

Unit outline for HSM111.5 Performing Arts Business and Industry

Name of unit
HSM1115 Performing Arts Business and Industry

Unit description
<p>In this unit, students will prepare themselves for applying their growing skills for music business, event management, and arts industry related careers.</p> <p>Students will explore music industry pathways, in particular the skills and knowledge required to successfully establish their own small business or to be successful in the entertainment industry..</p> <p>In this unit, students will engage in a field trip to an arts industry sector thus developing connections between class content and real-life applications. Event planning will provide students further application of skills from knowledge in class. Students will develop their own business plan for a future potential career as a small business owner, e.g., as an instrumental music tutoring business.</p>

SECTION 1 – GENERAL INFORMATION (CORE)

Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Bachelor of Music	One Semester	Introductory	Approved Adjunct Lecturer

Core or elective unit

Indicate if the unit is a:

- core unit
- elective unit
- other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
0.125 EFTSL, 6 cps	144 cps

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
3 hrs/week	6 hrs/week	9 hrs/week (16 weeks)

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit			
On successful completion of this unit students will be able to:			
1. Establish a business proposal and resume for a small business in music or the performing arts			
2. Put on an event using their knowledge and event management skills			
3. Articulate the nature of various copyright laws and business regulations in music			
4. Demonstrate clarity of organisation, creativity, and innovation in music business and industry			
Topics included in the unit			
1. Small business skills			
2. Copyright and regulatory procedures			
3. Establishing your business			
4. Event management			
5. The arts industry			
Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
Business proposal and resume Create a business proposal for an intended music or performing arts business. This proposal will include areas such as marketing materials, lesson plans, worksheets or resources, financial planning, templates, letters, business cards, etc. 3000 words or equivalent, plus resources.	Year 1 Semester 2 Week 12	50%	1, 4
Event management Help support a large music event (at least 100 audience members) and successfully coordinate the performers. Supply a folio with the organisation process, documents, reflections, evidence of the event and a review. 2000 words or equivalent, plus the organisation and contribution to the event.	Year 1 Semester 2 Week 14	35%	2, 4
Quiz A short in class quiz that demonstrates knowledge of business terminology, copyright, laws, procedures and regulations to running a small business in music or the performing arts.	Year 1 Semester 2 Week 5	15%	3

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

Baskerville, D & Baskerville, T. (2016). *Music business handbook and career guide*. (11th ed.): SAGE Publications

Byrnes, W. J. (2014). *Management and the Arts*. (5th ed.): Focal Press

Hargreaves, D., Miell, D., and MacDonald, R. (2012). *Musical Imaginations: Multidisciplinary perspectives on creativity, performance and perception*. Oxford: Oxford University Press

Hull, G. P., Hutchinson, T. W., & Strasser, R. (2011). *The Music business and recording industry: Delivering music in the 21st century*. (3rd ed.): Routledge

Morgan, M. (2008). *What makes a good festival? Understanding the event experience*: Morgan Event Management

Nissley, N. (2010). Arts-based learning at work: economic downturns, innovation upturns, and the eminent practicality of arts in business. *Journal of Business Strategy*

Rogers, J. (2013). *The death and life of the music industry in the digital age*: Bloomsbury Academic

Rutter, P. (2016). *The music industry handbook*. Routledge.

Wikstom, P. (2013). *The music industry: Music in the cloud*. (2nd ed.): Polity