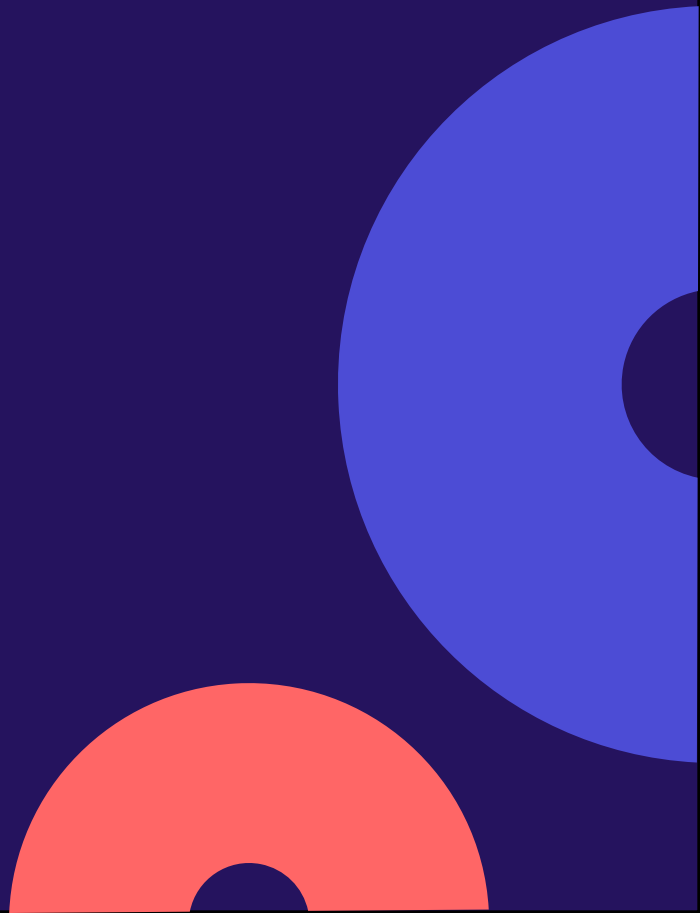


# Introduction to the music industry

60 minute lesson  
Years 7 - 13



<p><b>Teacher</b></p>	<p><b>Subject:</b> Introduction to the music industry</p>	<p><b>Age range:</b> Year 7-13</p>	<p><b>Lesson timing:</b> 60 mins</p>	<p><b>Any other notes:</b> Lesson can be extended with fuller videos/longer discussions/additional exercises</p>
<p><b>Previous knowledge through questioning.</b></p> <p><b>Learning Objective:</b> be able to name music industry roles they hadn't heard of before. Be able to communicate types of activities and skills the music industry contains.</p> <p><b>Aim:</b> To improve understanding of – and interest in – variety of jobs and skills in the music industry. To empower young people who may want to work in music with inspiring role models, facts, and figures about tangible career choices.</p> <p><b>Materials:</b> PPT with discussion points, questions, films, and web links included. Notes below are also included in 'notes' on PPT along with some additional info for some slides</p>			<p><b>Literacy:</b> Discussing words used in music industry</p> <p><b>Numeracy:</b> Analysis of statistics. Comparing data sets. Looking at regional data.</p> <p><b>Gatsby benchmarks:</b></p> <p>Benchmark 2 - Learning from career and labour market information.</p> <p>Benchmark 3 - Addressing the needs of each pupil.</p> <p>Benchmark 4 - Linking curriculum learning to careers</p> <p>Benchmark 8 - Personal guidance</p>	
<p><b>Adults:</b> One teacher should be available for this lesson.</p>			<p>Additional notes for SEN (Special Educational Needs) and EAL (English as an Additional Language) students:</p> <p>These pupils may benefit from spending longer on the films and examples of composition in games etc. to then discuss their reactions to it. Games are quite universal so we have included numerous ways in through this route.</p>	

