

# Unit 3: Performing Arts Business

<b>Unit code:</b>	<b>L/502/4899</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

In this unit learners will gain an understanding of how a range of performing arts organisations are managed structurally and financially; they will identify potential employment opportunities within these areas of the performing arts industry.

## ● Unit introduction

Learners will discover a variety of employment opportunities available in the performing arts sector. They will gain an increased awareness of a range of jobs and roles which they may not otherwise have considered, such as those concerned with organising, servicing and managing the performing arts. Learners will also look at the training required and the most likely career pathways for selected areas of work as well as considering the freelance and more flexible routes.

Good financial management and structure is the key to success for any business. No industry can function in a commercial world without reference to sound business practice. Financial implications are constantly behind creative planning. Learners will prepare a production budget gaining knowledge of the various costs and considerations involved from ticket prices to royalties to hire costs. They will look at the various means by which productions and performances may be funded in the public and private sectors. Learners will also become aware of a variety of commercial companies and agencies which support the industry.

## ● Learning outcomes

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

- 1 Understand employment opportunities and requirements in the performing arts sector
- 2 Know different types of organisations in the performing arts sector
- 3 Be able to manage financial controls for a performing arts event.

# Unit content

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## 1 Understand employment opportunities and requirements in the performing arts sector

*Performers:* eg actor, singer, dancer, director, amateur, musical director, musician

*Production roles:* eg producer, production manager, technical director, stage manager, set designer, lighting operator, sound engineer, wardrobe manager, scenery constructor, theatre outreach worker

*Arts administration:* eg producer, theatre manager, funding officer, box office staff, front-of-house, marketing officer

*Training:* qualifications eg university degrees, HND (Higher National Diploma), NVQ (National Vocational Qualification); training providers eg dance conservatoire, drama school

*Application procedures:* eg CVs, personal statements, application forms, audition materials, portfolios of work, casting agencies

## 2 Know different types of organisations in the performing arts sector

*Services:* hire companies eg lighting, sound, props, scenic equipment, costume, scenic construction, script, video and music, publications, ticket booking agencies

*Employment related:* eg casting agencies, literary agencies, Equity, Musicians Union, BECTU, Theatrical Management Association

*Production companies:* eg The Royal National Theatre, Royal Shakespeare Company, The Royal Opera House, The Royal Ballet, Birmingham Royal Ballet, Rambert Dance Company, producer conglomerates, independent producers, West End Theatres, large entertainment complexes, circus companies, established theatre companies, small touring companies, festival performance events, film and TV, education outreach, teaching, charity performances, community arts, pop concerts

## 3 Be able to manage financial controls for a performing arts event

*Production costs:* eg wages and fees, royalties, set design, lighting, sound, costume, props, rehearsal space, performance space, publicity and marketing, transport

*Revenue:* eg ticket prices, merchandise, programmes, catering, grants, sponsorship, workshops, special events

*Funding:* private sector eg individual producers, producer associates (conglomerates), private investors, franchises, branded products, advertising, celebrities, patronage, ticket prices; public sector eg national arts councils, regional arts councils, lottery grants, local authority, sponsorship, patronage

## 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> discuss a variety of employment opportunities and functions in the performing arts [IE]	<b>M1</b> explain in detail a variety of employment opportunities and functions in the performing arts	<b>D1</b> critically comment on a variety of roles, responsibilities and functions in the performing arts providing explanations of how they interrelate
<b>P2</b> identify the training requirements and experience for a career path and prepare application material [SM]	<b>M2</b> research the most appropriate training requirements and experience for a career path and prepare suitable application material	<b>D2</b> research a comprehensive range of training requirements and experience and prepare application material to a professional standard
<b>P3</b> describe the services provided by a range of organisations in the performing arts [IE]	<b>M3</b> explain the services provided by a range of organisations in the performing arts and how they interrelate with other areas of the industry	<b>D3</b> critically comment on the services provided by a range of production organisations in the performing arts analysing what they offer and how they interrelate with other areas of the industry
<b>P4</b> prepare a production budget for a performing arts event that addresses the essential areas of income and expenditure [IE TW]	<b>M4</b> prepare a production budget for a performing arts event that addresses relevant areas of income and expenditure with realistic figures	<b>D4</b> prepare a budget for a performing arts event that is comprehensive and accurate based on careful research
<b>P5</b> describe a range of different methods of funding and financing performing arts events. [IE]	<b>M5</b> explain the different private and public methods of funding and financing performing arts events.	<b>D5</b> critically comment on various private and public methods of funding and financing performing arts events.

**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

Delivery and assessment should incorporate a number of methods and activities, and draw upon a variety of resources to introduce learners to the range of practices and jobs in the performing arts business. The assessment criteria require learners to present research and findings in relation to one area of performing arts business. It is essential that these are contextualised within a wider overview of the performing arts industry, acknowledging links and connections between different areas of practice. The teaching and assessment strategies should therefore allow learners to gain a wider understanding of the industry through combining research, visits to arts organisation and venues, guest speakers, work experience, case-studies, shadowing and work placements.

