

Unit 39: The Sound and Music Industry

Unit code:	M/600/6910
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit will enable learners to gain a knowledge and awareness of where their career choices fit into the 'big picture' of the industry and gain skills in creating a business plan. It includes an examination of working conditions, practices and approaches to employment.

● Unit introduction

The sound and music industry embraces a whole range of occupations from artists, producers and sound engineers to publishers, printers, managers, lawyers, instrument makers and electronics engineers, all of whom need specialist knowledge of how the industry works and what is needed of them. The three 'major companies' (Sony BMG, Universal and Warner) dominate but there are many more small companies who often employ artists and other personnel on a freelance basis. This unit will introduce learners to the many roles in the music industry, the expectations of the music industry and the possibilities of freelance work. As more and more artists explore the possibilities of promoting their own events and producing their own recordings, it is essential that they know the structure of the industry.

There will be some consideration of contracts as part of this unit, as well as an opportunity to engage with business development as part of the portfolio of skills needed to engage with the music industry.

It cannot be stressed enough how important royalties are to the music industry. The licensing of music to users and the payment of royalties for this use is a complex but fascinating area of the music and sound industry that must be understood. Workers in this industry who do not understand some of the issues with licensing, copyright and royalties could find themselves in breach of the law.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the sound and music industries and how they relate to the broader entertainment industry
- 2 Know the professional roles within a chosen area of the music industry
- 3 Be able to create a business plan for a product or service
- 4 Know the importance of royalties in the sound and music industry.

Unit content

1 Know about the sound and music industries and how they relate to the broader entertainment industry

Live performance: eg setting up and promoting live performances, health and safety, tour management, event management, retailing, backstage, front of house, performing rights

Record companies: eg majors and independents, finding and signing artists, recording studios, retail, distribution, internet sales

Music publishing companies: eg finding songwriters/composers, A&R, promotion

Artist management: eg business management, sponsorship, tour management, artists' and managers' rights, merchandising

2 Know the professional roles within a chosen area of the music industry

Live performance: eg performer/artist, DJ, agent, promoter, venues and stage management, crew/technicians, security, merchandise

Record companies: eg A&R, promotion, distribution and retail, merchandising

Music publishing companies: eg publishing, copyright, sales, composer and artist development

Artist management: eg artists, songwriter/composer, manager

Working patterns for each role: sessional; freelance

Contracts: benefits; constraints

3 Be able to create a business plan for a product or service

Product or service: live entertainment eg band, dance night; recording eg location recording business, studio; services eg manager, producer; products eg merchandising, music magazine

Identifying target market: eg market research, strengths and weaknesses, market trends

Development: planning; cost implications; timescales

Legal aspects: legal status; sources of advice

Financial aspects: profit and loss budgets/accounts; sources of finance

Business proposal: models; setting targets and goals

4 Know the importance of royalties in the sound and music industry

Royalties: PRS for Music; PRS PPL Ltd; digital rights management (DRM); synchronisation fees; distribution of royalties to writers and publishers; piracy; illegal downloading

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:
P1 describe four areas of the music industry [IE, RL, SM]	M1 explain four areas of the music industry	D1 comment critically on four areas of the music industry
P2 describe the roles associated with an area of the music industry [IE, RL, SM]	M2 explain the roles associated with an area of the music industry	D2 comment critically on the roles associated with an area of the music industry
P3 describe the contracts associated with an area of the music industry [IE, RL, SM]	M3 explain the contracts associated with an area of the music industry	D3 comment critically on the contracts associated with an area of the music industry
P4 create a business plan that partially meets the needs of a service or product [IE, RL, SM]	M4 create a business plan that fully meets the needs of a service or product	D4 create a business plan that completely and in detail meets the needs of a service or product
P5 describe the importance of licensing and royalties in the music industry. [IE, RL, SM]	M5 explain the importance of licensing and royalties in the music industry.	D5 comment critically on the importance of licensing and royalties in the music industry.

