



My Learning My Future

Where can studying Music take you?

Highlighting the relevance of Music to future careers and opportunities



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THE CAREERS &
ENTERPRISE
COMPANY

Why Music matters

Have you ever considered where studying Music can take you?

Today, we'll be exploring some of the career opportunities that are available to you, as well as the various pathways you can take to get there.

What pathways can you take with this subject?

What do you think these roles involve (daily task, etc.)?

What careers can you think of that use Music?

Why is Music an important subject?

Why Does Music Matter?
Sarah Dupuis - YouTube

What skills do you think you might need for these roles?



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Explore a career as a...

Here are some
example roles and
careers linked to

Music



Music Director

BBC Bitesize case study

BBC Bitesize case study

Getintotheatre blog



**Festival Producer/
Programme
Director**

BBC Bitesize case study



Acoustics/ Sound Engineer

Getintotheatre blog

BBC Bitesize case study

Getintotheatre blog



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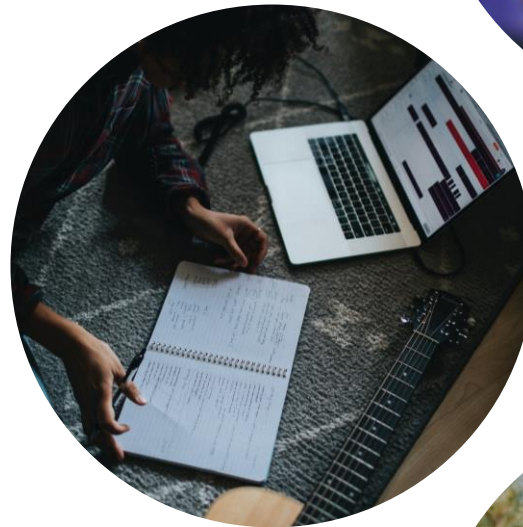
Music



**Music instrument Maker/
Repairer**

icould case study

Craftscouncil case study



Musician/Songwriter

BBC Bitesize case study

BBC Bitesize case study

Ukmusic case study



Production Assistant

BBC Bitesize case study



Discover more about the role

Explore careers using National Careers Service and find out about what jobs involve and how they are right for you

Includes:

- Average salary
- Typical hours
- Work patterns
- Pathways/How to become
- Essential Skills
- Daily tasks
- Career path and progression
- Current opportunities

Research Ideas:

- Tour Manager
- Music Promotions Manager
- Sound Engineer
- Musical Instrument Maker/Repairer
- Musician
- Production Assistant

National Careers Service

We provide information, advice and guidance to help you make decisions on learning, training and work.

This service is available to people who live in England.

Skills assessment

Learn more about your skills and match them to potential new careers.

[Assess your skills](#)

Explore careers

Choose from over 800 career profiles to discover what each job involves.

[Search job profiles](#)

Find a course

Look for online learning opportunities and training courses local to you.

[Look for courses](#)

Careers advice

Making career choices

Whether starting your career, changing job or if you have been affected by COVID-19, understand and make the right choice for you.

Getting a job

Be successful in the recruitment process with tips on great CVs, interviews and graduate scheme applications.

Progressing your career

Move up in your career by developing new skills. Find opportunities like volunteering and online learning.

About us

The National Careers Service can help you with your career, learning and training choices. [Find out more](#) about the different ways we can support you.

Speak to a careers adviser

Wherever you are in your decision-making, you can call us on [0800 100 900](tel:0800100900) or [use webchat](#).

Follow us

- [Twitter](#)
- [Facebook](#)
- [LinkedIn](#)
- [YouTube](#)



Why not teach Music?

Start in the classroom, where you go from there is up to you. Bring your passion for your subject, keep learning, and pass your knowledge onto others

- No two days are the same – and neither are the pupils
- Once qualified you can teach throughout your life
- You could teach abroad
- Progress your career into leadership and management
- Bring your outside interests into the classroom and your subject

Explore teaching

Daniel's Story

Jem's Story

Shaniqua's Story

The right skills to teach?

Work well
in a team?

Love to nurture
imagination?

Love to keep
learning?

What makes a great
teacher?



