BTEC LEVEL 2

Teamwork and Personal Development in the Community



Cadet Vocational College

LEARNING GUIDE

for completing Unit 12

Version 3.1

Pearson BTEC Approved Centre

Unit 12: Planning and Creating a Music Product

On successful completion of this unit you will:

1. Understand how to plan for the creation of a music product
2. Understand how to market and promote a music product
3. Be able to contribute to the creation of a music product
4. Be able to review a music product and the creative process

Unit 12

Planning and Creating a Music Product

Creativity lies at the heart of the music industry and the ability to plan, develop and deliver a successful music product is a highly sought-after skill.

In this unit, you are required to create a music product such as a recording or live event. You will experience the full creative process starting with developing your initial idea and following this through to completion and delivery, having the opportunity to showcase many of your skills. You will also reflect on the success of both the product and your contribution to the creative process.

To complete this unit you must work as part of a group to develop and create a music product. You must clearly evidence your individual contribution throughout the process.

Unit 12 has:



- Five tasks which require a written answer.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you understand and to complete each task.



- A requirement for you to complete a **minimum of 25 hours** carried out under direct supervision and independently. You **must** complete a practice log to evidence this.
- Evidence of your final music product **must** be uploaded for assessment.

LO

Learning Outcome 1

Understand how to plan for the creation of a music product

This learning outcome requires you to plan the creation of a music product. This will demonstrate your practical understanding of the requirements.

Event planning



When planning an event of any kind, it is always good practice to put together a basic outline of how you are going to create your chosen event. One of the most important things to remember is that everything must have a timescale and a deadline.

In planning an event you will need to consider the type of **music product** you want to create and a number of **other factors.**

The type of music product

You need to decide exactly what kind of product you are going to plan for. It could be:

1. **A traditional performance.** You may choose a concert, recital, gig, or themed event.
2. **A recorded product.** This could be a 'live' recording or maybe a recording created by sequencing.
3. **An online product.** You may choose to create a podcast, or a presentation for a website.

Other factors to be considered

Target audience



Who is going to attend your event? You may plan your event for friends and family, or you may choose to open it out to the wider public. If so, you need to consider factors such as age (what may appeal to a younger audience may not appeal to older people – think rock versus classical music).

If you are charging for the event you will need to consider the cost of the tickets and whether this is accessible for your chosen audience (some people have limited or very tight budgets, others are not concerned by the costs involved).

You may also need to consider the ethnicity of your potential audience; a concert of, for example, reggae or bhangra may not appeal to all.

Artistic intention



Is this going to be a high quality and very polished event? Or is it an event for a group of young performers just starting out, maybe even performing in front of an audience for the first time. Is it a showcase of talent or a much more low-key event? You may set out to entertain, or maybe even challenge your audience.

You will also need to consider the content of your event. What pieces are going to be played? Will there be a varied and interesting programme? Will your event involve a large or small group of performers? Will there be opportunities for solos?

Type of venue



Whereabouts are you intending to hold your event? Is it in a large venue that holds hundreds of people? Or somewhere much smaller that holds maybe less than twenty people? Is it an indoor or outdoor venue? Does your intended venue have sufficient space for the performers and audience?

Equipment and resources



This applies to both physical and human resources. What equipment will you need? This could include instruments, music stands, amplification and microphones. Are certain pieces of equipment only available in certain venues? Are all the performers you require available? Is the conductor or band leader available?

Time constraints



How much time do you have to practise before the event? Will this limit the repertoire that you can use? How long is the concert going to be?

Budget



What are the costs involved? How much does it cost to hire the chosen venue? Do you need to pay any performers? Are there any costs in relation to performing rights? Will the ticket prices cover the costs? Are there any transport costs?

Legalities



Do you need to pay to perform your chosen pieces (check this out with the Performing Rights Society)? Have you considered any health and safety implications? Will you need to produce a detailed risk assessment?