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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit will help learners identify possible career paths by introducing them to the many roles within the music industry. Learners should be encouraged to choose an area of the music industry to research that is appropriate to their ability, skills and interests. The great breadth of employment opportunities in the music industry should be highlighted so that learners are introduced to new employment prospects outside of their experience.

Visiting professional musicians, producers, sound engineers and other personnel could provide valuable input. Learners will need to collate information and research materials, including job advertisements from relevant newspapers and trade publications; specimen job descriptions and promotion packs specific to learners and their chosen professional route.

This unit should be delivered through a range of activities and should involve both practical and written work to encourage learners to develop clearly defined progression routes into employment. Opportunities exist for in-depth exploration for one or more specific career routes. Further study could be generated through work placements, work shadowing, visits to appropriate organisations (such as recording studios or concert halls), or case study materials. Case studies should include some of the constraints that must be considered by professionals in the music industry. These will include legal requirements for performance/recording studios, copyright law and professional organisations such as PRS for Music.

Learners could work in pairs or groups and give joint presentations. Group discussions will give the opportunity to both deepen the research and to encourage the development of the communication skills needed to work in the industry. Learners can be made aware that the presentation of clear reports is an essential component of work in the industry, particularly when making applications for funding or sponsorship.

The unit gives learners the opportunity to practise the skills needed for developing their own business including the management of meetings. Deliverers may wish to encourage groups of learners to research and 'set up' hypothetical companies, giving them an ideal opportunity to develop market research skills and creating an ideal environment for cross-curricular activities.

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 direction towards resources for assignments.
Assignment 1: Article 'The Music Industry' – P1, M1, D1
Develop an awareness of the areas and how they relate to each other: <ul style="list-style-type: none">• live performance• record companies• music publishing companies• artist management. In-depth examination of each area, considering activities but also thinking about the roles in preparation for the next assignment (include guest speakers where possible).
1 Live performance <ul style="list-style-type: none">• Promoting live performances.• Setting up for a performance.• Health and safety.• Tour/event management, retailing, tickets; backstage; front of house; performing rights.
2 Record companies <ul style="list-style-type: none">• Majors and independents.• Finding and signing artists.• Acts and material.• Recording studios.• Retail.• Distribution.• Internet sales.• Intellectual property and copyright management.• Digital rights management (DRM).• Industry organisations.

Topic and suggested assignments/activities and/assessment

3 Music Publishing Companies

- Finding/selecting songwriters and composers.
- Promoting the material.
- Music sales and live broadcast.
- Intellectual property and copyright management.
- Performing rights.
- Piracy.
- Industry organisations.

4 Artist Management

- Business management.
- Sponsorship.
- Tour management.
- Artists' and managers' rights.
- Royalties.
- Merchandising.

Session on article writing:

- style of music journals
- format.

Assessment and feedback.

Assignment 2: Investigation into Roles and Contracts – P2, M2, D2, P3, M3, D3

- Thought shower a list of roles for each of the four areas.
- Individual research: find a famous example of a role from industry and present to the class (informal presentation).
- As a group, create a set of definitive definitions for each role.
- Examine an example of a contract for each area (eg inter-band agreement for live sound, or PRS for Music licence).
- Individual research: find an example of a contract not covered by the tutor and present to the class.
- As a group, create a list of contracts associated with each area.
- In small groups, create contracts based on scenarios given by the tutor.
- Presentations.

Assessment and feedback.

Topic and suggested assignments/activities and/assessment

Assignment 3: Business Plan for a Product or Service – P4, M4, D4

- Introduction of the concepts of products and services.
- Examples from industry (eg the plectrum, metronome, music stand, repair services, tour management agencies).
- Basic introduction to business planning with template.
- Learners divided into small groups.
- Business product brainstorming.
- Tutor-led session on each area of the unit content (learning outcome 3) followed by learner groups implementing information.

Assessment and feedback.

