepare (21–22) and one week to write up (25).</p> <p>Teacher introduction: set out the project. Highlight the focus of this work on:</p> <ul style="list-style-type: none"> ● the importance of individual roles and responsibilities ● how individual roles and responsibilities interrelate ● how the industry relies on entrepreneurs, the self-employed and small enterprises. <p>Group activity: allow learners to prepare for their visit by considering the questions that arise. Learners should identify the information they need to obtain from the visit and prepare questions, research, etc. Learners should also set up interviews and access to those who can give them the information they need.</p> <p>Visits should be more extended to allow learners to drill down into the information available, complete interviews, share and discuss. Audio material may be recorded and video should be used where possible.</p> <p>Individual activity: learners write up their material in a project file containing interviews and videos, transcripts, reflective thoughts and other material that addresses the topic.</p>	Unit 2: Managing a Music Product
26	How to get paid	<p>Teacher introduction: discuss famous musicians’ tax problems – e.g. the Beatles, Ja Rule, Willie Nelson, Method Man. Explain the concept of the flow of money and how it is crucial to be on top of this.</p> <p>Class activity: ask learners to consider the flow charts and match their understanding with the processes indicated. Discuss the models in place in the early days of the music industry and models in place now.</p> <p>Go through contracts and invoices with examples where possible.</p> <p>Individual activity: learners to design and construct their own invoices for work they may complete professionally.</p>	

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		<p>Learners to consider the basic operation of tax and NI and design their own flow chart, adding where the payment of tax and NI would take place in the business cycle.</p> <p>Fact check activity: ask learners to identify definitions of the content covered.</p>	
27–30	Review and exam preparation	<p>Teacher introduction: revision and exam preparation project.</p> <p>Encourage learners to undertake these four weeks as a project, with schedules and timetables, individual, small-group and large-group activities. Consolidation of learning through research and self- and peer assessment.</p> <p>Ensure all learners have a suitable revision plan and methodology in place for the completion of this project.</p> <p>Learners should sit the SAM paper as exam practice.</p> <p>Find a short video of a musician talking about their preferred size of venue.</p> <p>Revision and exam preparation should be encouraged through written homework where possible.</p>	
TOTAL: 30 hours			

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