Creating an appropriate plan

Case study

Ella is a saxophonist and member of a six-piece youth jazz band, and they have decided to put on a small scale jazz concert within the next twelve months. This will be their first concert. The case study below shows the range of factors that must be considered. These are highlighted in **blue**.



Ella

Ella and the five other band members plan to play a range of contemporary jazz music that will appeal to their **target audience**. The performance will be their first as a band and they want it to be of **high quality** as well as being an enjoyable evening for their audience.

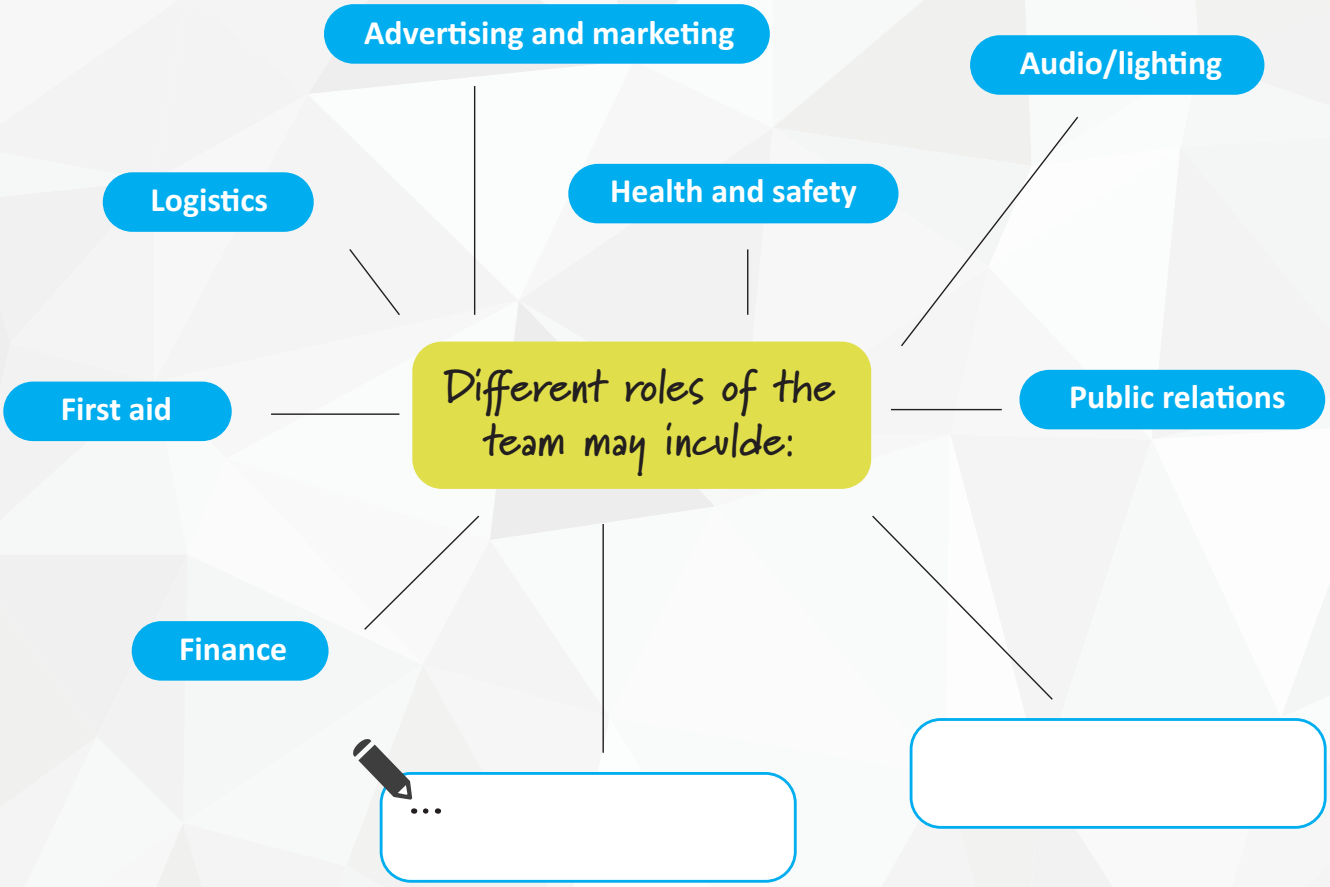
The band will need to work hard to **practise and perfect** their sets within the **time** they have available. The band are planning to perform to approximately 150 people and so they will need to find a suitable **venue** that has enough room for their instruments and equipment on stage, as well as seating for their audience.

