Unit 6: Plan and Create a Music Product for a Brief

Delivery guidance

Approaching the unit

This unit allows learners to apply the skills they have developed in the introductory units of this qualification by creating and promoting a music product such as a recording, live event or digital product. Learners can approach this unit as performers, composers, DAW producers, recording or live sound engineers. As a result, delivery will need to be flexible as learners may have different areas of focus. However, this offers a good opportunity for collaboration. Learners whose focus is on performance could have their music recorded by learners who are focussing on recording. Learners whose focus is live sound could act as sound engineers for performance-focussed learners. Learners should not work in isolation and be encouraged to develop creative partnerships when planning and creating their product.

Learners should take the lead on the activities and should be encouraged to experiment and explore a range of musical techniques and processes. A product undergoes many stages of development before it is delivered, and learners should be encouraged to refine and develop their work in response to feedback and self-evaluation. Learners should understand that a music product is often the combination of many different people working together such as composers, arrangers, performers, engineers and producers.

Learners will also explore how a music product can be promoted and will have the opportunity to develop and produce marketing materials.

The Pearson Set Assignment (PSA) will provide different assessment tasks for each of the different areas of focus within an overarching project scenario. Although learners can work collaboratively, it is important that individual contributions can be evidenced.

Delivering the Learning aims

Learning aim A allows for learners to explore the range of existing music products such as live events, recordings and websites. They should begin to identify how these products respond to industry briefs. They should consider how products appeal to target audiences through musical content and presentation format. The teacher should supply some exemplar industry briefs for a range of different music products and learners could then make proposals for the type of products and musical content that could meet the requirements of these briefs. Learners should also consider the roles and resources required to plan and create a music product. Guest speakers would be useful here as they could provide an insight into what is required to organise a live event or produce a recording. Learners should then develop music products in response to briefs through one or a series of mini projects. Initially learners could work as a group create a short lunchtime concert or recording. This will allow them to explore the planning requirements needed to create a product. When working on musical content they should continually develop and refine their work by experimentation, self-evaluation and responding to feedback. Learners should review any products that are created in relation to the requirements of the set brief.

Learning aim B focusses on marketing and promotion and learners should examine existing promotional material to identify good practice. They should make links between the marketing materials and activities and the product being promoted. Learners should begin to recognise marketing devices used in promotional material and how they get the key messages and USPs of a product across to the target audience. Learners should put their knowledge into practice by
designing their own promotional material for the products they create and should regularly seek from others to refine and improve their materials. Promotional material is not limited to physical assets such as posters and flyers, but also marketing activities such as interviews, podcasts and showcase performances, and so learners should be encouraged to explore the full range of methods. Guest speakers would again be useful here to provide an insight into marketing and promotion in the music industry.

**Learning aim C** is best delivered alongside learning aim A, whereby learners are continually refining and developing their products in response to feedback and self-evaluation.

Learners should consider the musical skills and processes used to create a successful music product. Learners should engage with existing products similar to the ones they are creating themselves and begin to identify the measures of success. For example, performance learners should see how an accomplished performance product pays attention to tuning, timing, dynamics and stylistic awareness. Composers and DAW producers should explore how melody, harmony, structure and texture are handled to create successful end products. Learners should then apply their findings to their own music products ensuring they meet the demands of the brief.
Assessment model

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Assessment guidance

The unit is assessed by a Pearson Set Assignment (PSA). The assessment is set by Pearson and must be taken under controlled conditions before it is marked by teachers.

There are 60 guided learning hours assigned to the unit, of which 25 hours will be required for assessment.

Set assignments are available from September each year and are valid for one year only.

Delivery must cover all the unit content and prepare learners to produce evidence to meet the assessment criteria and assessment guidance in preparation for taking the PSA. Sample Assessment Materials are available on the Pearson website. These can be used or adapted to help learners prepare for assessment.

The PSA will feature an overarching vocational scenario which learners could contribute towards as performers, composers, DAW producers, recording or live sound engineers. It is feasible for the whole class to collaborate on the same project such as a live event or recording, with each member of the group undertaking a clearly defined role. The class could also break down into smaller groups of five or six and present a number of different projects. It is also possible to work individually so long as learners still liaise with others within the planning phases of the project.

