Music Year 12 Curriculum Overview Unit 2 (Professional Practice)

	Summer	
	Learning Cycle 7	**Learning Cycle 2**
Topic	Professional behaviours and Project planning	Legal requirements and Health and safety
Critical Prior Knowledge	It is helpful to have some understanding of how the music industry, though this is not essential as it is all taught as part of the course.	
Overall Intent (Big ideas and key concepts)	How to create short, medium and long-term plans and understanding standards required in the Music Industry	How to create short, medium and long-term plans and understanding standards required in the Music Industry
Essential Knowledge milestones (What students must master)	A1 Being prepared, reliable and committed. Being organised, planning using prioritisation skills. Communication skills, awareness of others. Punctuality, meeting deadlines, scheduling. Teamwork, when to take the lead and when to delegate, outcomes and making decisions. A2 Gathering information: Organisations that commission work – arts agencies, arts bodies, councils, charities, commercial organisations such as record companies, festival organisers. Individuals – entrepreneurs and contacts within your network who may commission work. Short-, medium- and long-term plans. Documentation and presentation of plans, schedules, action plans, priorities and lists. Being able to set a realistic and achievable project plan for the immediate project.	A3 Copyright and the issues surrounding the distribution of media and digital rights management: Intellectual property rights. The rights of the copyright owner, licensing, fair dealing and fair usage duration of copyright. Obtaining permissions and how copyright and internet support/conflict each other. Copyrighting your work: The role of music licensing organisations, PRS for Music. Licensing: PPL, PRS for Music. Formation of a contract: Types of contracts – performance contracts, booking contracts, manager contracts, recording contracts, producer and remix contracts. Assistance and services supplied by professional unions and trade bodies within the music and entertainment industries. Insurance: Types of insurance – public liability, personal and equipment insurance. A4

	Daily scheduling when necessary, action plans for self and others when working as part of a team. Planning for other constraints and costs involved in putting on events or releasing product. Prioritising actions and how priorities are worked out. Contingency and mitigation: Carefully generating contingency plans for outcomes other than that expected Exploring mitigation, solutions and resolutions to identified and unexpected risks. Creative vision: Exploring creative ideas in the context of a bid for work Creative problem solving.	Health and safety regulations/responsibilities of venues, individuals and organisations. Risk assessment and management. Set-up of staging and musical equipment, e.g. knowing who sets up and manages equipment and how their safety and wellbeing is ensured; working at heights; equipment and environmental hazards. Principles of lifting heavy objects. Electrical safety. How loudness should be approached and managed. Lifestyle and pressures that could be damaging to health and wellbeing.
Cultural Capital	Introducing students to the music industry – different professions and job roles as well as common practices and industry standard equipment. Giving students the experience of presenting ideas and creative concepts. Public speaking.	
Mode of Retrieval	Short practical tasks to gauge understanding of concepts	
ECC Student Characteristics	All the professional practice work encourages students to be **tolerant** of the views of others, **be knowledgeable** about legislation and vocational scenarios, researching unknown topics, **confident** in team work, **aspirational** in learning about the possibilities in the Music Industry.	
Connection to future learning (When is this developed / revisited)?	All the work in this unit prepares students for work in the Music Industry and in further musical study. Knowledge acquired can also be used in Unit 3 (Ensemble) and Unit 6 (Solo Performance)	