

# Unit 17: Marketing and Promotion in the Music Industry

<b>Unit code:</b>	<b>R/600/7001</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 enable learners to develop their knowledge of the types of marketing strategies used by music organisations. Learners will then apply their learning to the marketing of a recording production or performance event.

## ● Unit introduction

Knowledge of marketing and promotional techniques is essential for an understanding of the music business. This unit will help learners to understand the importance of marketing to a music organization in terms of business, growth, profitability and long-term survival.

Like any other area of business, music organisations need to employ good marketing and promotional techniques to ensure the sale of products, and tickets for events and performances. Any business wishing to sell a product or service needs to identify potential customers to ensure products and services are what the customer wants and are at a price the customer is willing to pay. A marketing team also needs to have a firm understanding of the product itself. This unit will allow the learner to investigate marketing practices employed by a range of performing arts organisations. They will consider how these organisations market and promote their products in order to attract audiences to events and performances. Learners will also develop the skills required to develop publicity materials such as posters, flyers, press releases and/or broadcast materials.

Learners will then apply what they have discovered to the marketing of a product, event or project being produced by themselves or a group of peers. They will consider the product and the target audience and develop an appropriate marketing strategy, which they will pitch to the producer of the project. Having decided on an appropriate strategy, learners will then take on a role within the marketing team developing and designing publicity materials and running the campaign. Finally learners will analyse the success of their marketing campaign taking into account feedback from the target audience.

## ● Learning outcomes

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

- 1 Know about marketing techniques used by music businesses
- 2 Be able to produce a marketing strategy for a music product or event
- 3 Be able to contribute to a marketing campaign for a music product or event
- 4 Understand the success of a marketing campaign.

# Unit content

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## 1 Know about marketing techniques used by music businesses

*Market research:* primary research eg surveys, questionnaires, interviews; secondary research eg internal records, data from previous events

*Marketing mix:* product; analysis of event/production; price; costs, production budget; place; venue(s), promotion; forms of publicity, distribution methods

*Music businesses:* eg record companies, production companies, CD manufacturing companies, agencies, PR companies; publicly funded organisations; non profit organisation eg organisations and companies with charitable status

## 2 Be able to produce a marketing strategy for a music product or event

*Marketing strategy:* analysis of product/event; identification of selling points; identification of target audience; type of publicity materials; placement/distribution/broadcast of publicity materials

## 3 Be able to contribute to a marketing campaign for a music product or event

*Design of publicity materials:* eg poster, flyer, press release, radio advert, CD artwork, MP3 clip, download

*Marketing campaign:* eg distribution of publicity materials, monitoring of campaign

## 4 Understand the success of a marketing campaign

*Review:* gathering feedback from audience, identifying successes and areas for improvement; demographic; return on investment (ROI); buzz, comments on social networks, word of mouth

## 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> outline marketing techniques used by music businesses [IE]	<b>M1</b> explain marketing techniques used by music businesses	<b>D1</b> analyse marketing techniques used by music businesses
<b>P2</b> produce a marketing strategy for a music product or event that identifies the selling points and the target audience [CT]	<b>M2</b> produce a marketing strategy for a music product or event that describes the selling points and the target audience	<b>D2</b> produce a marketing strategy for a music product or event that analyses the selling points and the target audience
<b>P3</b> design an item of publicity for a music product or event that is fit for purpose [CT]	<b>M3</b> design an item of publicity for a music product or event that creates a positive impact	<b>D3</b> design an imaginative item of publicity for a music product or event
<b>P4</b> contribute to the running of a marketing campaign [TW, SM]	<b>M4</b> make a competent contribution to the running of a marketing campaign	<b>D4</b> make an efficient contribution to the running of a marketing campaign
<b>P5</b> review the success of a marketing campaign identifying successes and areas for improvement. [RL]	<b>M5</b> review the success of a marketing campaign describing successes and areas for improvement.	<b>D5</b> review the success of a marketing campaign analysing successes and areas for improvement.

**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

## Delivery

At the outset of the unit learners will need to explore how organisations within the music industry market the work they produce. This could be approached through a series of case studies in which learners learn about marketing practices used by a range of companies. A visit to an organisation such as a PR company or a visiting speaker from a production company or Musicians Union representative would also be valuable. Learners will need to explore the ways in which companies use market research to inform the strategies they use. They should also develop an understanding of the range of marketing materials used and the ways in which they are distributed in order to reach their target audience.

