



Certificate IV in Music Industry
– Music Business
(full-time) Course Outline



Course Name	Certificate IV in Music Industry – Music Business (full-time)
Course No.	CUA40915
Start date	27 February to 7 July (Mid Semester Break 14 June – 16 July) 24 July to 29 September
Course Requirements	<p>There are no pre-requisites for the program.</p> <p>The course is aimed at students wishing to pursue a career in Music Business. Pathways into the qualification may include:</p> <ul style="list-style-type: none"> • Certificate III in Music Industry (e.g CUA30915 – Certificate III in Music Industry) • Certificate III qualification in marketing or business management (eg. CUS30309 Certificate III in Music Business or BSB30107 Certificate III in Business) • Vocational experience in marketing or business management, but without formal marketing or business management qualifications • With limited or no vocational experience and without a relevant lower level qualification. <p>Musicians are also encouraged to participate, as these are the same skills they will need to pursue their own careers as a self managed artist in the modern music industry.</p>
Duration	The duration of this course can be found in the Term / Semester dates for 2016.
SACE Credits	75 Credits at Stage 2
Course Description	<p>The course focus is on Music Business. Students do not need to be musicians themselves, however they must have an interest in the music industry as a career. Musicians are also encouraged to participate, as these are the same skills they will need to pursue their own careers as a self managed artist in the modern music industry.</p> <p>This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.</p> <p>Job role examples</p> <ul style="list-style-type: none"> ▪ band/artist manager ▪ booking agent ▪ music marketing and promotions officer ▪ self-employed (independent) musician.

Course Content	Units of competency explored: <i>(number denotes hours)</i>
Semester 1	<p><u>Core Subjects</u></p> <p>BSBCRT401 – Articulate, present and debate ideas (40)</p> <p>This unit describes the skills and knowledge required to articulate, present and debate ideas in a work or broader life context using creative techniques in order to provoke response, reaction and critical discussion.</p> <p>This unit applies to individuals who contribute and present ideas that may be complex in nature and may relate to new products, services, processes or creative works using a degree of risk taking and storytelling.</p> <p>BSBSMB301 – Investigate micro-business opportunities (45)</p> <p>This unit describes the skills and knowledge required to consider the major elements of a business idea, undertake research to determine viability of the business opportunity and present the idea with reference to the legislative frameworks affecting the business.</p> <p>CUAWHS302 – Apply work health and safety practices (10)</p> <p>This unit describes the skills and knowledge required to follow work health and safety (WHS) requirements in the creative industries.</p> <p>BSBIPR401 – Use and respect copyright (20)</p> <p>This unit describes the skills and knowledge required to use and respect copyright. It covers maintaining control over the copyright owner’s work, commercialising copyright material, preventing the unauthorised use of an original work and using other party’s original work legitimately.</p> <p>It applies to people who may be authors, creators or other owners of works covered by copyright. It also applies to employees who have a role in ensuring that their organisation’s copyright is protected and/or that their organisation uses others’ copyright appropriately to benefit the organisation without infringing the rights of copyright owners.</p> <p><u>Electives</u></p>

<p>Semester 1 (contd.)</p>	<p>BSBCRT402 – Collaborate in a creative process (40)</p> <p>This unit describes the skills and knowledge required to collaborate in a creative process that is underpinned by a commitment to trust and ethics.</p> <p>BSBMKG414 – Undertake marketing activities (40)</p> <p>This unit describes the skills and knowledge required to plan, implement and manage basic marketing and promotional activities. It is a foundation unit covering general and basic marketing and promotional activities that do not require detailed or complex planning or implementation.</p>
<p>Semester 2</p>	<p>CUAIND301 – Work effectively in the creative arts industry (35)</p> <p>This unit describes the performance outcomes, skills and knowledge required to work effectively in the creative arts industry. It applies to any field of the arts industry and is relevant to people in a wide range of occupations, for example, dancers, musicians, actors, cabaret performers, street performers, entertainment administrators, reviewers, film makers and public artists.</p> <p>CUAMPF302 – Prepare for performances (40)</p> <p>This unit describes the skills and knowledge required to use practice time to prepare for performances. (Certificate IV Performance)</p> <p>SITXMPR001 – Coordinate the production of brochures and marketing materials (60)</p> <p>This unit describes the performance outcomes, skills and knowledge required to coordinate the development process for brochures and other marketing materials from a content and production perspective.</p> <p>BSBEBU401 – Review and maintain a website (50)</p> <p>This unit describes the skills and knowledge required to undertake data analysis, review website content, and update and maintain a website.</p> <p>CUAADM302 – Book performance venues (35)</p> <p>This unit describes the skills and knowledge required to source and book appropriate venues for performances in terms of location, safety, size, acoustic qualities and appropriateness for performance styles.</p>

