

Year 13 Music

Unit 349: Planning for a career in music

Learning Objectives

Pupils will develop an understanding of the range of career opportunities available within the music industry and the skills, qualifications and experience required for different roles. They should research potential career pathways and identify the knowledge, skills and personal qualities needed to achieve their chosen career goals. Pupils will learn how to create realistic short-term and long-term career objectives and develop an action plan to support their progression. They should also understand the importance of networking, gaining relevant experience, developing a professional profile and promoting their skills within the music industry. By the end of the unit, pupils should be able to identify suitable career opportunities, evaluate their own strengths and areas for development, and produce a realistic plan for progressing towards their future career in music.

What previous knowledge is required?

Pupils should have a basic understanding of the music industry and the range of roles available within it, such as performing, production, songwriting, teaching, management and technical roles. They should have some awareness of their own musical interests, strengths, skills and areas for development. Pupils should also have experience of setting personal or educational goals and understand the importance of developing skills through practice, education and relevant experience. Basic knowledge of employability skills, such as communication, teamwork, organisation and professionalism, will be beneficial. Pupils should also have some understanding of how to research information and identify suitable opportunities, which will help them to develop a realistic and achievable career plan.

How will this term's content help with future learning?

This unit will help pupils develop the knowledge, skills and awareness needed to make informed decisions about their future education and career in the music industry. Pupils will learn how to research different career pathways, identify suitable opportunities and recognise the qualifications, experience and skills needed for progression. They will develop their ability to set realistic goals, create action plans and evaluate their progress over time. The unit will also support the development of employability skills such as communication, networking, organisation, professionalism and self-promotion. These skills will help pupils when applying for further education, apprenticeships, employment, internships, work experience and other opportunities within the music industry.

Common Misconceptions

Pupils may believe that there are only a limited number of careers available in the music industry, such as becoming a performer, singer or songwriter, without recognising the wide range of creative, technical, business and support roles available. They may also think that talent alone is enough to build a successful career, rather than understanding the importance of qualifications, experience, networking, professionalism and continued development. Another common misconception is that a career plan must follow one fixed pathway, when career development can change as pupils gain experience and discover new interests. Pupils may also underestimate the importance of transferable skills such as communication, organisation, teamwork and digital skills. Some pupils may believe that success happens quickly, rather than recognising that building a sustainable career in music often requires ongoing learning, persistence, adaptability and the ability to respond to changes within the industry.

Unit 387e: Rehearsal skills & live music performance

Learning Objectives

Pupils will develop the skills and knowledge required to rehearse effectively and prepare for a successful live music performance. They should develop effective rehearsal techniques, including working collaboratively, communicating with other performers, responding to feedback and addressing areas for improvement. Pupils will learn how to prepare repertoire to an appropriate performance standard and develop their ability to maintain accurate timing, dynamics, expression and musical communication within an ensemble. They should also develop an understanding of live performance requirements, including stagecraft, equipment, soundcheck procedures, professionalism and audience engagement. By the end of the unit, pupils should be able to contribute confidently and professionally to rehearsals and deliver a controlled, expressive and well-prepared live performance.

What previous knowledge is required?

Pupils should have a basic level of proficiency on their chosen instrument or voice and be able to perform simple repertoire with reasonable accuracy. They should understand fundamental musical elements such as rhythm, tempo, dynamics, pitch and musical expression. Pupils should have some previous experience of practising independently and performing to others, as well as an awareness of how to respond to constructive feedback. Basic experience of working as part of an ensemble will be beneficial, including listening to other performers, maintaining their own part and following musical direction. Pupils should also have some awareness of appropriate behaviour, communication and professionalism in a rehearsal or performance environment.

How will this term's content help with future learning?

This unit will help pupils develop the practical, collaborative and professional skills needed for future musical study and performance opportunities. Pupils will become more confident in rehearsing independently and as part of an ensemble, while developing their ability to communicate effectively, respond to feedback and solve musical problems. They will gain experience of preparing for live performances, including stagecraft, soundchecks, equipment and working professionally with other performers and technical staff. These skills will support pupils in future music qualifications, ensembles, performances, auditions, live events and employment within the music industry. The unit will also encourage pupils to become more adaptable, reliable and confident performers who can work effectively in a range of musical settings.

Common Misconceptions

Pupils may believe that rehearsals are simply opportunities to play through songs repeatedly, rather than understanding that effective rehearsals should have clear aims and focus on improving specific areas of performance. They may also think that individual instrumental ability is more important than listening and working effectively as part of an ensemble. Another common misconception is that a successful live performance is only about playing the music accurately, without recognising the importance of stage presence, communication, audience engagement and professionalism. Pupils may underestimate the importance of soundchecks, equipment checks and preparation before a performance. Some may also believe that mistakes during a live performance mean that the performance has failed, rather than understanding the importance of staying composed, adapting and continuing professionally. Pupils should also recognise that constructive feedback and reflection are essential parts of improving both rehearsal skills and live performance.