

Teaching and Learning Content: Music Year Group: 10

Autumn Term

Unit 1: Working in the Music

Key Questions:

1. What different types of organisations are in the music industry?

- Production companies: e.g. recording companies (major and independent), broadcasting (TV and radio), concert promoters, distribution companies
- Service companies: e.g. facilities hire companies (studio, rehearsal), light, sound and scenic hire, transport
- Agencies: e.g. artists' representation, booking, personal management, financial management
- Media: e.g. music journals, TV, radio
- Professional organisations: e.g. Performing Rights Society (PRS), Mechanical Copyright Protection Society (MCPS), Musicians Union, Equity

2. Name, describe and explain job roles in the music industry?

- Performance: e.g. performer, DJ, composer/songwriter, lyricist, musical director, live sound technician, roadie (backline technical support)
- Administration and marketing: e.g. artistic management, venue management, studio management, promotion, marketing, A&R, events security
- Recording: e.g. recording company/label personnel, recording studio personnel, producer, session musician, CD manufacturer, distributor, retailer

Students will:

- Know different types of organisations in the music industry
- Know job roles in the music industry.

Learners should be able to describe one job role from the performance area and a second job role from one of the other areas.

Spring Term

Unit 2: Professional Development in the Music Industry

Key Questions:

1. What career and progression opportunities within the music industry?

- Describe and explain Careers: e.g. in performing, technical support, recording, composition, administration, music journalism.
- Training: education e.g. university degrees, Further Education courses (eg BTEC Nationals, Music software, certification courses, music performance grade examinations), music schools and conservatoires; training e.g. apprenticeships, work experience.
- Application procedures: e.g. CVs, personal statements, letters of application, auditions, portfolios of work, electronic communication.

2. What is and the purpose of a development plan?

- What is a skills audit: name and describe subject specific skills e.g. performing, understanding of music theory, composition and arranging skills, sequencing, recording, technical skills; personal and work skills e.g. organisation, communication, team working
- Setting targets: long-term and short-term goals, using SMART principles (Specific Measurable Achievable Relevant Time-bound)
- Tracking progress: milestones; using feedback from tutors and peers; re-visiting and reviewing targets.

Students will:

- Know career and progression opportunities within the music industry.
- Be able to design and monitor a professional development plan.

- PMD 1 Learner will identify, describe and then explain the training and experience required for a career path in the music Industry
- PMD2 learners will design a professional development plan that identifies then describes, then provide and explains current skill levels and sets targets
- PMD3 learner will monitor a professional development plan, identifying, then describing, then explaining progress towards targets

**Suggested resources to support your child's learning: use of internet, publications
Summer Term**

Unit 11: Rehearsal Techniques for Musicians

Key Questions:

1. What are the rehearsal processes for musicians?

- Technical issues: e.g. venue/room bookings, resources, availability of equipment, setting up equipment.
- Musical issues: e.g. repertoire choice and development, development of original material, development of consistent approaches to rehearsal.
- Practical issues: e.g. health and safety in musical performance, time management, time allocation, balancing individual and group needs.

3. What are solutions to issues arising during the rehearsal process?

- Technical issues: e.g. unsuitability of rehearsal space, inadequate resources, availability of equipment, setting up equipment.
- Musical issues: e.g. inappropriate repertoire choice for projected venue/audience, unsuitable repertoire choices for individual and group instrumental ability.
- Practical issues: e.g. poor timekeeping, inadequate allocation of rehearsal time, lack of teamwork/effective communication with others e.g. clashes of personality.

4. How do we evaluate progress against targets?

- Record-keeping: rehearsal logs; audio/video recording of rehearsals.
- Evaluating and drawing conclusions: e.g. assessing the success or otherwise of meeting targets, the 'postmortem'.
- process, pinpointing problems or potential problems, using information to inform future planning.
- The role of targets: structuring a rehearsal schedule e.g. timings, duration, players' availability; ensuring steady progression e.g. milestones as a focus.
- Setting challenging and achievable targets: detailed rather than holistic targets; technical, musical and practical considerations; individual targets e.g. learning repertoire; group targets e.g. focusing on specific sections of the pieces to be performed.

5. Be able to demonstrate technical and musical control of an instrument within a group.

- Technical and musical concerns for the individual: e.g. accuracy of pitch and rhythm, balance, dynamic control, tuning, technical control of electrical equipment, breathing techniques.
- Technical and musical concerns within the group: e.g. balance, blend, listening skills, accuracy of ensemble, musical communication.

Students will:

- Know about the rehearsal process for musicians
- Know how to find solutions to issues arising during the rehearsal process
- Understand how to evaluate progress against targets
- Be able to demonstrate technical and musical control of an instrument within a group.

Suggested resources to support your child's learning: internet, publications, musical organisations