



Certificate III in Music Industry (Songwriting and Performance Event Management) Course Outline



Course Name	Certificate III in Music Industry (Song writing & Performance Event Management – full time)
Course No.	CUA30915
Start date	First Term (8 th Feb – 12 th April 2018) Second Term (5 th May – 7 th July) Third Term (28 th July – 27 th September) Fourth Term (18 th October – 8 th November)
Duration	The course will be delivered on Thursdays 9:30am to 4:30pm for the full year (ex school holidays and school examination dates. Total 33 weeks). In addition to class time, the commitment to the program will include a minimum 2 hours per week (or equivalent) industry contact and/or work placements. This may include attendance at music industry events, mentoring from current artist managers (Music SA to facilitate) and personal project work (including web based projects).
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"> • CUS20109 Certificate II in Music or • BSB20107 Certificate II in Business • 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>
SACE Credits	45 Credits at Stage 2
Course Description	<p>This course is designed to give students a fascinating insight into the music industry, focusing on band management and event management. Students will gain an insight into the world of music business, exploring areas of creative artist management including career planning, micro business development and event logistics and planning, culminating in the delivery of a live music event.</p> <p>With changes to the structure of the music industry and the increase in artists releasing music independently, good management and planning is more important than ever. As a part of this program students will work on a project of managing a band from career planning through to booking 'gigs' with the program culminating in a live music event designed and managed by the students.</p>

	<p>Job role examples</p> <ul style="list-style-type: none"> ▪ music director ▪ music teacher ▪ self-employed (independent) musician.
<p>Course Content</p>	<p>Units of competency explored:</p> <p>BSBWHS201 – Contribute to health and safety of self and others</p> <p>This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.</p> <p>It applies to individuals who require a basic knowledge of WHS to carry out work in a defined context under direct supervision or with some individual responsibility, in a range of industry and workplace contexts.</p> <p>CUAIND201 – Develop and apply creative arts industry knowledge</p> <p>This unit describes the skills and knowledge required to develop and apply basic creative arts industry knowledge to industry practices, including industry structures and operations, employment obligations and opportunities, the impact of new technology, and identification of industry laws and regulations.</p> <p>It applies to individuals who perform a range of mainly routine tasks under direct supervision and are required to apply basic creative arts industry knowledge.</p> <p>CUACMP301 – Implement copyright arrangements</p> <p>This unit describes the skills and knowledge required to implement individual or collaborative copyright arrangements including sourcing copyright information, gaining clearance to use other people’s material, protecting material from unauthorised use and applying copyright notices for creative works.</p> <p>It applies to individuals who work under supervision with some responsibility regarding the planning and completion of work tasks.</p> <p>CUAIDN303 – Work effectively in the music industry</p> <p>This unit describes the skills and knowledge required to work in the music industry.</p>

	<p>It applies to individuals, including musicians, composers, administrators, sound mixers, editors and recordists.</p> <p>CUAMLT302 – Apply knowledge of style and genre to music industry practice</p> <p>This unit describes the skills and knowledge required to apply knowledge of music genres and styles to music industry work and learning.</p> <p>It applies to individuals preparing to enter the music industry who may be intending to work in areas as diverse as music performance, music promotion, sound recording, live sound production, marketing or management.</p> <p>BSBSMB301 – Investigate micro business opportunities</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>It applies to individuals who are establishing or operating a micro business for self-employment.</p> <p>CUAIND304 – Plan a career in the creative arts industry</p> <p>This unit describes the skills and knowledge required to identify and evaluate career opportunities in the creative arts industry, including personal skills analysis and portfolio development.</p> <p>It applies to individuals entering or moving into another area of the industry.</p> <p>CUAMLT202 – Apply knowledge of music culture to music making</p> <p>This unit describes the skills and knowledge required to explore aspects of music culture in Australian society, and to apply that information to own music making.</p> <p>It applies to individuals entering the music industry, who are identifying positive values in a selected musical style, as well as the repertoire, challenges and technology relevant to that style. This work is undertaken under close supervision and guidance.</p>
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CUASOU203 – Assist with the bump in and out of shows

This unit describes the performance outcomes, skills and knowledge required to assemble, pack, load and unload physical elements for productions in the screen, media, entertainment and events industries.

At this level, individuals are working under the direct supervision of experienced personnel.

2 Elective streams – Songwriting or Event Management

Elective stream 1 – Songwriting

CUAMCP301 - Compose simple songs or musical pieces

This unit describes the skills and knowledge required to apply musical styles and conventions to the composition of simple songs or musical pieces.

It applies to individuals who are songwriters, musicians and music producers.