GCSE

While there are different routes you can take to be a teacher there are a few essential things that you will need:

- A minimum GCSE Grade 4 or above in English and maths (plus science if you want to teach primary)
- A degree or equivalent qualification

A level

A levels are 2 years of study

T Level

T Levels are nationally recognised, technical qualifications for 16–19-year-olds. Designed by leading employers, one T Level is equivalent in size to 3 A levels

Vocational/Technical Qualification

These include BTEC, Applied General Qualifications (AGQ) and Vocational Technical Qualifications (VTQ) – all at Level 3

Apprenticeship

Apprenticeships are jobs which combine practical work and study. Intermediate is Level 2, Advanced is Level 3

Degree

Complete a degree course

It is possible to get QTS as part of an undergraduate degree, for example:

- Bachelor of Arts (BA) with QTS
- Bachelor of Education (BEd) with QTS
- Bachelor of Science (BSc) with QTS

Level 4/5 qualifications

Complete a L4/5 course and top up to a degree – L4/5 includes Certificate of HE, Diploma of HE, Higher Technical Qualification (HTQ), HNC, HND and Foundation degrees

Top up to a degree (Level 6) in a year of full-time study

Higher apprenticeships

Higher level apprenticeship (foundation degree / Level 5)

Degree apprenticeships

Degree apprenticeship (Level 6-7). There is a Level 6 Teaching apprenticeship programme

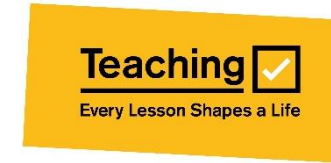
Initial Teacher Training (ITT) with qualified teacher status (QTS)

Teacher



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Why not teach activity?



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- Pick a topic in Music you think you would like to try and teach
- Agree your choice of topic with your teacher and the length of session (and with which group)
(It may be the perfect opportunity to try this with a younger class lower down the school, or as a transition activity for Y6)
- Plan a short activity to cover the topic in a way you feel will be engaging and memorable for your peers as part of a lesson starter, main activity or plenary

Consider:

- What are you trying to achieve (teach)? Be clear what information you intend to impart
- How will you make it fun? How will you make it 'stick'? How long will this take?
- What type of activity will you plan for? (written/practical)
- How will you know others have learned it?
- How will you make sure everyone is stretched and challenged?
- What will the end-product be?

Once you have checked it with your teacher, try the lesson with a small group (as agreed by your teacher)
Try and get feedback during and after the session from those in the lessons and from the teacher

After, consider:

- What you enjoyed about the experience
- Whether this is something, with training, you would enjoy
- How you felt when others learned from you



5 | Non-obvious jobs using Music: Ever thought about..?

➤ [How to become a Freelance music video Director and stylist: Roisin's story](#)

➤ [How to become a Talent Acquisition Manager: Ray's story](#)

➤ [How to become a Content Editor: Henry's story](#)

➤ [Careers ideas and information - Music](#)

➤ [Audio-Visual Technician | Explore careers | National Careers Service](#)

➤ [Music therapist | Explore careers | National Careers Service](#)

➤ [DJ | Explore careers | National Careers Service](#)



<https://www.bbc.co.uk/bitesize/articles/zhst2sg>



<https://nationalcareers.service.gov.uk/explore-careers>

MYPATH Job of the week (Music)



Free Range Musician



Music Industry Careers



Career Options





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Music careers in a changing world: How can I future-proof my career pathway?

The world will be changing drastically in the next few years to cope with the impacts of climate change and nature loss, and the need to lower greenhouse gas emissions and unsustainable practices. How might this steer your choice of career path using your Music skills?

Sustainability
means meeting our
own needs without
compromising the
ability of future
generations to
meet their own
needs.
(UN definition)



Founders4Schools





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Music careers in a changing world



Musicians (on tour)

Every career can be sustainable

1. Use your skills and passion for sustainability to help businesses adapt
2. Work for a company with sustainable values
3. Innovate for a sustainable future



Founders4Schools





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A spotlight on Technicians using Music

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Discover here how the technical jobs related to Music keep industries moving and the real difference technicians make in our lives.

R050
Gaming
Audio
Technician

R087
Sound
Technician

R029
Creative
Venue
Technician

R075
Post
Production
Technician



GATSBY



Technicians
We make the
difference

[Visit the Gallery here](#)

[Find further resources here](#)