Everyone has an individual role to play, not only in the band, but in planning the event and they will have to work as a team to prepare and produce the concert. One of Ella's responsibilities is to source some extra **resources** that they will need, within the **budget** they have allowed themselves. This will include banners and special lighting for the performers' music stands.

After making initial decisions the next stage is to produce a **detailed** plan for your event. To do this, you will need to consider the following:

Format, size and scope of the project	**Consider what your event is going to look like:** • How many people are going to be involved? • Who is your target audience? • What are you hoping to achieve through your event (e.g. recruitment, publicity, or maybe just a celebration)?
Success criteria	**Consider how you will judge if your event has been successful. What will this be based on?** • Will it be on the number of tickets sold? The profit made? • The quality of the performances? The enjoyment of the participants or feedback from the audience?
Identification and allocation of roles	**Planning your event will help you to work as a team and allocate different roles.** • Who can source any additional items you need? (e.g. music stands or a public address system) • Consider if transport will be required? Who can provide it and at what cost? • Does anyone have the skills required to promote and market your event?
Timeline	**You need to consider how long you will need to make your event a success. This will be different for every team.** • Do you have weeks or months to prepare and be ready? • How much rehearsal time to you need? Do you need to rehearse more to be ready?
Deadlines and review points	**Having a timeline will help significantly. You can then identify key deadlines and check that everything is going to plan.** • Your team may need to set target dates for rehearsals and book the necessary resources. • Do you have a target for ticket sales?
Contingency planning	**It is good practice to include some planning for if and when things don't quite go to plan!** • How would you cope if a key performer was no longer available? Or if you suddenly had a change of venue? • Consider what may happen and how your team would respond.

There are many different tasks to complete and **roles** to undertake when planning your music product. The music product you are completing will determine what roles are needed. **There are a few listed below and there is space to add in your own.**





Task 1: Describe the necessary planning requirements for the creation of a music product

(AC 1.1)

DESCRIBE the planning requirements for your product.

You must **IDENTIFY** and **DESCRIBE** the music product you intend to create and produce a plan.

Your plan must include the following:

- How your product matches your intended **audience**
- How your product relates to your chosen **venue**
- How your product makes good use of the **available resources**



An acceptable answer for DESCRIBING the venue would be:
"Holding the event at the local community centre would be ideal as it is accessible by foot or public transport and provides suitable parking. There are two rooms of different sizes to choose from and both have availability. They both have excellent facilities for the audience and the performers (including the stage and preparation and warm up space)."

An answer that would not be accepted:
"My local community centre would be ideal because it is in the centre of the community."



When you have a basic outline of your event, you should take the time to plan the finer detail. Consider **why** your decisions would be appropriate for your music product.

Task 2: Identify required roles, actions and deadlines for the creation of a music product

(AC 1.2)

To complete Task 2, you need to **IDENTIFY**:

- the **required roles** needed for your music product
- the **key actions** that need to be taken
- the **key deadlines** from initial meeting to reviewing your event

An acceptable answer for IDENTIFYING a required role would be:
"Someone to plan the music programme."

An answer that would not be accepted:
"Planner."

Example

You should work through the process of **how** you will create your music product. The detailed list will almost create a 'to do' list.

Top Tip

Recap

To check your understanding you may wish to answer the following questions:

- **How would you define an online product?**
- **When planning an event, you would need to consider your target audience, the artistic intention and the type of venue. What two additional factors would you need to consider?**

If you want to check your answers, they are located on page 24.

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Understand how to market and promote a music product

This learning outcome requires you to present their understanding of how a music product can be marketed and promoted.