Slide/lesson content	Key/hinge questions	Measures of achievement
<p><b>SLIDE 1 – Title slide</b></p> <p><b>SLIDE 2 - 5 mins</b> - Group discussion: Get students to reflect on music they like and share ideas on genres, why they like it, etc. Types = Rock, Classical, Funk, Punk, Grime, Classical, Folk, Pop, House, etc</p> <p><b>SLIDE 3 - 3 mins</b> - Exercise in pairs / small groups: Feedback at end – write up on whiteboard Possible answers: radio, tv adverts, tv shows (theme tunes specially written), films, computer games, on-line, tiktok, shops, sports games, events, birthday parties (happy birthday to you), parties, cafes, Expand exercise by asking them WHY they think music is used in certain situations?</p> <p><b>SLIDE 4 - 2 mins</b> - Exercise feeding back from pairs / small groups (from slide 3): Answers on slide. Sometimes music can be a part of the action (a character playing or listening to music), or sometimes on in background, it appears at start and at end over credits, the also often throughout a film (think of good soundtracks), sometimes it is a well-known song and sometimes it is especially composed for the moment, it will always add atmosphere and impact the audience.</p>	<p><b>Key/hinge questions</b></p> <ul style="list-style-type: none"> <li>• Who listens to music?</li> <li>• Favourite song?</li> <li>• What artists do you listen to?</li> <li>• Any songwriters / composers you can name?</li> <li>• What different types of music are there?</li> </ul> <p>For example, why is music used in films? To heighten atmosphere</p> <p>Why is music used in adverts? To make the item seem more appealing / cooler</p> <p>Why is music used in computer games?</p> <p>Where else? Think shops, sports events, fair-grounds.... Etc.</p>	<p><b>Measures of achievement</b></p> <p>Appreciate the music in their live and reflect on it</p> <p>Appreciate breadth of reach of music</p> <p>Explore emotional responses and artistic use of music</p>

**SLIDE 5 – 4 mins** – Exercise: Look up UK Music’s Careers Page on Website Here. Everyone in the class chooses a job description to read.

**SLIDES 6–8 – 10 mins** – Three short films of people discussing different jobs in music

On UK Music’s Careers page is a selection of different jobs in the industry – get pupils to look them up and then feedback. Individually, pairs, or small groups choose a different job so that they read and discuss – then feedback to class. Questions could be only Yes / No answers allowed like in ‘20 questions’:  
-Is this job in front of an audience?  
-Would you say this job is technical?  
-Does this job look after people? Etc.

In Cam Blackwood’s film:

- i. Who is the famous artist you can see playing a guitar? (George Ezra)
- ii. In which famous studio in London is Cam recording with a String Orchestra? (Abbey Road Studio)
- iii. How does Cam describe the days he does songwriting? (Laid back etc.)

In Charlene Hegarty’s film:

- i. Where is The Oh Yeah Music Centre? (Belfast)
- ii. What does Charlene do when she works with artists / musicians? (understand vision, creatively support, educate about music industry)
- iii. What skills does Charlene say you need to do the kind of job she does? (communication, confidence, motivation etc.)

In Jennifer Geddes’ Film:

- i. What jobs does Jennifer do as a part of her job? (write press releases, talk to journalists, update website, post to social media etc.)
- ii. Who does UK Music talk to and work with? (governments, MPs, councils, schools, universities, colleges, music industry etc.)
- iii. What did Jennifer do before the role at UK Music? (trained as journalist, promoting shows, writing reviews, running a music venue etc.)

Understandin there are various roles in music behind the scenes

Starting to understand some of the details of some of these roles.

**SLIDE 9 - 5 mins** – Focus on Music in Media – Part 1: Chloe is a musician and composer for video games – on the link ‘Watch Here’ is Sea of Thieves Accolade Trailer.

**SLIDE 10 – 3 mins** - What is music worth? 7 How many people work in music?

What do you like about the music and how it integrates with the video?  
What games do you play and can you think of how the music adds to action?  
Composing for video games is a bit different to composing a song you might play yourself – why is this?  
- You have a creative brief from games company – you have a ‘customer’  
- The games company decides what is used  
- Video games have different stages and lengths of scenes with choices – notice the music change when characters make certain choices or arrive in certain locations

Exercise = These are figures for 2019, 2020, and 2021 from UK Music’s report This is Music – Q. What do you think might have impacted music in 2019? (A: Covid, Brexit) – SEE END OF PRESENTATION FOR ADDITIONAL SLIDE AS FOLLOW-UP ON IMPACTS OF COVID IF WANTED  
NB - After November 2023 you can also search for new 2022 report to compare figures.  
See EXTRA SLIDES at end for figures on music tourism and maps for additional discussion

Discuss an integral part of video games and learn about a person composing it.

Think about a different type of composing – one that is driven by the action in the game – not something that is a stand alone composition.

To understand economic and employment value of music.

To think about impacts of external factors on music industry.

**SLIDE 11 – 3 mins** - The ‘Sectors’ show different parts of music industry that contribute to UK Music’s report This is Music’s GVA figure.  
The ‘sub-sectors’ show different kinds of roles and activity in each sector.  
Raise discussion around ‘employed’ and ‘freelance’ – you will have hopefully covered in Discover slides previously. Do they understand difference?  
What roles and parts of industry do they recognise?