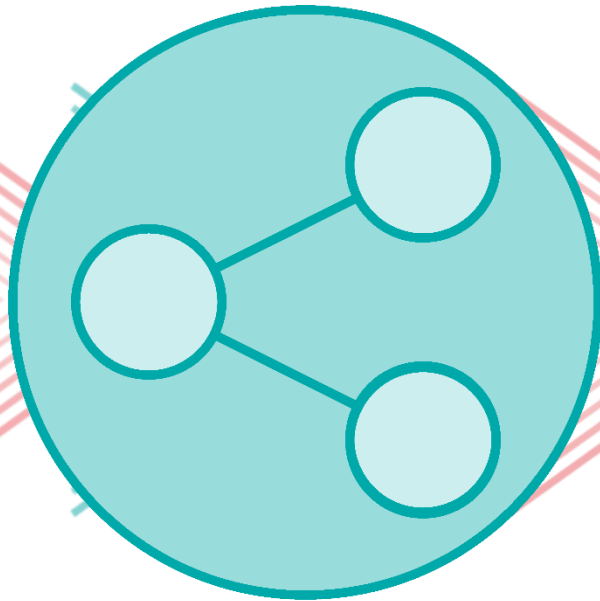


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7 | Music Pathways



Combine Study
and Work



Study



Work



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7 | Combine Study and Work

Apprenticeships

- Cultural learning Officer
- Visual Effects Artist
- Acoustics Technician
- Camera Prep Technician
- Events Assistant
- Live Event Rigger
- Creative Venue Technician
- Props Technician
- Broadcast Production Assistant

T Levels

[T Levels | National Careers Service](#)

[T Levels | Education and Childcare](#)

[T Levels | Media, Broadcast and Production](#)

VTQs

[Vocational Technical Qualifications \(VTQs\) | National Careers Service](#)

- Music
- Music Performance
- Music Production
- Vocal Artist



[Find more >](#)



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7 | Study Pathways

HTQs (Higher Technical Qualifications)

Higher technical qualifications (HTQs) | National Careers Service

You might find courses in:

- Music
- Music Production
- Music Production & Vocal performance
- Creative Music Technology
- Audio Engineering and Production
- Musical Theatre
- Popular Music and Worship
- Music Production and Sound Engineering
- Creative Business Music

A levels

A levels | National Careers Service

You might find courses in:

- Music
- Music Technology

Higher education

Higher education | National Careers Service

You can explore undergraduate courses in Music

You might find courses in:

- Music Performance
- Music Theatre
- Music Production
- Music Journalism
- Music Business
- Music Management
- Drama and Music
- Composition for Media, Film and Games
- Live Events Production
- Performing Arts
- Electronic Music Production
- Contemporary Music Performance and Production





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7 | Work Pathways

Supported internships with an education, health and care plan

[Supported internships | National Careers Service](#)

[Watch Saul's story](#)

You might read about:

- [Access to Work Funding](#) (if you have a disability or health condition)
- [Preparing for Adulthood](#)
- [Talking Futures](#) (A parents' toolkit for career conversations)

School leaver schemes

[School leaver schemes | National Careers Service](#)

You might read about:

- [How to fill in an application form](#)
- [How to write a CV](#)
- [Interview help](#)
- [Progressing your career](#) (Careers Advice from NCS)





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7 | University League Tables

See at a glance the university ranking for Music

[Rankings \(thecompleteuniversityguide.co.uk\)](https://thecompleteuniversityguide.co.uk) (Music)

Filter by:

- Overall score
- Entry standards
- Student satisfaction
- Research quality
- Research intensity
- Graduate prospects



Discover Uni

Have you ever
considered if higher
education is right
for you?

1. Go to <https://discoveruni.gov.uk/>

2. Search for a course or subject

(You should get a page of search results, you can filter these by university or college, whether you want to study full or part time or perhaps you want to see that courses are near you)

Once you have had a look at a few different courses and subjects now it is time to compare some side by side

3. Check out this video which shows you how to use our comparison tool <https://youtu.be/dBFzCQgTp8I> - Pick 5 courses and add these as a saved course and then you can compare

4. Once you have your chosen five side by side, try to answer the following questions:

- a. What kinds of qualifications do students on the course have when they start the course?
- b. How many have a placement year?
- c. How many courses let you study abroad?
- d. Which has the highest student satisfaction rating? How do you know this?
- e. What kinds of job do graduates from this course go on to?
- f. Which course has the highest salary after three years? (higher/lower than national average)
- g. Choose your favourite course and explain why you chose this course over the others?

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4. Once you have your chosen five side by side, try to answer the following questions:

Is the data I am looking at for a course or a subject?

- a. What year, or years, does the data relate to?
- b. How many students or graduates is this data based on?
- c. Does the data represent all the students on the course or subject area?
- d. Does the data include people like me?
- e. What factors might impact the data?



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In 10 years time...

Job in 10 years time
(related to Music):

What GCSEs helped you get this job:

What KS5 Pathways choice did you make and what did you study:

Apprenticeship T level A Level other L3 equivalent

Post 18 pathways choices did you make: explain:

Study & Work

Study

Work

Essential skills used in the job:

Progression route:



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My local options...