Marketing and promoting your product

SOCIAL MEDIA POST



There is little value in spending all this time planning for your event if there is no audience. In many ways, marketing and advertising are key to the success of your event. If there are costs involved with the hire of your chosen venue, then selling sufficient tickets becomes even more important.

>> MARKETING >> FLYERS

>> COST EFFECTIVE >> POSTERS >> PRESS RELEASE

>> FRIENDS AND FAMILY >> SOCIAL MEDIA

Key areas

Marketing activities

What can you use to encourage people to support your event? Word of mouth will only go so far! Posters and fliers (hand bills) are very easy and relatively cheap to produce, but they need to be well designed, and contain all of the necessary information. You also need to consider where the posters will be displayed and how many you need to produce. Ideally your posters need to be displayed where the maximum number for people will see them so that interest in your event will be generated. Many locations will display your poster without charge if they are approached in the correct way (think of libraries, schools, dentists, doctors etc.). Distributing fliers is less straightforward; they need to be placed where people can easily pick them up.

If you have a local newspaper or radio station you may choose to produce a 'press release' which they can use. This is a statement about the event with as much detail as possible; if you are lucky, they may wish to interview you for more information. This would be a good opportunity to also promote your organisation within the local community.

One of the best ways to publicise your event is through the use of digital assets. Placing details of your event on your organisation's website is a good starting point. Developing a campaign using Facebook (or other social media) is probably the easiest way to reach large numbers of people, although you will need to ensure that you follow the agreed protocols for your organisation.

Target markets

Although you would ideally like as many people as possible to attend your event, you need to be realistic about the kinds of people you are most likely to attract. You may choose to just target your marketing on families and friends, although this may limit the size of your audience. You need to consider exactly what your music event consists of, and then target people most likely to attend. Some people who would attend a concert of 'Songs from the Shows' may not appreciate a concert of folk music, or a marching band. This element links to the identification of your target audience as part of your initial planning.

Budget

Some forms of marketing are either free or have little cost. You need to decide how much you can afford to spend on marketing your product; this may be dependent on your other costs, so there is a careful balance to be achieved. You need to ensure that any money you spend on marketing is both targeted and cost effective.

Task 3: Describe ways a music product can be marketed and promoted (AC 2.1)

You should now consider **how** your music product can be marketed and promoted.

DESCRIBE two methods that you are going to use.

As the command verb is **DESCRIBE**, you should include relevant points to provide the level of detail required.

? Example

An acceptable answer for one marketing method would be:
"I will contact my local radio station and provide a press release that they can use to advertise my music product. I will also ask if they would be willing to interview me to talk about the event and answer any questions they have. I will also provide them with electronic flyers that they can advertise on their website and social media."

An answer that would not be accepted:
"I will approach my local radio station to advertise my music product."

Top Tip

Think carefully about the different methods of marketing and promotion. Which method will attract the target audience for your music product.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO

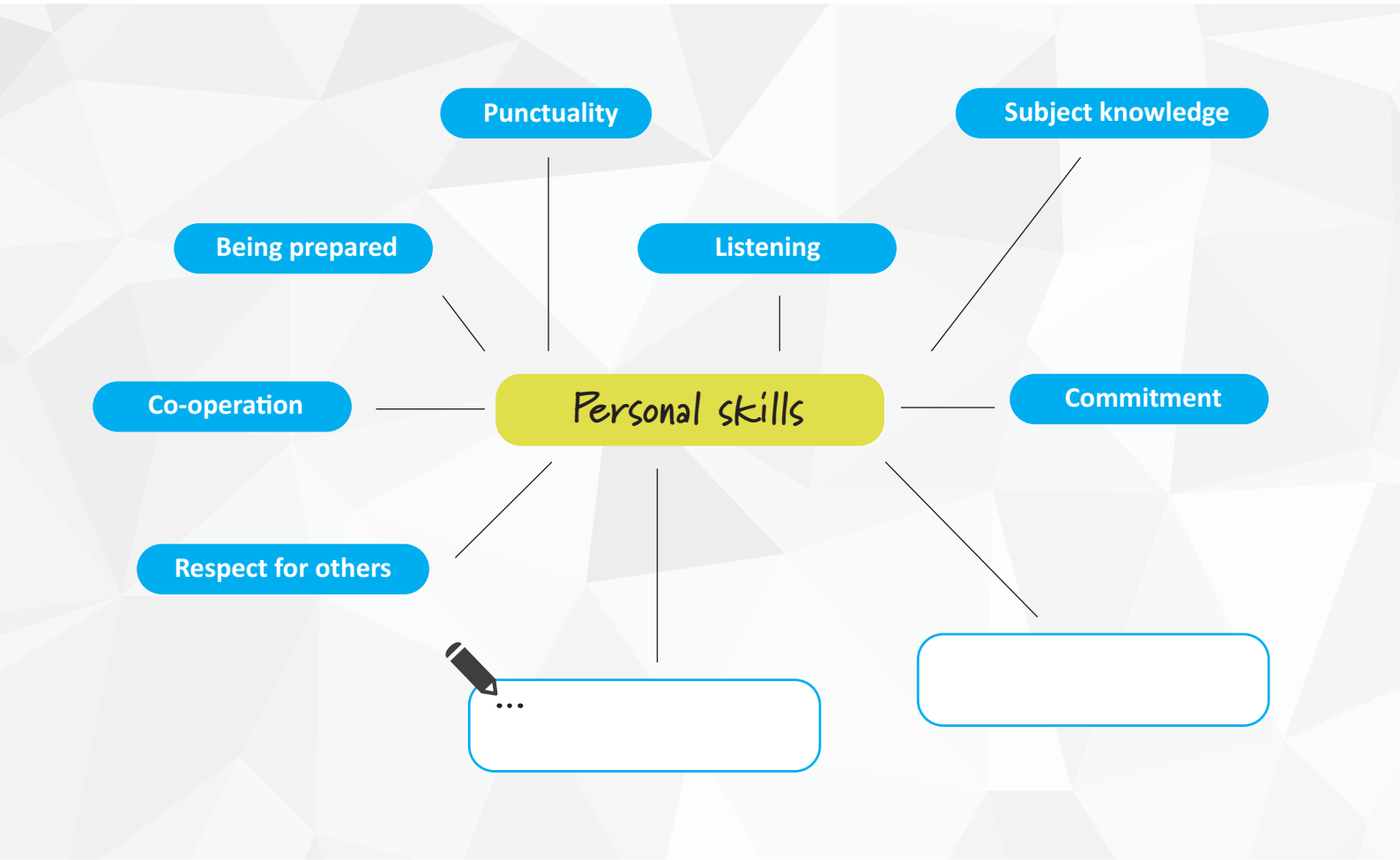
Learning Outcome 3

Be able to contribute to the creation of a music product

This learning outcome requires you to take part in the developmental process for creating and delivering a music product. This will demonstrate your individual contribution and ability to communicate with others, work within a team and use your management skills.

Creating and delivering your product

In order to contribute to the creation of a music product working with your group, you will need to have a number of personal skills so that you work well together as a team. Some have been included below, but there are also blank spaces for you to record any additional skills you can think of.



WHY are these personal skills so important when creating and delivering a music product?

Personal skills are important for many reasons. There are three examples below:



Personal skills can then be split into one of three categories: **teamwork skills**, **personal management skills** and **communication skills**.

Take a moment to think about your skills and how you have contributed to creating and delivering a music product.

In terms of your **teamwork skills** consider:

- in what way have you contributed to rehearsals?
- what has been your contribution to development meetings?
- have you attended all rehearsals and meetings?
- what research and development work have you contributed?
- what was your role in selecting, developing and refining musical material?
- in what ways have you experimented and tried out ideas?
- how have you responded to the ideas of others?
- how have your musical skills improved through this process?
- in what ways have you reviewed progress and adjusted plans?
- what was your role in planning the format of the final event?