Learners should be given information on a wide range of potential progression routes and opportunities including further and higher education courses, vocational training opportunities and information on local and national employers in the performing arts industry. Once these opportunities have been identified learners should be provided with support in preparing appropriate application materials which may include a covering letter, a CV, guidance on completing an application form and preparing suitable audition material (this activity could be combined with other appropriate units, for example *Auditions for Actors*).

Learners should be encouraged to share their research through a group/class approach, using presentation, seminars, handouts etc, thus allowing for shared coverage of unit content and a broader dissemination of knowledge.

Teaching of financial and marketing practices will ideally be supplemented by guest speakers, business and marketing specialists or visit to arts venues and organisations. Application of basic finance and marketing skills will be assessed in a practical context. Learners will prepare an income and expenditure account for a performing arts production in which they are directly involved.

## 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. Overview of aims and assignments/projects.

#### **Assignment 1: Understand Employment Opportunities in the Performing Arts – P1, M1, D1, P3, M3, D3 Organisations**

Tutor-led case studies, video on organisational structures of large production companies and introduction to roles within it.

- Visit to a large production company; meet various professionals with a question and answer session.
- Research production companies and their hierarchical structures such as The Royal National Theatre, The Royal Shakespeare Company and The Royal Opera House; provide copies of the structures comparing similarities and differences.
- From the hierarchical structure, learners are to select a job role and investigate and compile a role profile on what qualifications and experiences are needed to do the job.

## Topic and suggested assignments/activities and/assessment

### Services within the sector

Tutor-led exposition on services available within the sector; question and answers, worksheets and tasks for pairs to research specific suppliers to meet scenario demands, eg a writer seeking legal representation, a dancer wishing to work abroad, etc.

Learners to identify services available to production companies.

Create a database for centre's own theatre company's use on the many services provided by a range of organisations in the performing arts to include casting agencies, Equity, BECTU and services such as lighting, sound, props and scenic equipment hire. (Grading criterion 3)

### Assignment 2: Career and Training Routes in the Performing Arts – P2, M2, D2

Tutor-led workshops to underpin following knowledge:

- employment opportunities within the performing arts
- reminder of library resources available followed by whole class visit to library (website/DVD/books)
- introduction to UCAS site and how to use it. Learners complete search exercise handouts
- discussion and examples on what makes a good CV. Discuss examples of CVs and identify what makes a good CV etc
- exercises on writing a personal statement
- talk with careers officer
- guest speaker from an organisation on what makes a good employee.

Learners to complete assignment:

- visit UCAS site and/or research prospectuses and identify three possible courses they may be interested in attending after completing their National Diploma (Grading criterion 2)
- learners present to the group giving an account of their personal career aims and aspirations making links to the universities, drama/dance schools to explain how their experience relates to entry requirements. (Grading criterion 2)

### Assignment 3: Financial Controls – P4, M4, D4, P5, M5, D5

Tutor-led workshops to underpin following knowledge:

- managing a budget – example of theatre production budgets – issue bank pro forma with typical headings. Discuss headings. Calculator exercises.

Learners to carry out:

- exercises given on how to complete pro forma with discussion on calculations of VAT, box office splits, contingency etc. Examine sources of figures and who is responsible for costing within an organisation.

Learners complete a budget proforma on a centre's production, sourcing figures and best prices from catalogues on items required for show and prepare a forecast on predicted income and expenditure.

## Assessment

To describe a variety of employment opportunities and function in the performing arts learners can demonstrate the following activities: collate and present information and research which may include job descriptions, completed questionnaires, recorded interviews, researched profiles of individual jobs and careers in the profession, extracts from newspapers or magazine. The information should be personally gathered but could be presented in oral/visual style as a group. Learners should be able to demonstrate understanding of the actual job, demands and responsibilities, career progression and connections with other employees or areas of the profession. To achieve the pass grade learners will usually provide evidence for grading criterion 1 that gives a limited range of employment opportunities using perhaps one website and one newspaper such as *The Stage*. Their research will tend to be short descriptions and lists. To achieve the merit grade the list will be more extensive and examples given from several websites and journals. The descriptions will have clear explanations of their roles. To achieve the distinction grade, as well as having a comprehensive list and clear explanations, learners will also be able to comment on how roles are linked. Learners may also suggest progression routes, for example '... a stage manager would in most cases have gained experience as an ASM/DSM...'