Subject chosen (related to Music):

Local college options:

Local apprenticeships options:

Other options:

The pros and cons of these options for me:

Pros:

Cons:

Consider how these will apply and explain:

Cost _____

Travel _____

Convenience _____

Aspirations _____

Personal circumstances _____

Other _____

Final choice – justify:

Next steps:



3 |



Prepare a 3 - 5 minute talk to share with a small group on any role that interests you related to Music



What's the role



Where do you need to go to carry out the role



Where has the interest come from



What's the chances of getting this role



What do you need to do to become one



Who do you look up to in this role



Where can you go to study and what level of study



What might a typical day look like



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My career path....





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Essential Skills

Here are
three key
skills needed
for a career
that uses

Music



Working cooperatively
with others towards
achieving a shared goal

[Watch
here](#)

[Short Lesson
Teamwork Step 6-
8](#)

[Short Lesson
Teamwork Step 8-
10](#)

[Short Lesson
Teamwork
Step 10-12](#)



The oral
transmission of
information or ideas

[Watch
here](#)

[Short Lesson
Speaking Step 6-8](#)

[Short Lesson
Speaking Step 8-10](#)

[Short Lesson
Speaking
Step 10-12](#)






The ability to set clear,
tangible goals and
devise a robust route
to achieving them

[Watch
here](#)

[Short Lesson
Aiming High Step
6-8](#)

[Short Lesson
Aiming High Step 8-
10](#)

[Short Lesson
Aiming High
Step 10-12](#)

	Video	Skills Builder Resource KS3	Skills Builder Resource KS4	Skills Builder Resource Post 16
	Working cooperatively with others towards achieving a shared goal	Short Lesson Teamwork Step 6-8	Short Lesson Teamwork Step 8-10	Short Lesson Teamwork Step 10-12
	The oral transmission of information or ideas	Short Lesson Speaking Step 6-8	Short Lesson Speaking Step 8-10	Short Lesson Speaking Step 10-12
	The ability to set clear, tangible goals and devise a robust route to achieving them	Short Lesson Aiming High Step 6-8	Short Lesson Aiming High Step 8-10	Short Lesson Aiming High Step 10-12



	Teamwork	Tick which apply
Step 6	I contribute to group decision making	
Step 7	I contribute to group decision making, whilst recognising the value of others' ideas	
Step 8	I contribute to group decision making, encouraging others to contribute	
Step 9	I improve the team by not creating unhelpful conflicts	
Step 10	I improve the team by resolving unhelpful conflicts	
Step 11	I improve the team by building relationships beyond my immediate team	
Step 12	I influence the team by reflecting on progress and suggesting improvements	

My Strength (s)

My area (s) of Development



	Speaking	Tick which apply
Step 6	I speak effectively by using appropriate tone, expression and gesture	
Step 7	I speak engagingly by using facts and examples to support my points	
Step 8	I speak engagingly by using visual aids to support my points	
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners	
Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners	
Step 11	I speak adaptively by planning for different possible responses of listeners	
Step 12	I speak adaptively by changing my content depending on the response of listeners	

My Strength (s)

My area (s) of Development



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Aiming High

Tick which
apply

	Aiming High	Tick which apply
Step 6	I set goals informed by an understanding of what is needed	
Step 7	I set goals, ordering the prioritising tasks to achieve them	
Step 8	I set goals and secure the right resources to achieve them	
Step 9	I set goals and plan to involve others in the best way	
Step 10	I create plans that are informed by my skill set and that of others	
Step 11	I create plans that include clear targets to make progress tangible	
Step 12	I create plans that are informed by external views, including constructive criticism	



My Strength (s)

My area (s) of Development



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Where can studying Music take you?

Name: _____ Tutor group: _____

Match the music artist to the job role they did before they were famous!

Rihanna	Retail Assistant at Marks & Spencers
Miley Cyrus	Gap Sales Assistant
Beyonce Knowles	Abattoir
Harry Styles	Mcdonalds
Kanye West	Hair Salon Worker
Pink	Army Cadet
Ozzy Osbourne	House Cleaner
Calvin Harris	Bakery

These are jobs where Music would be really useful!

Can you research each of the jobs below and write down information about what that job would involve.

Use the [National Careers Service](#) website to help

Music Therapist

Tv or Film Sound Technician

Studio Sound Engineer

Music Promotions Manager

Creation of homework task accredited to Wolverley CE Secondary School, Worcestershire Careers hub.

Explore careers

Find out what a job involves and if it's right for you.

Use the National Careers Service Explore careers tool to research for this homework

[Explore here](#)



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