In terms of your **personal management** consider:

- your personal timekeeping
- your organisation to bring the correct equipment
- are you prepared?
- can you work independently outside of planned session?
- are you working safely?

- your ability to keep to deadlines
- your personal discipline

Communication skills are also important, and you need to ensure that you are able to:

- respect the opinions of others
- support others
- give and accept constructive feedback
- liaise with others (e.g. performers, technicians, venue staff)
- use appropriate technical language
- communicate accurately and with attention to detail when writing
- use the appropriate body language
- communicate with the audience in both verbal and non-verbal ways

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Task 4: Create a music product



(AC 3.1, 3.2 & 3.3)

This task is in **three** parts. Each part requires a short piece of reflective writing.

Part a.
What exactly was **your** contribution in the development and delivery of the product?

You must **IDENTIFY three** individual ideas that you contributed to the group and **EXPLAIN** the positive impact that they had.

Part b.
You should **IDENTIFY one communication** skill, **one teamwork** skill and **one personal management** skill that you demonstrated throughout the development process. You should then **EXPLAIN** how each skill helped to develop the product.

Part c.
Now reflect on how well you followed the creative process for the development and delivery of your music product. How did your rehearsals go? Were there any gaps in your planning (for example, did you have enough time)?

To support this task:

- **You must** complete and submit a practice log to evidence a minimum of **25 hours** rehearsal time (VQF657*).
- **Your tutor must** complete a tutor testimony (VQF656*) and provide evidence of the completed music product.
- **You must** then sign, date and leave a comment on the tutor testimony form **and** submit it with your work to be assessed.

**Both templates can be found at the back of the workbook. Guidance on how to upload the video recordings for assessment is given on the tutor testimony form.*



For example in Part b, an acceptable answer would be:
"Co-operation was important so that we worked together effectively. I was able to listen to others in my team, share my ideas and opinions with them and then plan how to deliver the music product. We were able to share the workload."

An answer that would not be accepted:
"Co-operation was important to work together effectively."



Remember this task is all about you. Thinking about **your** experience and contribution will help.

Recap

To check your understanding you may wish to answer the following questions:

- **Can you think of an example of a teamwork skill, a personal management skill and a communication skill?**
- **Why is teamwork so important in the process of creating and delivering a music product?**

If you want to check your answers, they are located on page 24.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO

Learning Outcome 4

Be able to review a music product and the creative process

This learning outcome requires you to take responsibility as an individual and review your contribution to the creation of a music product. This will help you to improve in the future.

Reviewing your product and the creative process

Being involved in the creation and development of a music product can be beneficial in many ways:



S. BETTEY

Testimonial | Learner perspective

This activity helped me develop my confidence. I improved skills such as focus and concentration when preparing for the final performance. Teamwork was also developed by listening to my other ensemble members. I also became very organised by showing up to rehearsals at the correct time and with the right equipment.



F. GOLDING-WILLIAMS

Testimonial | Learner perspective

This activity helped me generally. This is because for some activities you need weeks and weeks of practice so you need to take your time with it. I found this whole experience fun and challenging and I also worked as hard as I could. Hard work is what enabled me to have a successful product. I loved working on the final piece and watching myself back on YouTube as I knew then what I needed to improve on for the future.

Being able to review your final product and learn from what went well, and what could have been improved is an important part of this process.

You need to be able to take a step back from what you have achieved both as an individual and as a member of a team. There are **three** key areas to consider.

1

Reviewing the product

- How good was the final product in terms of quality of the performance and the overall event?
- How did the final product measure up against your initial success criteria?
- What was the response of the audience?
- What feedback was there from the audience?
- What elements could have been improved?

Use the space below to make a few initial notes on your product. These notes will help you later on.



2

Reviewing the planning and development process

- How effective was your planning for the event?
- How good was your time management?
- How successful were the professional relationships?
- How effective were you working with others?
- How effective were your individual contributions?
- How effective were your contributions as a member of a group?
- How effective was the use of the resources?
- What constraints did you encounter and how did you resolve them?
- In what ways did you adapt and review your plans?
- What lessons have you learned for the future?