For grading criterion 2 learners' personal investigation into the next area of education should be evidenced by oral or written appraisal of courses on offer and the specific entry requirements based on the acquisition of college prospectus and/or contact with relevant education and training establishments. A 'sharing' of research can be encouraged through presentations which could include the use of projection, handouts, CD ROM and PowerPoint presentations. Learners will need to produce a written CV or personal profile of achievements; for performers this may include photographs of themselves suitable for application to drama/dance schools or casting agencies. Performers could prepare at least two audition speeches, songs or dance routines or a combination according to their chosen career path that should be presented for assessment and videoed. Learners in non-performance areas could produce and present orally a portfolio of work comprising research, notes, diagrams, photography, videos or recording of work undertaken. To achieve a pass grade in grading criteria 2, learners will have identified some training routes but there will be little evidence to suggest they have carried out extensive research. Learners will have identified obvious institutions, for example, actors would have chosen RADA or Guildhall, using these institutions as an example of a range but making no links to the difficulty in obtaining a place and not offering alternatives. Their application material will either be brief or too long and not all relevant. Merit learners will provide evidence that explains in detail how each course chosen is appropriate to their skills and aspirations. The application material produced is relevant and their personal statement and CV are relevant and grammatically accurate. To achieve a distinction, learners will provide evidence of researching further afield and identify factors of relevance and costs. Their application material is produced to a professional standard using the correct format and is grammatically correct.

For grading criterion 3, learners could be asked to produce a relevant database for their own theatre company. This could provide details of a variety of services offered by a range of organisations available and relevant to them such as casting agencies, Equity, BECTU and/or Musician Union. Learners should also give details of hire services such as lighting, sound, props and scenic equipment. To achieve a pass learners will supply a small list of services giving contact details and limited descriptions of the type of service it provides. To achieve a merit learners will provide a comprehensive list of services giving clear explanations as to why they appear on the database, for example, learners may explain that a hire company is on the list because they are closer to home and therefore the delivery charge is less than one a little further away but with a cheaper hire rate. To achieve a distinction learners will do all of the above but will also critically comment on how each service can interrelate, for example they could explain that members of their theatre company will need different types of services; their company musician may need the services of the Musicians Union whilst the actor would require the services of Equity.

For grading criterion 4 learners should be asked to produce a budget for a production, ideally an actual one, and demonstrate their understanding and knowledge of a rational breakdown of requirements and costs and different means of income. To achieve a pass for criteria 4 learners will identify obvious costs but their estimated figures are not truly reflecting the actual cost. To achieve a merit learners will be able to identify less obvious income and expenditure such as contingencies, box office splits, cost of advertising, etc. Their projected figures are realistic. To achieve a distinction learners will produce a budget that includes projected income and expenditure accurately.

Understanding the place of private investment or public funding may be evidenced for grading criterion 5 by a letter of application for funding for a specific project or by reporting on the financial investment or funding of a professional production or event. To achieve a pass, learners will produce a limited range of different ideas for methods of funding and financing the above budgeted event. To achieve a merit learners will offer an explanation of the differences between private and public methods of funding the above event and suggest ways this could impact on the above budget. To achieve a distinction learners will also suggest innovative ideas on how to obtain further funding and how it could impact on the budget.

### 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
PI, M1, D1, P3, M3, D3	Assignment 1 Understand Employment Opportunities and Functions in the Performing Arts	Learners to produce a resource guide of job roles and organisation in the performing arts.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> <li>production of intranet-based resource/ database of services available to them as a working theatre company</li> <li>examples of hierarchical structures with commentary on similarities and differences</li> <li>role profile on qualifications and experiences on selected role from hierarchical structure.</li> </ul>
P2, M2, D2	Assignment 2 Career and Training Routes in the Performing Arts	Learners to investigate and consider a potential 'way in' to their chosen profession through accredited drama training programmes, including those offered by drama schools and universities.  Learners to present themselves to their peers explaining how their experience relates to their chosen institutions.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> <li>a minimum of one to a maximum of five prospectuses of universities/ drama schools with notes commenting on why they are of interest</li> <li>DVD recording of their presentation</li> <li>personal CV</li> <li>personal statement</li> <li>a completed application form from an institution.</li> </ul>

Criteria covered	Assignment title	Scenario	Assessment method
P4, M4, D4 P5, M5, D5	Assignment 3 Financial Controls	Learners to complete a budget pro-forma on their own centre production, sourcing figures and best prices from catalogues on items required for show and prepare a forecast of predicted income and expenditure.	<ul style="list-style-type: none"> <li>• Research notes</li> <li>• List of costing</li> <li>• Budget spreadsheet</li> <li>• Funding opportunities report.</li> </ul>

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

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Working in the Performing Arts	Working in the Performing Arts Industry	Performing Arts Production Planning
Investigating the Performing Arts	Performing Arts Production Process	Performing Arts Events Management
	Professional Development in the Performing Arts Industry	Working Freelance in the Performing Arts Industry

## Essential resources

Learners will need access to the reports and records of performing arts organisations, trade publications and HE prospectuses. Ideally they should be able to visit performing arts venues and meet a range of practitioners. Access to the internet and to ICT facilities is an essential resource for the teaching and learning of this unit.