Once learners have gained an understanding of how marketing practices are used within the music industry they should then begin to apply this knowledge to their own work. They should engage in practical activities and discussions to consider techniques that could be used to develop a marketing strategy for a project they or their peers are working on. They should produce an analysis of the event to discover its selling points and target audience. They should also explore the types of publicity materials that could be used and consider how materials will be distributed to ensure they reach the intended audience.

Tutor led discussions should be used to help learners make final decisions about the running of their marketing campaign. Learners will need to be allocated appropriate roles and responsibilities at the outset of this process. Practical sessions will also be required to help learners to develop the skills needed to design publicity materials (eg posters, flyers, press releases, broadcast materials). Learners will need to work as a team to run their campaign distributing materials and monitoring and responding to sales to ensure the event is a success.

## 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 and structure of the programme of learning.
Case study 1: How large music organisations market the work they do. Teacher presentation and discussion. Preparation for field trip. Visit to marketing department of large music organisation eg music festival. Collation and discussion of findings.
Case study 2: How small performing arts organisations market the work they do. Teacher presentation and discussion. Visit from a Musicians Union or PRS/MCPS representative, or an independent record producer. Collation and discussion of findings.
<b>Assignment 1: Investigation – P1, M1, D1</b> <ul style="list-style-type: none"><li>• Primary and secondary research into the marketing techniques used by two contrasting organisations.</li><li>• Collation of findings.</li><li>• Presentation of findings (written report or aural presentation).</li></ul>
Feedback from assignment.

## Topic and suggested assignments/activities and/assessment

Developing a marketing strategy.

Practical activities and discussions to consider techniques that could be used to develop a marketing strategy for a product/performance:

- analysis of product/event
- identification of selling points, identification of target audience
- type of publicity materials that could be used
- placement/distribution/broadcast of publicity materials.

### **Assignment 2: Marketing Strategy – P2, M2, D2**

Develop a marketing strategy for a music product/performance event being undertaken by learners (or their peers).

Pitch the strategy to the Promoter of the project (the tutor) in an aural presentation.

Feedback from assignment.

Marketing campaign.

Tutor led discussions to make final decisions regarding the strategies to be employed and to allocate roles and responsibilities for the marketing campaign.

Practical activities to develop skills needed to design publicity materials (eg posters, flyers, press releases, broadcast materials).

### **Assignment 3: Marketing Campaign – P3, M3, D3, P4, M4, D4, P5, M5, D5**

- Design an item of publicity.
- Undertake role in the running of a marketing campaign.
- Collect responses for target audience.
- Review the success of the campaign.

## Assessment

P1, M1 and D1 assess the learner's ability to understand the marketing techniques used by businesses within the music industry. This can be evidenced through a written report or recorded aural presentation. The learner achieving P1 will provide unelaborated descriptions of the techniques used by at least two types of businesses (eg a large record company and a small production company). For M1, the learner should provide explanations of how marketing techniques are used by music businesses to reach their audiences. To achieve D1 the learner must include an analysis of why specific techniques are used by different types of businesses.

P2, M2 and D2 require the learner to produce a marketing strategy for a music product or event eg a CD product or concert being produced by their class or a group of peers. This could be evidenced through a written report or a recorded presentation. The learner who achieves P2 will produce a marketing strategy that lists the most obvious selling points of the product or event and provides an unelaborated description of how marketing materials could be used to reach the target audience for the event. To achieve M2 the learner must produce a marketing strategy that includes a more detailed description of the selling points of the product or event and provides reasons why specific types of promotional materials are appropriate to the intended audience. For D2, the learner should evaluate the selling points of the product or event making links between materials used and the needs of the target audience to produce a comprehensive marketing strategy.

P3, M3 and D3 assess the learner's ability to produce an appropriate item of publicity for a music product or event eg a poster, flyer, press release or radio/internet broadcast. To achieve P3 the learner must produce an item that includes correct and clear information (dates, times, venue etc). For M3, the item of publicity should also have the capacity to create interest in the event. The learner achieving D3 should be able to create an inventive item of publicity that has the capacity to capture the attention of the target audience.

P4, M4 and D4 assess the learner's ability to carry out a role in the running of the marketing campaign for a music product or event. This will be evidenced through tutor observations. Peer observations will also be a valuable way of evidencing the learners' contributions. The learner who achieves P4 will contribute in a cooperative way eg by undertaking tasks such as the distribution of publicity materials when asked to do so. To achieve M4 the learner will work in a more proactive manner ensuring tasks are completed to deadlines. The learner working at D4 level will demonstrate a professional attitude anticipating potential problems and taking responsibility for an area of the campaign.

