

# Unit 11: Music Events Management

<b>Unit code:</b>	<b>T/600/6939</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to develop the skills and knowledge needed to manage music events. Learners will become familiar with administrative tasks, strategies and factors that influence the success of an event and will then put the theory into practice by planning and managing a music event.

## ● Unit introduction

Music events management is an exciting and rewarding area of the music industry that requires a great deal of hard work. It is important to know about the various factors that influence an event such as safety legislation, safe working practice, promotion, teamwork, time and people management, the allocation of roles and keeping financial records.

This unit will give learners the opportunity to find out what goes into a music event and what affects the success of the event. They will also plan and manage a music event from start to finish, taking on roles and allocating roles where appropriate. Much of the delivery of this unit will be in preparation, record keeping, holding team meetings and researching current legislation relevant to the organisation of music events.

Learners will look at specific case studies and consider the legal documents, contracts, safety legislation, financial records, promotion and marketing needed to run a successful event. Much of the evidence can be collected through records of meetings held and example documents found or created by the learners.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the factors that define a music event
- 2 Know the factors that will influence the success of a music event
- 3 Be able to apply planning procedures for a proposed music event
- 4 Be able to manage a music event.

# Unit content

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## 1 Know the factors that define a music event

*Type of music event:* eg gig, tour, promotional launch and classical recital

*Type of music venue:* eg music club, public house, large music venue, festival and theatre

*Features:* size; scale; location; duration; reoccurrence; equipment requirements; sound system; lighting; other requirements eg food, accommodation, storage, parking

*Staffing:* eg sound system, stage crew, lighting, venue staff, security, door staff, management, administrative, promoters, catering, performers

## 2 Know the factors that will influence the success of a music event

*Money management:* eg financial planning, cash flow forecast, budgeting; bookkeeping, accounts, grant applications, sponsorship

*Promotion and marketing:* eg target market, audience profile, posters, flyers, press releases, publicity stunts, the internet, websites, blogs, forums, social networking sites

*Legal constraints:* eg performing licences, insurance, public liability, contracts for performers, other contracts, equality legislation, public safety, safety awareness, stage safety

## 3 Be able to apply planning procedures for a proposed music event

*Procedures:* agree objectives; feasibility studies; team appointments; target setting; devising organisational structure; contingency plans; meetings

*Personal and team skills:* eg knowledge, practical skills, enterprise, flair, self-management, team building, roles, responsibilities, opportunities, problems, solutions, tasks

*Documentation:* minutes of meetings; contracts; timescales; plans; financial records; promotional material; logistics eg type of music event, features, diagrams, staffing, running order, stage plan, seating plan

## 4 Be able to manage a music event

*Ongoing considerations:* eg schedules, personal role(s), team roles, time management, working relationships, setting up the venue, public relations, health and safety, contingency action, clear up

*Post-event considerations:* eg monitoring schedules, de-briefing, feedback sessions, questionnaires, review objectives

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the factors that define a chosen music event	<b>M1</b> explain the factors that define a chosen music event	<b>D1</b> assess the factors that define a chosen music event
<b>P2</b> describe the factors that will influence the success of a music event [IE, CT]	<b>M2</b> explain the factors that will influence the success of a music event	<b>D2</b> assess the factors that will influence the success of a music event
<b>P3</b> apply planning procedures for a proposed music event with assistance [CT, TW, SM, EP]	<b>M3</b> apply planning procedures for a proposed music event competently with only occasional assistance	<b>D3</b> independently apply planning procedures for a proposed music event to near-professional expectations
<b>P4</b> manage specific roles for a music event with assistance. [RL, TW, SM, EP]	<b>M4</b> manage specific roles for a music event competently with only occasional assistance.	<b>D4</b> independently manage specific roles for a music event to near-professional expectations.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

Delivery of this unit is likely to start with classroom lectures. Case studies should be used that show a number of different music events, preferably of differing scales. From these, learners can begin to establish what factors make up a music event. Trips to music venues and visits from professionals working in the area of music events will enhance the learner's experience.