Use the space below to make a few initial notes on the planning and development process that you were involved in. These notes will help you later on.



3

Making improvements

- In what ways could the final product be improved?
- In what ways could the process be improved?
- What improvements could be made in response to audience feedback?
- Could any of the working practices used be made more productive or efficient?
- How could you improve working with others?
- How could you more effectively deal with obstacles and constraints?

It is important to consider your own thoughts and ideas about how you performed. You will need to give your own opinions about how you achieved the goal of planning an event.

Use the space below to make a few initial notes on improvements that you could make. These notes will help you later on.



Task 5: Review own contribution and propose improvements for the future (AC 4.1, 4.2 & 4.3)

There are three parts to this task. You should use self-reflection and feedback from peers to help you to review your own contribution and propose improvements for the future.

Part a.
REVIEW your **final music product** and **IDENTIFY three** strengths and **three** areas for improvement.

Part b.
REVIEW your contribution in the **creative process** and **IDENTIFY three** strengths and **three** areas for improvement.

Part c.
You have reviewed the final music product and your contribution to the planning process. You should now make proposals for **three** areas for personal improvement that you will implement in future projects.



Remember this task is about you. How well did **you** perform and what can you do to improve in the future?

Complete every part of the task to complete the **full** review that is needed.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO **Learning Outcome 3 - complete** ✓

LO **Learning Outcome 4 - complete** ✓

Answers

LO 1 Understand how to plan for the creation of a music product

Q1: A podcast, or a presentation for a website.
Q2: Other factors may include, equipment and resources, time constraints, budget or legalities.

LO 3 Be able to contribute to the creation of a music product

Q1: **Teamwork skills** include attending and contributing to rehearsals. **Personal management skills** include self-discipline and working to deadlines. **Communication** skills include listening to others and showing respect.
Q2: To achieve the goal, to work effectively and efficiently.

Additional reading

Should you wish to know more about this subject area then the following resources may be useful:

www.bandzoogle.com/blog/5-steps-to-creating-an-effective-music-marketing-plan

www.billetto.co.uk/blog/how-to-plan-concert/

www.keithstead.com/and_more/musicians_corner/how_to_oac.html

www.lifestyle.howstuffworks.com/event-planning/10-tips-for-musical-event-planning.htm

www.openmicuk.co.uk/advice/how-to-plan-an-event-or-showcase/

Additional units of interest

As part of this qualification there are other units of study. A number of them have clear links with Planning and Creating a Music Product and include:

Unit 13: Solo Music Performance
Unit 14: Working as a Musical Ensemble

Contact

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LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Understand how to plan for the creation of a music product			
1.1	Describe the necessary planning requirements for the creation of a music product	Task 1	WB Pages 4-5
1.2	Identify required roles, actions and deadlines for the creation of a music product	Task 2	WB Page 6
Learning Outcome 2: Understand how to market and promote a music product			
2.1	Describe the ways a music product can be marketed and promoted	Task 3	WB Page 7
Learning Outcome 3: Be able to contribute to the creation of a music product			
3.1	Contributed ideas that have a positive impact on the creation and delivery of a music product	Task 4 Part A, VQF 656 **and** VQF 657	WB Page 8 **and** 15-18
3.2	Demonstrate appropriate communication, teamwork and personal management skills when creating and delivering a music product	Task 4 Part B, VQF 656 **and** VQF 657	WB Page 9 **and** 15-18
3.3	Follow the developmental process for the creation and delivery of a music product	Task 4 Part C, VQF 656 **and** VQF 657	WB Page 10 **and** 15-18
Learning Outcome 4: Be able to review a music product and the creative process			
4.1	Identify strengths and areas for improvement of a music product	Task 5 Part A	WB Page 11
4.2	Identify strengths and areas for improvements of a planning and development process	Task 5 Part B	WB Page 12
4.3	Use strengths and areas for improvement identified to propose improvements to future working practices	Task 5 Part C	WB Page 13



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