Whichever way groups are structured, it is essential that individual contributions can be clearly evidenced and this should be taken into account when deciding on group sizes.
Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

Introduce this unit by exploring the range of music products that exist such as live events, recordings and digital. How are these products created? How do they meet the needs to the target audience?

### Learning aim A: Plan and develop a music product in response to a brief

Learning aim C: Deliver a music product in response to a brief

Learning aims A and C are best delivered together as this will provide a more coherent and integrated experience of how music products are planned, created and delivered.

- Learners should research and select three existing music products such as a festival, album and music video. For each product they should identify the intention and purpose of this product and its target audience. Learners should share their findings with each other.

- Provide learners with some example music industry brief and learners should make suggestions about what kind of music product could be created in response to these briefs.

- Learners should research and list the range of roles and resources required to plan and create the music products they have identified.

- Using the bullet points listed in the unit content under ‘planning meetings’, discuss why each aspect is important when planning a music product. What would happen if planning was overlooked in these areas?

- Invite a guest speaker(s) who has been involved in the planning and delivery of a music product to give a presentation to learners. The speaker should cover the roles and resources needed to plan and create a music product, the product development process, the musical skills and process required to develop a music product and how to meet the requirements of a brief.

- Learners should be issued with a music product brief such as: ‘You have been asked to stage a short lunchtime concert and/or recording called ‘Happy Sounds’ aimed at younger students in your centre. The concert/recording should last around 10-minutes.’ Learners should contribute to the concert/recording in line with their area of focus such as performer, composer, recording or live sound engineer.

- Learners select an existing music product that is like the one that they are creating themselves e.g. a live performance, recording or original composition. They should then describe the features that make the product successful, cross referencing with bullet points in C1 of the unit specification.

- Learners present their concert/recording to the target audience demonstrating relevant musical skills and processes. Afterwards they should evaluate their product’s suitability for the target audience, adherence to time constraints and how it met the brief.
## Learning aim B: Promote a music product in response to a brief

- Learners should source three different marketing materials or details of activities that are used to promote music products e.g. poster, webpage, interview. They should identify the types of marketing devices that each piece of promotional material uses such as USPs, logistical information, call to action and design aspects.
- Learners should select one of their pieces of promotional material that they think is effective and share it with the group and discuss why it is successful and how it could be improved.
- Invite a guest speaker from a local music venue or organisation to give a presentation about marketing and promotion. Using examples of marketing materials and case studies, they should cover the different types of marketing materials used in the industry and discuss what makes a successful marketing campaign for a music product.
- Learners should design a piece of promotional material for their ‘Happy Sounds’ product. This could be a poster, webpage, review etc.
Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit is designed to build on the knowledge and skills developed in whichever of the introductory units 1-5 learners have completed. Learners can contribute to the planning, creating and delivery of a music product as a performer, composer, recording engineer, DAW producer or live sound engineer.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L2 Qualifications in Music. Check the Pearson website at: (http://qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Teachers should refer to the resources section in the introductory units for guidance relating to learners’ area of focus. These general resources may be useful for this unit also:

Textbooks
Rooney, R. How (Not) To Run A Concert: A Simple Inside Guide On How To Promote Your Own Concerts & Events For Profit, Kindle Edition
Sherman, T. How to Easily Plan a Music Industry Event (Kindle Edition)

Websites
www.eventbrite.co.uk/blog/event-plan-and-template-ds00/
Explores the key considerations when planning a successful event.
www.songwritingcompetitionuk.com/songwriting-tips/planning-a-music-event
Offers a step-by-step guide to planning a music event.
www.eventjuice.co.uk/planning-a-gig-7-steps-to-make-it-happen/
Useful advice on how to make your event a success.
www.musicglue.com
www.musicweek.com
Music Business Facts (Podcast – available on iTunes and Stitcher)
Music Marketing Manifesto (Podcast – available on iTunes)
www.newartistmodel.com

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling students to access them through the school/college intranet.