P5, M5 and D5 require the learner to review and evaluate the success of their marketing campaign; this could be evidenced through a written report or an oral presentation. To achieve P5 the learner will produce an unelaborated account of what went well and less well and will identify the most obvious ways in which improvements could be made. For M5, the learner must be able to provide more detailed descriptions of what went well and will be able to provide details of how practices could be altered to achieve greater success. The learner achieving D5 will provide an evaluation of the reasons behind the successes of the campaign and will suggest well thought out explanations for future improvements.

## 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 Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1 M1 D1	Investigation	Learners undertake primary and secondary research into the marketing techniques used by two contrasting organisations.  They then collate and present their findings.	Presentation of findings (written report or oral presentation).
P2 M2 D2	Marketing Strategy	Learners develop a marketing strategy for a music product/event.  They then pitch the strategy to the Executive Producer of the project.	Marketing strategy.  Pitch of ideas (recording of aural presentation).
P3 M3 D3 P4 M4 D4 P5 M5 D5	Marketing Campaign	Learners work as a marketing team for a project/production to: <ul style="list-style-type: none"> <li>• design an item of publicity</li> <li>• undertake role in the running of a marketing campaign</li> <li>• review the success of the campaign.</li> </ul>	Item of publicity.  Tutor and peer observations.  Review (written or oral).

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

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
		Music Project
		Delivering a Music Product

This unit also has links with the following National Occupational Standards:

### Live Events & Promotion

- LE1 Support publicity activities for live events
- LE6 Support the planning of live events
- LE7 Identify suppliers of materials and equipment for the running of a live event
- LE10 Contribute to the production and distribution of publicity material for a live event
- LE11 Research and assess the appropriateness of different types of venues for different types of live events
- LE13 Assist in the production of press releases and evaluate their effectiveness
- LE14 Contribute to the production and proof reading of copy for the advertising of a live event
- LE17 Identify and gain alternative forms of publicity for a live event
- LE18 Collate and present live event ticket sales information
- LE21 Assist in the preparation and maintenance of budgets for a live event

### Cultural Venue Operations

- SAS 1 Communicate effectively
- CCS8 Assist with emergency procedures
- CCS9 Manual handling and lifting of loads
- CCS10 Assist and support the work of colleagues

### Music Business (record labels)

- MBI Produce promotional material for the music business
- RCS11 Use and maintain mailing lists within a music business environment
- RCS9 Support a collecting society marketing campaign within a music business Context
- MBI0 Understanding the music industry and keeping up to date.

## Essential resources

Learners will need access to information about the marketing techniques used by at least two contrasting music organisations. They will also require the opportunity to apply marketing techniques to a real music product/event.



## Employer engagement and vocational contexts

Access to professionals working in the marketing departments of music organisations through field trips and/or visiting speakers would be beneficial to learners studying this unit.

Assignments covering GC 2-5 should be set within a vocational context with learners carrying out the roles and responsibilities of those working in a marketing team.

## Indicative reading for learners

### Textbooks

Freakley V and Sutton R – *Essential Guide to Business in the Performing Arts* (Hodder and Stoughton, 1996)  
ISBN 978-0340655252

Hill E, O'Sullivan T and O'Sullivan C – *Creative Arts Marketing* (Butterworth-Heinemann, 2003)  
ISBN 0750657375

Kerrigan F, Fraser P and Ozbilgin M – *Arts Marketing* (Butterworth-Heinemann, 2004) ISBN 075065968

## Delivery of personal, learning and thinking skills

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>	investigating the marketing techniques used by music organisations
<b>Creative thinkers</b>	producing a marketing strategy for a music product or event designing an item of publicity for a music product or event
<b>Reflective learners</b>	evaluating the success of a marketing campaign
<b>Team workers</b>	contributing to the running of a marketing campaign
<b>Self-managers</b>	contributing to the running of a marketing campaign.

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>	considering the needs of the target audience
<b>Self-managers</b>	ensuring deadlines are met.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Develop, present and communicate information</b>	
Present information in ways that are fit for purpose and audience	using ITC to create publicity materials
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the running of a marketing campaign
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	exploring marketing materials used by music organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing copy for marketing materials.