CUAMPF402 – Develop and maintain stage craft

This unit describes the skills and knowledge required to apply a well developed range of stagecraft skills during performances.

It applies to musicians and performers in all genres, whose image and reputation rely on the way they approach performances and engage with audiences, and not just their ability to play an instrument or sing.

Elective stream 2 – Event Management

ICTWEB201 – Use social media tools for collaboration and engagement

This unit describes the skills and knowledge required to establish a social networking presence, using social media tools and applications. It includes the requirement to review, compare, and use different types of social networking tools and applications.

It applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment, using social media tools and applications.

	<p>SITEEVT004 – Provide event staging support</p> <p>This unit describes the performance outcomes, skills and knowledge required to assist with staging requirements during event set up, operation and break down. It requires the ability to integrate fundamental knowledge of event staging and technical production requirements.</p> <p>This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.</p> <p>It applies to event support personnel who operate under the supervision and guidance of event staging and technical production specialists. They may work in event management or technical staging companies, in event venues, or in organisations which organise their own events.</p>
<p>Future Pathways</p>	<p>Cert IV (various), Elder Conservatorium, TAFE Music performance programs</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 <p>Core Project – Umbrella Event Fundraiser and Live Music Showcase /Presentation</p> <p>Students are to organise and present two live music events – one at Umbrella Winters Sounds as a fundraiser and a final end of year showcase (<i>venue to be confirmed</i>).</p> <p>Criteria for assessment will require students to collate and present a written reflection and visual folio of the main projects (worth 25% overall), contribute to class participation and attendance (25%) as well as the final project process and presentation (50% for Umbrella and the final showcase).</p>

Assessment
(contd.)

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
BSBWHS201	<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"/>
CUAIND201	<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"/>
CUACMP301	<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"/>
CUAIND303	<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"/>
CUAMLT302	<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"/>
CUASOU203	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSBSMB301	<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"/>
CUAIND304	<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"/>
CUAMLT202	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CUAMPF305	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Songwriting elective stream

CUAMCP301	<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"/>
CUAMPF402	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Event Management stream

ICTWEB201	<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"/>
SITEEVT004	<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
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Students will participate in the following Assessment activities:

- Actively participate in all mentoring sessions and workshops (Weekly)
- Development of a work and professional development plan (Workplace activity)
- Actively participate in live performances (Workplace activity) through stage management
- Actively participate in excursions (minimum 2 subject to availability)
- Attendance at Music Industry Events
- Attendance at off site mentoring sessions

Timeframe	Activity	Duration
Weekly	Workshops	6 Hours
Weekly	Development of Work Plan	6 Hours
Week 4	Venue Excursion	2 Hours
Week 12	Radio Station Excursion	3 Hours
End Term 2	Live performance	2 Hours
End Term 3	Live Performance	2 Hours
Will Vary	Music Industry Events	3 Hours
Will Vary	Offsite mentoring	3 Hours
Topics Covered include		
<i>Course Introduction</i>		
<ul style="list-style-type: none"> - Exploring roles in the Creative Arts - Documenting a career plan (<i>career goals, writing a personal resume</i>) 		
<i>Developing a micro business proposal</i>		
<ul style="list-style-type: none"> - What are the products/services I want to provide? (<i>artist, event management, promotions, publicity</i>) - Who are my customers? (<i>audience base, market research, location</i>) - Organisation and processes of my business structure (<i>income, expenditure</i>) - Guest Tutor 		
<i>Implement Copyright Arrangements</i>		
<ul style="list-style-type: none"> - What are copyright arrangements? - Seeking assistance to organise copyright arrangements 		
<i>Working Effectively in the Music Industry</i>		
<ul style="list-style-type: none"> - Looking at trends within the industry (<i>e.g technology</i>) - Establishing and maintaining work and contractual relationships - Complying with legislation/regulations - Working collaboratively with others and prioritising work tasks 		
<i>Assist with the promotion of creative acts</i>		
<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 - Guest Tutor 		
<i>Looking at genre in music making</i>		
<ul style="list-style-type: none"> - Maintaining and develop music industry knowledge - How do I reflect and communicate my own genre? - Differentiate music styles and genres - Apply critical-listening skills 		

	<ul style="list-style-type: none">- Guest Tutor <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>Provide venue info and assistance</i></p> <ul style="list-style-type: none">- Where can I find further information on services and facilities? (musician and industry bodies) <p><i>Provide event staging support</i></p> <ul style="list-style-type: none">- How do I present myself on stage? (stagecraft and performance)- Make preparations for event staging (<i>roles, responsibilities, resources</i>) <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.