



# My Learning My Future

**Where can studying Music take you?**

Highlighting the relevance of Music to future careers and opportunities



**My Learning**  
**My Future**

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?**



**My Learning  
My Future**

# 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



My Learning  
My Future

## Explore a career as a...

Here are some  
example roles and  
careers linked to

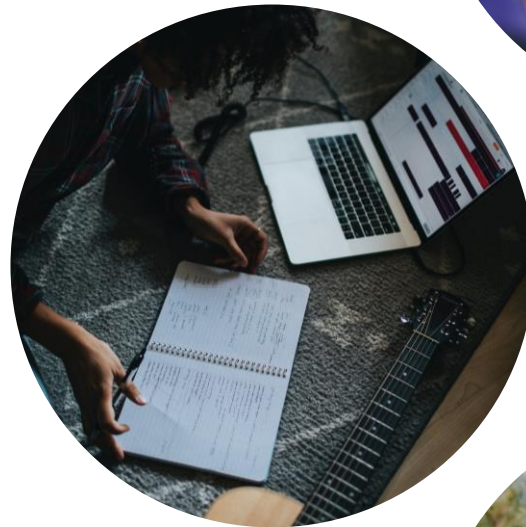
Music



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

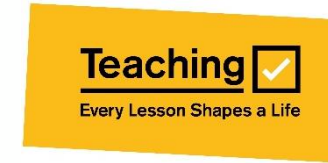
## Initial Teacher Training (ITT) with qualified teacher status (QTS)

## Teacher



My Learning  
My Future

# Why not teach activity?



THE CAREERS &  
ENTERPRISE  
COMPANY

- 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





My Learning  
My Future

# 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





My Learning  
My Future

THE CAREERS &  
ENTERPRISE  
COMPANY

# 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





**My Learning**  
**My Future**

# A spotlight on Technicians using Music

THE CAREERS &  
ENTERPRISE  
COMPANY

6 |



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](#)



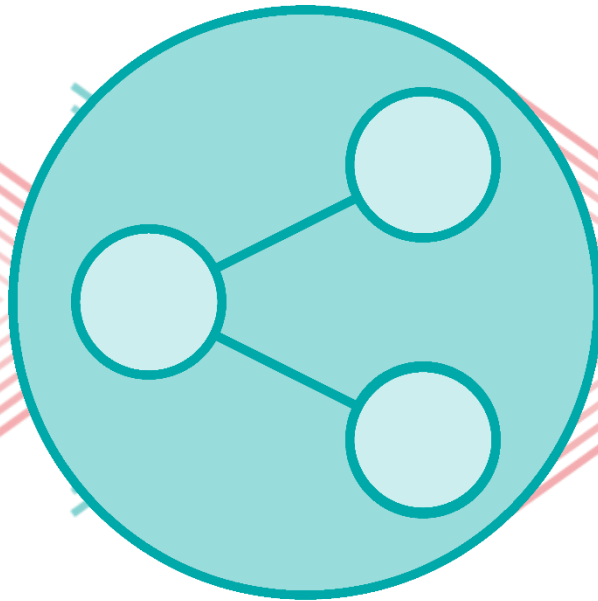


**My Learning**  
**My Future**



THE CAREERS &  
ENTERPRISE  
COMPANY

## 7 | Music Pathways



**Combine Study  
and Work**



**Study**



**Work**



My Learning  
My Future



THE CAREERS &  
ENTERPRISE  
COMPANY

# 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 >](#)



My Learning  
My Future



THE CAREERS &  
ENTERPRISE  
COMPANY

# 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





My Learning  
My Future



THE CAREERS &  
ENTERPRISE  
COMPANY

# 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)





My Learning  
My Future



THE CAREERS &  
ENTERPRISE  
COMPANY

## 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







My Learning  
My Future



THE CAREERS &  
ENTERPRISE  
COMPANY

# 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?

# 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:

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?



# My Learning My Future

1 |



## 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:

---



**My Learning**  
**My Future**



# 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





**My Learning**  
**My Future**

4 |



**My career path....**





My Learning  
My Future



THE CAREERS &  
ENTERPRISE  
COMPANY



# Essential Skills

Here are  
three key  
skills needed  
for a career  
that uses



Music

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



8 |



	<b>Teamwork</b>	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**



	<b>Speaking</b>	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**



8 |



### Aiming High

Tick which  
apply

	<b>Aiming High</b>	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**





 **My Learning My Future**

 **THE CAREERS & ENTERPRISE COMPANY**

**Where can studying Music take you?**

Name: \_\_\_\_\_ Tutor group: \_\_\_\_\_

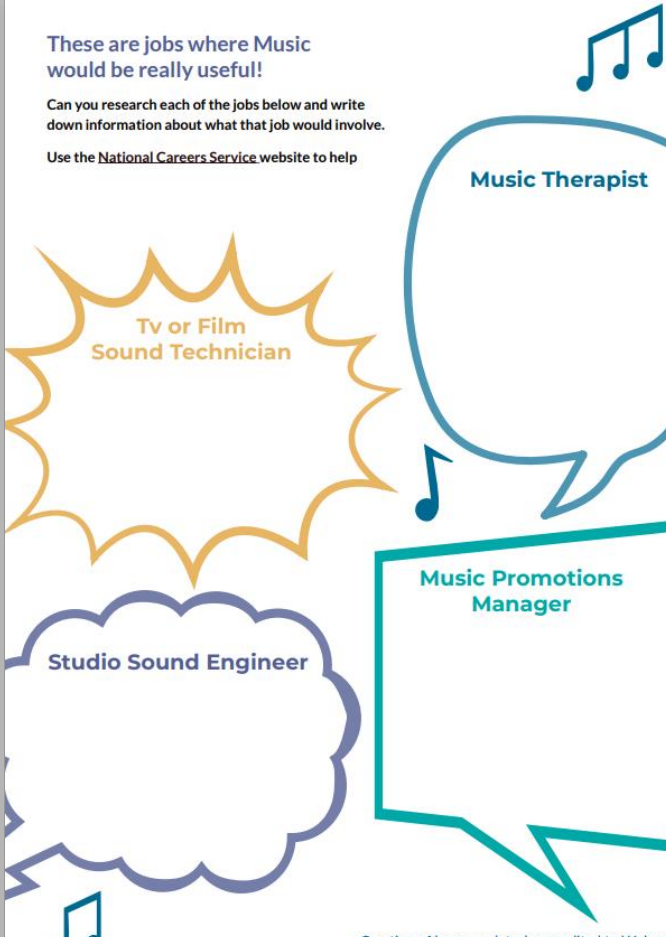
Match the music artist to the job role they did before they were famous!

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](#)



**My Learning**  
**My Future**

THE **CAREERS &  
ENTERPRISE**  
COMPANY