Group discussions will be an important element to successful delivery. They can be used to examine examples of promotional material, sample contracts and financial records. Learners should be encouraged to create their own versions of documents where possible, either individually or in small groups. It is best for this to be done while planning the first music event as a team. Team meetings will take up a large portion of this unit so it is important that learners understand how to plan and run meetings and how to keep good records.

For final assessment, learners should be involved with the management of one significant event. It would be beneficial however for learners to develop their skills by managing smaller scale events in the teaching and learning phase of the unit.

Evidence for assessment could be in the form of a portfolio containing notes, plans, reviews, photos, video footage, peer testimony, gig reviews, contracts, financial records and minutes of planning meetings. Where evidence is produced by other learners within the group or outside the group, it must be clearly noted who has produced the work, eg financial records for the event completed by another learner in their agreed role as part of the management team.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit.
Factors that define a music event – types, features and staffing. Case studies of a range of music events. Money management – example documents, spreadsheets, cash flow. Create financial records for an example event. Promotion and marketing – examples of material, target audience. Research online methods of promotion. Legal constraints – sample contracts, legislation (see online). Create a contract for the performers.
<b>Assignment 1: What Makes a Successful Music Event? – P1, M1, D1, P2, M2, D2</b> <ul style="list-style-type: none"><li>• Research in class – collating/editing evidence.</li><li>• Report/presentation and assessment feedback.</li></ul>
Planning, allocation of roles, establishing team meetings.
<b>Assignment 2: My Music Event – P3, M3, D3, P4, M4, D4</b> <ul style="list-style-type: none"><li>• Planning stages – meetings, developing material, tracking progress.</li><li>• Event stages.</li><li>• Review: group meeting, assessment feedback.</li></ul>

## Assessment

Assessment for all learning outcomes in this unit is likely to be based on the collection of evidence from team meetings, production of specific documents, collection of documents and resources relating to the event, information on current legislation, keeping of financial records, peer review, group reviews and tutor observation. Specifically, learning outcome 1 could be evidenced through the use of music event case studies. These could be created through visits to music venues, visiting industry specialists or focusing on a specific music event or festival.

To achieve criterion P1, learners will describe the factors that define a chosen music event. They will provide a basic description of the main factors, including sound, audience, staffing, stage and performers and say what each key factor is needed for. Evidence is likely to be brief but should include most of the essential factors.

To achieve criterion M1, learners must explain the factors that define a chosen music event. All the key factors must be described and an explanation included. This could include, for example, the sound system, key staffing roles and venue logistics. It is the accuracy and depth of explanation that is important not quantity. Features of the staffing roles could be covered. Explanation evidence is likely to address questions such as how things work and why they are there.

To achieve criterion D1, learners must assess the factors that define a chosen music event. Evidence should include assessment of staff roles within the event, the need for equipment and other services such as catering, with questions answered such as: How do the staff roles interact? How useful is the equipment? What would happen without this equipment?

To achieve criterion P2, learners must describe the factors that will influence the success of a music event. They will provide a basic description of the main factors, including money management, promotion and marketing and legal constraints and say what each key factor is needed for. Evidence is likely to be brief but accurate.

To achieve criterion M2, learners must explain the factors that will influence the success of a music event. Key factors must be described and an explanation included of areas such as money management, promotion and marketing or legal constraints. Explanation evidence is likely to answer questions such as: how things work and why they are there?

To achieve criterion D2, learners must assess the factors that will influence the success of a music event. Questions will be answered such as: What would happen if things are not done, or not done well enough? How important is it to do this? What if the person allocated to run this side of the event does not do a good job?

To achieve criterion P3, learners must apply planning procedures for a proposed music event with assistance. They will provide evidence of planning, including collection and/or creation of documents and records, minutes of meetings and allocation of roles, schedules and objectives. It should be indicated who has produced each document if it is not the learner being assessed.

To achieve criterion M3, learners must apply planning procedures for a proposed music event with only occasional assistance. There will be evidence of a more detailed approach to the planning process, showing competent preparation.