Assignment 4: Essay on Copyright – P5, M5, D5

Definitions of copyright:

- group thought shower of definitions
- tutor gives definitive explanation with historical context.

Royalties: different licence fees for types of music product, eg the public performance and broadcast of musical works.

Role of PRS for Music.

Role of PRS PPL Ltd.

Session on essay writing.

Assessment and feedback.

Assessment

Evidence for the unit will take the form of written assignments, presentations and discussions. Written assignments could include, for example, essays, reviews, press releases, questionnaires, evaluations and written reports of research. Learners should demonstrate their knowledge in a range of ways, developing and building on the skills of analysis. Evidence for this unit can be in textual, audio or visual form, recorded in an appropriate manner and presented in a portfolio.

In the suggested outline learning plan, learning outcomes 1, 2 and 4 can be covered by learners acting as music journalists. This vocational role may in itself give some extra insight into the industry that essay writing may not.

Learning outcome 1 is concerned with the four main areas of the music industry and although this is not an exclusive list of all areas it is important that these are covered first. The nature of the industry is such that any other areas could be related to these four. This outcome can be evidenced as articles as it allows for the vocational experience of music journalism but it could work just as well as a news report for instance. If the articles are delivered as a presentation in addition to the written form then the opportunity exists for the tutor to include responses to questions from peers as evidence.

Learning outcome 2 is concerned with roles and contracts, and the learner should take a clear approach to one of the four areas listed in learning outcome 1. For the element concerning contracts, there must be examples of contracts included, not merely referred to. Learners should have engaged with these contracts and created their own versions, or filled in existing contracts to evidence that they understand how they work. The evidence should be assembled with presentation in mind as a primary means of assessment, rather than as an article.

In the outline learning plan, it is suggested that learning outcome 4 can be evidenced as an essay. This is to offer some variety in the means of assessment and to ensure that learners' portfolios include some formal academic work (preparation for HE interviews etc). However, tutors can approach this in a similar way to learning outcome 1 first, by means of an article submitted as a written piece then presented to allow for a question and answer session.

Learning outcome 3 needs to be approached from a different vocational viewpoint – as a manager, sole trader, self-employed musician or business entrepreneur(s). To give this work some validity and put it in the context of the wider business community, tutors may consider entering learners into business planning competitions such as 'the global enterprise challenge'. Learners' presentations are given at external events the quality of work may well improve. This gives learners a real experience of approaching the business community as independent thinkers and working musicians.

To achieve P1, learners need to describe the four areas of the music industry. These areas need to match those of the unit content. Descriptions would naturally be enhanced by including examples of acts/venues (live performance), record companies etc.

To achieve M1, learners need to explain the four areas of the music industry. This means learners need to go beyond descriptions of what the areas are and explain how they function.

To achieve D1, learners need to weigh up strengths and weaknesses, and pros and cons. For example, learners should go beyond the detail of explanations.

To achieve P2, learners should now focus on one area of the music industry (from the unit content) and describe the roles associated with it. A description would give definitions of roles but may lack the detail about the variety of manifestations in different industry settings.

To achieve M2, learners would go into greater detail about the roles and provide an explanation of the spectrum covered by the role (eg the role of a sound engineer in different settings: studio, live venue, theatre).

To achieve D2, learners should weigh up the advantages and disadvantages of the roles. This should relate to working patterns and working conditions. It should also compare the roles with others found in the area.

To achieve P3, learners need to describe the contracts associated with an area.

To achieve M3, learners need to explain the contracts. At this level, learners can show an understanding of contracts by filling out pre-existing contracts for given scenarios and can also create their own.

To achieve D3, learners need to weigh up strengths and weaknesses and advantages and disadvantages of various contracts. To do this learners may choose to compare contracts that are properly and fairly written and give examples of poor contracts that are either incomplete or exploitative.

To achieve P4, learners need to produce a business plan for a product or service. The business plan would be complete in submission but not sufficient to map out the progress of the product or service.

To achieve M4, the business plan should be complete with each section addressed in order to give an insight to the direction of the product or service.

