

Unit 106: Marketing for the Performing Arts

Unit code:	M/502/5625
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to develop a knowledge of the types of marketing strategies used by performing arts organisations. Learners will apply their learning to the marketing of a production or event.

● Unit introduction

Knowledge of marketing and promotional techniques is essential for an understanding of the performing arts business. This unit will help learners to understand the importance of marketing to a performing arts organisation's business, growth, profitability and long-term survival.

Like any other area of business performing arts organisations need to employ good marketing and promotional techniques to ensure the sale of tickets for events and performances. Any business wishing to sell a product or service needs to identify potential customers to ensure products and services are what the customer wants and are at a price the customer is willing to pay. A marketing team also needs to have a firm understanding of the product itself. This unit will allow learners to investigate marketing practices employed by a range of performing arts organisations. They will consider how these organisations market and promote their products in order to attract audiences to events and performances. Learners will also develop the skills required to develop publicity materials such as posters, flyers, press releases and/or broadcast materials.

Learners will then apply what they have discovered to the marketing of a performing arts event or project that they or a group of peers are producing. They will consider the product and the target audience and develop an appropriate marketing strategy, which they will pitch to the director of the project. Having decided on an appropriate strategy, learners will then take on a role within the marketing team developing and designing publicity materials and running the campaign. Finally, learners will analyse the success of their marketing campaign, taking into account feedback from the target audience.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know marketing techniques used by performing arts businesses
- 2 Be able to produce a marketing strategy for a performing arts event
- 3 Be able to contribute to a marketing campaign for a performing arts event
- 4 Understand the success of a marketing campaign.

Unit content

1 Know marketing techniques used by performing arts businesses

Market research: primary research eg surveys, questionnaires, interviews; secondary research eg internal records, data from previous events

Marketing mix: product analysis of event/production; price; costs; production budget; place/venue(s), promotion; forms of publicity; distribution methods

Performing arts businesses: eg repertory companies, touring companies, TiE companies, receiving houses, film companies, publicly funded organisations, non profit organisations, organisations and companies with charitable status eg National Trust, places of worship

2 Be able to produce a marketing strategy for a performing arts event

Marketing strategy: analysis of product/event; identification of selling points; identification of target audience; type of publicity materials; placement/distribution/broadcast of publicity materials

3 Be able to contribute to a marketing campaign for a performing arts event

Design of publicity materials: eg poster, flyer, press release, radio advert

Marketing campaign: distribution of publicity materials; monitoring of campaign

4 Understand the success of a marketing campaign

Review: gathering feedback from audience; identifying successes and areas for improvement

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe marketing techniques used by performing arts businesses [IE]	M1 explain marketing techniques used by performing arts businesses	D1 analyse marketing techniques used by performing arts businesses
P2 produce a marketing strategy for a performing arts event that identifies the selling points of the event and the target audience [CT]	M2 produce a marketing strategy for a performing arts event that describes the selling points of the event and the target audience	D2 produce a marketing strategy for a performing arts event that analyses the selling points of the event and the target audience
P3 design an item of publicity for a performing arts event that is fit for purpose [CT]	M3 design an item of publicity for a performing arts event that creates a positive impact	D3 design an imaginative item of publicity for a performing arts event
P4 contribute to the running of a marketing campaign [TW, SM]	M4 make a competent contribution to the running of a marketing campaign	D4 make an efficient contribution to the running of a marketing campaign
P5 review the success of a marketing campaign identifying successes and areas for improvement. [RL]	M5 review the success of a marketing campaign describing successes and areas for improvement.	D5 review the success of a marketing campaign analysing successes and areas for improvement.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

At the outset of the unit learners will need to explore how organisations within the performing arts industry market the work they produce. This could be approached through a series of case studies in which learners learn about marketing practices used by a range of companies. A visit to an organisation such as a repertory theatre or a visiting speaker from a touring company would also be valuable. Learners will need to explore the ways in which companies use market research to inform the strategies they use. They should also develop an understanding of the range of marketing materials used and the ways in which they are distributed in order to reach their target audience.

Once learners have gained an understanding of how marketing practices are used within the performing arts industry they should then begin to apply this knowledge to their own work. They should engage in practical activities and discussions to consider techniques that could be used to develop a marketing strategy for a project they or their peers are working on. They should produce an analysis of the event to discover its selling points and target audience. They should also explore the types of publicity materials that could be used and consider how materials will be distributed to ensure they reach the intended audience.

Tutor led discussions should be used to help learners make final decisions about the running of their marketing campaign. Learners will need to be allocated appropriate roles and responsibilities at the outset of this process. Practical sessions will also be required to help learners to develop the skills needed to design publicity materials, eg posters, flyers, press releases, broadcast materials. Learners will need to work as team to run their campaign distributing materials and monitoring and responding to sales to ensure the event is a success.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and structure of the programme of learning.
Case study 1: How large performing arts organisations market the work they do. Tutor presentation and discussion. Preparation for field trip. Visit to marketing department of large performing arts organisation, eg repertory theatre. Collation and discussion of findings.
Case study 2: How small performing arts organisations market the work they do. Tutor presentation and discussion. Visit from a member of a small touring company. Collation and discussion of findings.