To achieve criterion D3, learners must independently apply planning procedures for a proposed music event to near-professional expectations. All the documents and records needed to plan a music event should be presented. These must be relevant and useful as working documents.

To achieve criterion P4, learners must manage specific roles for a music event with assistance. Evidence will show that the learner has taken part in an event-management team and taken on specific roles with some success.

To achieve criterion M4, learners must manage specific roles for a music event with only occasional assistance. There may be evidence of a more detailed approach to the allocated roles with jobs being done on schedule and good input shown at planning meetings.

To achieve criterion D4, learners must independently manage specific roles for a music event to near-professional expectations. The planning and management of the event will be a success. Peer testimony and tutor observation should evidence this, along with a review of the event that will contain insightful observations and suggestions for improvement.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1 P2, M2, D2	What Makes a Successful Music Event?	Working for an events-management company it is your job to explain what a music event is and what influences the success of an event.	Evidence comprising: <ul style="list-style-type: none"> <li>• written report</li> <li>• presentation.</li> </ul>
P3, M3, D3 P4, M4, D4	My Music Event	Working as an event manager you will plan and manage a music event from start to finish. You can allocate roles within a team and take on specific roles yourself.	Evidence comprising: <ul style="list-style-type: none"> <li>• minutes of meetings</li> <li>• internet 'blog'</li> <li>• tutor observation</li> <li>• peer review.</li> </ul>

## Links to other BTEC units

This unit forms part of the BTEC Music and Music Technology sector suite. This unit has particular links with the following unit titles in the BTEC Music and Music Technology suite:

Level 1	Level 2	Level 3
		Major Music Project
		Marketing and Promotion in the Music Industry
		Concert Production and Staging

## Essential resources

Centres should provide appropriate spaces for regular event-planning meetings. These could offer access to the internet and computer projectors for researching and displaying information. Use of online resources and applications is encouraged such as keeping a blog to show progress and possibly evidence planning meetings and events. Computers will be needed to keep financial records and to develop other documentation such as performer contracts.

Access is needed to a performance space suitable for holding a number of music events. This could be a small or a large venue but should have many of the factors that make up a music event such as a sound system suitable for music, lighting, musical instruments, a stage area and an audience area. Access is also needed to performers to play at these events.

## Employer engagement and vocational contexts

Events management is a large area of employment in the music industry and in the wider performing arts industries.

Areas of employment include artists and tour management, promoters, administration, music festival organisations and event management companies.

## Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	explaining the factors that will influence the success of a music event
<b>Creative thinkers</b>	explaining the factors that will influence the success of a music event applying planning procedures for a proposed music event
<b>Reflective learners</b>	managing specific roles for a music event reviewing progress at team meetings
<b>Team workers</b>	applying planning procedures for a proposed music event managing specific roles for a music event working as a team and allocating roles
<b>Self-managers</b>	applying planning procedures for a proposed music event managing specific roles for a music event
<b>Effective participators</b>	applying planning procedures for a proposed music event managing specific roles for a music event and taking part in a team-management activity.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	finding out a range of information needed to effectively run a music event, including vital information needed on the day of the event
<b>Creative thinkers</b>	working out how to promote the event effectively and imaginatively
<b>Reflective learners</b>	reviewing own role within the team and the overall success of the music event
<b>Team workers</b>	working with a range of different people in a variety of event-management roles
<b>Self-managers</b>	managing own time and financial records, meeting assignment deadlines
<b>Effective participators</b>	participating in a range of music events and planning meetings.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	researching topics online
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	selecting appropriate research material online
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	writing reports on topics, some of which are complex and involve detailed explanation. These may include pictures, diagrams and text in various formats
Bring together information to suit content and purpose	presenting assignment work to the learner group using ICT
Present information in ways that are fit for purpose and audience	presenting assignment work to the learner group using ICT
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to meetings and dealing with a wide range of different people presenting work to the learner group and discussing topic areas
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading legal contracts and legislation
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	keeping regular records of meetings. Creating specific documents based on examples. Writing reports on topics.