## Employer engagement and vocational contexts

Centres should develop links with local theatre companies, art workers, community groups, local arts development officer and larger local organisations. Guest speakers from these types of organisations could be invited to speak to learners.

Skillset, the Sector Skills Council for the creative industries has a substantial section of their website dedicated to careers, including job descriptions – [www.skillset.org/careers](http://www.skillset.org/careers).



## Indicative reading for learners

### Textbooks

Jewers S, Carnaghan C and Webster P – *BTEC National Performing Arts Student Book* (Pearson Education, 2010) ISBN 9781846906787

Jewers S, Carnaghan C and Webster P – *BTEC National Teacher Resource Pack* (Pearson Education, 2010) ISBN 9781846906794

Doulton A M – *The Arts Funding Guide, 6th Edition* (Director of Social Change, 2002) ISBN 9781903991107

Dunmores – *An Actor's Guide to Getting Work* (A&C Black, 2004) ISBN 9780713668223

Freakley V and Sutton R – *Essential Guide to Business in the Performing Arts* (Hodder and Stoughton, 1996) ISBN 9780340655252

Menear P and Hawkins T – *Stage Management and Theatre Administration* (Phaidon, 1988) ISBN 9780714825168

### Journals

*The Actors' Yearbook* (A&C Black, annually)

*The Stage*

### Websites

<a href="http://www.bectu.co.uk">www.bectu.co.uk</a>	BECTU is the independent trade union for those working in broadcasting, film, theatre, entertainment, leisure, interactive media and allied areas.
<a href="http://www.equity.org.uk">www.equity.org.uk</a>	Equity is the UK Trade Union representing professional performers and other creative workers from across the spectrum of the entertainment, creative and cultural industries.
<a href="http://www.tmauk.org">www.tmauk.org</a>	The Theatrical Management Association is the UK's major business association for organisations and companies including theatres and arts venues, involved professionally in the production and presentation of the performing arts.

## 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>	describing a range of employment opportunities and functions in the performing arts identifying the training requirements and experience for a career path and producing application material describing the services provided by a range of organisations in the performing arts preparing a production budget for a performing arts event describing a range of different methods of funding and financing a performing arts event
<b>Team workers</b>	preparing a production budget for a performing arts event
<b>Self-managers</b>	identifying the training requirements and experience for a career path and producing application material.

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>	planning and carrying out research on hierarchical structures to develop understanding of company formations carrying out research to develop ideas for the structure of their company services database
<b>Creative thinkers</b>	adapting their ideas as circumstances change
<b>Reflective learners</b>	inviting feedback on their work after presentations and dealing positively with praise, setbacks and criticisms evaluating their experiences and learning to inform future progress
<b>Team workers</b>	sharing planning for a production budget reviewing work with others and agree way of improving collaborative work in future seeking to develop cooperation and check progress towards agreed objectives
<b>Self-managers</b>	seeking out challenges or new responsibilities and showing flexibility when priorities change responding positively to change, seeking advice and support when needed.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	<p>researching hierarchical structures and company services</p> <p>planning for the production of database, CV, report and budget sheet</p> <p>preparing a services database</p> <p>adhering to health and safety codes of practice</p>
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	<p>creating and finding illustrative materials for a company services resource database</p> <p>exploring, extracting and assessing the relevance of information for the creation of company services resource database</p> <p>using UCAS site and research appropriate courses</p> <p>completing UCAS application form</p>
<b>ICT – Develop, present and communicate information</b>	
<p>Enter, develop and format information independently to suit its meaning and purpose including:</p> <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	<p>creating a company resource database</p> <p>creating a budget spreadsheet</p> <p>writing a report</p> <p>using PowerPoint for presentations</p>
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a production group via email etc
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	<p>using estimation and calculation to not overspend on a budget</p> <p>completing exercises on VAT, percentage splits, contingency etc</p> <p>carrying out calculator exercises</p> <p>completing a budget pro forma, sourcing figures and best prices from catalogues on items required for show and preparing a forecast on predicted income and expenditure</p>

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<ul style="list-style-type: none"> <li>attending production meetings</li> <li>making a personal presentation of career aims and opportunities to peer group</li> </ul>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<ul style="list-style-type: none"> <li>using UCAS site to research prospectuses and identify three possible HE institutions they may be interested in attending</li> <li>presenting to peer group, giving a personal account of career aims and aspirations making links to the three institutions to explain how their qualifications and experiences relate to their entry requirement</li> </ul>
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<ul style="list-style-type: none"> <li>preparing a press release</li> <li>writing a report</li> <li>writing a personal statement</li> <li>writing a CV.</li> </ul>