<p>Semester 2 (contd.)</p>	<p>It applies to individuals who operate as artist/band managers, booking agents, marketing and promotions officers, or self-employed (independent) performers.</p> <p>CUAMKG301 – Assist with marketing and promotion (35)</p> <p>This unit describes the performance outcomes, skills and knowledge required to assist with an organisation's marketing and promotional activities.</p> <p>BSBCM401 – Make a presentation (30)</p> <p>This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.</p> <p>This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.</p> <p>CUAMGT403 – Manage licensing and assignment of music (35)</p> <p>This unit covers the skills and knowledge required to manage, promote and negotiate licensing of musical works.</p> <p>It applies to individuals who promote the use of material in a publisher's catalogue to prospective clients, and negotiate licensing or assignment of rights agreements with clients who want to use this material for their own purposes, such as screen productions, mood music and mobile phone ringtones. They may work for music publishing companies, or artist managers may perform this role on behalf of artists.</p> <p><i>(Individual dates for unit completion and semester dates subject to change. Please see Head of Training for any further details.)</i></p>
<p>Future Pathways</p>	<p>Elder Conservatorium, TAFE Music performance programs Career pathways – Music / event management, Professional Musician</p>
<p>Assessment</p>	<ul style="list-style-type: none"> - Final projects - Teacher questioning - Worksheets/notes - Teacher observations (with checklists / self-assessment opportunities) - Journals / Personal Reflection after each session - Work placement / volunteering opportunities

Assessment
(contd.)

Core Project – Music Business Plan & Presentation

Students are to organise and present a music business plan with presentation – focusing on project outlined and discussed in negotiation with music tutor (25% online journal/blog – 25% presentation).

Students are to collate and present a written reflection and visual folio of the project online (with the outcome to present either a live event and/or event launch – 50% overall)

Certificate IV students will also assist in collaborating, organizing and implementing final year show performance for Music SA.

Evidence Gathering Techniques

The following matrix identifies the type of evidence that will be collected towards competency and to enable judgements to be made about student's competency in each unit

Units of Competency	A	B	C	D	E	F	G
CUAADM302	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSBMKG414	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CUAMPF302	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CUAMKG301	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CUAIND301	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBMKG414	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSBIPR401	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSBCRT402	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BSBSMB301	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CUSMGT403	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BSBEBU401	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSBCMM401	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SITXMPR001	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CUAWHS302	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Key	A – Projects B – Teacher Questioning C – Worksheets/workbook D – Teacher Observations with checklists and self assessment	E – Diary/Journal F – demonstration/performance G – work placement feedback or evidence gathered through work placement

	<p>Topics Covered Include</p> <p><i>Course Introduction</i></p> <ul style="list-style-type: none">- Collaborate in the creative process- Documenting a career plan (<i>career goals, writing a personal resume</i>) <p><i>Monitor and manage small business operations</i></p> <ul style="list-style-type: none">- Developing a small music business with goals and objectives (<i>artist, event management, promotions, publicity</i>)- Implement strategies and procedures- Review targets and achievements of goals <p><i>Promote Products and Services</i></p> <ul style="list-style-type: none">- Identify, organise and coordinate promotional activities- Use industry networks to implement promo- Review and collect feedback- Guest Speaker: Leigh McGrane (Publicist) <p><i>Working Effectively in the Music Industry</i></p> <ul style="list-style-type: none">- Looking at trends within the industry (<i>technology</i>)- Establishing and maintaining work and contractual relationships- Complying with legislation/regulations- Working collaboratively with others and prioritising work tasks- Guest Speaker: Tom Gordon (Horror My Friend) <p><i>Coordinate the production of brochures and marketing materials</i></p> <ul style="list-style-type: none">- Plan, produce brochures and marketing material- Obtain quotes and printing costs- Develop and coordinate final print copies <p><i>Review and maintain a website</i></p> <ul style="list-style-type: none">- Review website content and data (<i>social media</i>)- Update and maintain website <p><i>Book performance venues</i></p> <ul style="list-style-type: none">- Negotiate outcomes with performers and venues- Research and select appropriate venues for performance- Identify risks in safety and financial viability of performance <p><i>Undertake Marketing Activities</i></p> <ul style="list-style-type: none">- How do I promote my artist or creative act?- Developing and maintaining a database of industry contacts- Working in a team environment
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	<p><i>Assist with the promotion of creative acts</i></p> <ul style="list-style-type: none">- How do I promote my artist or creative act?- Developing and maintaining a database of industry contacts- Working in a team environment <p><i>Make a presentation</i></p> <ul style="list-style-type: none">- Develop, coordinate and present a live music event <p><i>Implement Copyright Arrangements</i></p> <ul style="list-style-type: none">- Implement and discuss copyright arrangements- Seek assistance from industry bodies <p><i>Book performance venues</i></p> <ul style="list-style-type: none">- Negotiate outcomes with performers and venues- Research and select appropriate venues for performance- Identify risks in safety and financial viability of performance <p><i>Manage Licensing of Music</i></p> <ul style="list-style-type: none">- Using strategies to promote music to potential clients- Identify and research users of live acts and publicly performed music- Create a database of potential clients- Negotiate contracts- Administer licensing and contracts <p><i>Follow occupational health and safety procedures</i></p>
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Please note: all courses have minimum enrolments that must be achieved for courses to proceed. Unit selection may be subject to change.