To achieve D4, the learner needs to produce a comprehensive plan with original market research. The plan may evidence the different product ideas short listed and then give detailed argument for the selection of the final idea. It may also be evidenced as marketing strategies that have been developed after detailed market research. However, this analytical evidence is presented, it should be consistent throughout the work to achieve a distinction.

To achieve P5, learners need to provide a description of the importance of licensing and royalties in the music industry.

To achieve M5, learners need to provide an explanation of the importance of licensing and royalties in the music industry. At this level, some detail of the historical context of copyright should be demonstrated, which underpins the 'why' and 'how' in addition to the 'what' addressed in the pass criterion.

To achieve D5, learners need to compare and contrast, offering an analytical view of the music industry without licensing and royalties. This can be done by comparing industry practices of our culture with those of other parts of the world where copyright regulations are more lax, or non-existent.

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	Article: 'The Music Industry'	You are to take the role of a music journalist writing an article about the main areas of the music industry. Write an article that describes/explains/comments critically on the areas of the music industry.	Written article
P2, M2, D2 P3, M3, D3	Investigation into Roles and Contracts	As a music journalist, carry out an investigation into the roles and related contracts for the area of the music industry you are interested in. Carry out an investigation that describes/explains/comments critically on the roles and contracts of one area of the music industry and deliver your results as a presentation to the class.	Presentation
P4, M4, D4	Business Plan for a Product or Service	The best practice for marketing your skills and developing your entrepreneurship is to produce a business plan for a new product or service. Produce an individual business plan that describes/explains/comments critically on a product or service for the music industry and present it to the class.	Business plan with supporting pitch

Criteria covered	Assignment title	Scenario	Assessment method
P5, M5, D5	Essay on Copyright	<p>As more and more artists explore the possibilities of promoting their own events and producing their own recordings, it is essential that you know the structure of the industry so that you know where and how to market your skills and how to take responsibility for your own futures.</p> <p>Write an essay that describes/ explains/comments critically on 'the importance of licensing and royalties in the music industry'.</p>	Essay

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
		Music and Society
		Music in the Community
		Special Subject Investigation
		The Music Freelance World

Essential resources

Access to the internet is vital so that learners can carry out individual research. Some research tasks can be undertaken in groups and much of this unit depends on learners working together.

Suitable accommodation is important where learners can debate key issues.

PowerPoint software (and projector/screen) is required for developing and delivering presentations.

Employer engagement and vocational contexts

It is vital that this unit gives access to working musicians and contacts with organisations such as the MU and PRS for Music. Many of the elements of this unit can be vivid and interesting if the right personnel from industry are involved in delivery. Question and answer sessions are particularly successful when learner devised and led.

Whenever possible, learners should involve themselves with working musicians when devising a business plan, generating market research or gathering quotes for their articles.

To make the unit vocationally relevant there could be a focus on the local music industry for parts of the unit.

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 ...
Independent enquirers	researching for assignments
Creative thinkers	business planning
Reflective learners	writing articles, presentations and the essay
Team workers	working together as small business teams
Self-managers	developing articles, presentations and the essay
Effective participators	attending meetings with their small business teams.

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 ...
Independent enquirers	investigating roles
Creative thinkers	creating product ideas
Reflective learners	developing presentations after feedback from articles
Team workers	developing new contracts
Self-managers	conducting market research
Effective participators	asking questions during presentations.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Follow and understand the need for safety and security practices	delivering presentations
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching for articles and essay
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching web-based material/market research
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	business planning and creating: forecasts and profit and loss accounts
Bring together information to suit content and purpose	producing articles in Publisher, using PowerPoint for presentations
Present information in ways that are fit for purpose and audience	presenting using PowerPoint
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating using email to market contributors for market research
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	facilitating question and answer sessions after each presentation discussing in groups when business planning
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	developing articles, investigating, presentating and writing an essay
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	developing articles, investigating, presentating and writing an essay.