**SLIDE 12 - 5 mins** – Music career Film – Beggars Group: Intro – Now we’re going to hear from two people working in music behind the scenes: Caitlin Corrigan (Sync Coordinator) and Peyam Zangana (Marketing Coordinator)

Has anybody done any of these (probably unpaid if they have) or experienced any: e.g.:

- Music creator – who plays instrument / sings / makes beats
- Live music – Anyone helped with friends gig? Or setting up concert? How about school plays etc. Who has attended a gig / concert?
- Sold a t-shirt of their band? Helped sell tickets for gigs / concerts? Made posters or shared social posts about events? How many of you have a band t-shirt? Any other merch? (Merchandise)
- Organised an event? Talked about a concert / gig with a venue – maybe you are the artist or helping a friend?

As extra exercise get class to look up report on [www.UKMusic.org](http://www.UKMusic.org) – new one out every November:

- What are trends in report?
- Which areas are strongest in growth terms?
- What do you think of the use of case-studies?

What is Beggars Group?  
What do record labels do?  
Sync Coordinator and Marketing Coordinator – what do they look after and what kind of tasks do they do?  
Can anyone explain what ‘Sync’ is?  
What about ‘marketing’?  
What did Caitlin and Peyam like about their jobs?

Learn about the wide range of sub-sectors in music and associated jobs

Learn about two people in specific roles in music.

**SLIDE 13 – 5 mins** - There is a great example of a ‘Sync’ (Synchronisation) here with ‘Inosuke Riddim’. Why does the video have music attached? Would it have been as exciting if just the visuals? Watch (recommend at least 1 minute to get to first chorus) of ‘Thunder Roll’. This was commissioned especially for Fortnite so Shao Dow wrote it for this purpose.

**SLIDE 14 - 3 mins** – Words / Ideas - Quickfire round the class - See who knows what these are.... Ask class to research ones they don’t know... (on phones / computers – very quick)

**SLIDE 15 - 8 mins** – Film: Watch Emma McGann’s YouTube video on creating her own music video in Unreal Engine (whole video is 10 mins so watch all if you have time or show first few minutes) Emma is a talented songwriter with lots of fans but also does lots of teaching videos to share her learning on all the skills she has gained.

Does anyone play Fortnite?  
What does the class like about it? What do they think of how the music fits with the visuals? What other language is used? (A - Japanese)

What other terms have they seen / can they find that they aren’t sure about? Look for explanations

What skills does Emma talk about in the video?  
-Storyboarding, planning, mapping, rendering characters, etc  
What skills are Emma using to make the video?  
-Presenting, editing, filming, sound, making room look cool (set), explaining, teaching,  
Look up other videos to help with songwriting, live-streaming, etc.

Think about range of skills utilised in creative industries careers.

Become familiar with some terms and ideas in the music industry.

Think about range of skills utilised in creative industries careers.

**SLIDE 16 - 4 minutes** - class discussion to reflect on learning raised – use questions as starting point but utilise own and allow conversation to flow...

- In how many places does music appear?
- What jobs have we heard about today?
- Is music important to you?
- What other skills did Emma McGann, Chloe Kwok, and Shao Dow have that helped them in their musical careers?
- Do you need to play an instrument to get a job in music?
- What did the company Beggars do and why is it important for music?
- What did Caitlin and Peyam from Beggars love about their work?
- What is the difference between Freelance and Employed?
- What other words or ideas did you learn today?

Cementing ideas learnt through discussion



**SLIDE 17 - End slide:** Think about our Member organisations listed – info on all available on UK Music’s website – and have UK Music in mind. We are good resource for research, careers info, policy developments etc. in music so anyone with an interest in these areas should be encouraged to look at our site and follow us on socials.

**EXTENSIONS TASKS**

**SLIDE 18** - Useful links

**SLIDE 19** - Additional slide on Covid impact

**SLIDES 20-26**

Region specific

UK Music’s report Here, There and Everywhere outlines the impact of the eagerly anticipated resurgence of live music in 2022 – the first full year of post-pandemic festivals, gigs and concerts in the UK, and shows the international reputation of the UK’s live music events.

Find your region in the below maps and discuss the local / regional music scene.

**Plenary**

What impact would venues and festivals closing have had? How long did it go on for? How long were they fully ‘back to normal’ for in the year?

How do the figures compare to other regions?  
What local venues / artists / festivals / recording studios / music development organisations do you know about? How could you get involved more if interested in music? Think about school, community, town, region.

Think about organisations and websites that may help them in their career.

Reflect on impact of Covid and subsequent economic issues

Understand economic benefits of music in regions.

Discuss in more detail their local music scene.