Topic and suggested assignments/activities and/assessment

Assignment 1: Investigation – P1, M1, D1

- Primary and secondary research into the marketing techniques used by two contrasting organisations.
- Collation of findings.
- Presentation of findings (written report or aural presentation).

Feedback from assignment.

Developing a marketing strategy.

Practical activities and discussions to consider techniques that could be used to develop a marketing strategy for a project/production:

- analysis of product/event
- identification of selling points
- identification of target audience
- type of publicity materials that could be used
- placement/distribution/broadcast of publicity materials.

Assignment 2: Marketing Strategy – P2, M2, D2

- Develop a marketing strategy for a performing arts project/production being undertaken by learners (or their peers).
- Pitch the strategy to the director of the project (the tutor) in an oral presentation.

Feedback from assignment.

Marketing campaign.

Tutor led discussions to make final decisions regarding the strategies to be employed and to allocate roles and responsibilities for the marketing campaign.

Practical activities to develop skills needed to design publicity materials, eg posters, flyers, press releases, broadcast materials.

Assignment 3: Marketing Campaign – P3, M3, D3, P4, M4, D4, P5, M5, D5

- Design an item of publicity.
- Undertake role in the running of a marketing campaign.
- Collect responses for target audience.
- Review the success of the campaign.

Assessment

Grading criterion 1 assesses learner ability to understand the marketing techniques used by businesses within the performing arts industry. This can be evidenced through a written report or recorded oral presentation. Learner achieving P1 will provide unelaborated descriptions of the techniques used by at least two types of businesses, for example a large repertory theatre and a small TiE company. For M1, learners should provide explanations of how marketing techniques are used by performing arts businesses to reach their audiences. To achieve D1 learners must include an analysis of why specific techniques are used by different types of businesses.

Grading criterion 2 requires learners to produce a marketing strategy for a performing arts event, eg a play or musical being produced by their class or a group of peers. This could be evidenced through a written report or a recorded presentation. Learners who achieve P2 will produce a marketing strategy that lists the most obvious selling points of the production and provides an unelaborated description of how marketing materials could be used to reach the target audience for the event. To achieve M2 learners must produce a marketing strategy that includes a more detailed description of the selling points of the production and provides reasons why specific types of promotional materials are appropriate to the intended audience. For D2, learners should evaluate the selling points of the production making links between materials used and the needs of the target audience to produce a comprehensive marketing strategy.

Grading criterion 3 assesses learner ability to produce an appropriate item of publicity for a performing arts event, eg a poster, flyer, press release or radio broadcast. To achieve P3 learners must produce an item that includes correct and clear information (dates, times, venue etc). For M3, the item of publicity should also have the capacity to create interest in the event. Learners achieving D3 should be able to create an inventive item of publicity that has the capacity to capture the attention of the target audience.

Grading criterion 4 assesses learner ability to carry out a role in the running of the marketing campaign for a performing arts event. This will be evidenced through tutor observations. Peer observations will also be a valuable way of evidencing learners' contributions. Learners who achieve P4 will contribute in a cooperative way, eg by undertaking tasks such as the distribution of publicity materials when asked to do so. To achieve M4 learners will work in a more proactive manner ensuring tasks are completed to deadlines. Learners working at D4 level will demonstrate a professional attitude anticipating potential problems and taking responsibility for an area of the campaign.

Grading criterion 5 requires learners to review and evaluate the success of their marketing campaign; this could be evidenced through a written report or an oral presentation. To achieve P5 learners will produce an unelaborated account of what went well and what went less well, and will identify the most obvious ways in which improvements could be made. For M5, learners must be able to provide more detailed descriptions of what went well and will be able to provide details of how practices could be altered to achieve greater success. Learners achieving D5 will provide an evaluation of the reasons behind the successes of the campaign and will suggest well thought out explanations for future improvements.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Investigation	Learners undertake primary and secondary research into the marketing techniques used by two contrasting organisations. They then collate and present their findings.	Presentation of findings (written report or oral presentation).
P2, M2, D2	Marketing Strategy	Learners develop a marketing strategy for a performing arts project/production. They then pitch the strategy to the director of the project.	Marketing strategy. Pitch of ideas (recording of oral presentation).
P3, M3, D3 P4, M4, D4 P5, M5, D5	Marketing Campaign	Learners work as a marketing team for a project/production to: <ul style="list-style-type: none"> • design an item of publicity • undertake role in the running of a marketing campaign • review the success of the campaign. 	Item of publicity. Tutor and peer observations. Review (written or oral).

Links to other BTEC units

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
		Performing Arts Business

Essential resources

Learners will need access to information about the marketing techniques used by at least two contrasting performing arts organisations. They will also require the opportunity to apply marketing techniques to a real performing arts production/event.

Employer engagement and vocational contexts

Access to professionals working in the marketing departments of performing arts organisations through field trips and/or visiting speakers would be beneficial to learners studying this unit.

Assignments covering criteria 2-5 should be set within a vocational context with learners carrying out the roles and responsibilities of those working in a marketing team.

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	investigating the marketing techniques used by performing arts organisations
Creative thinkers	producing a marketing strategy for a performing arts event designing an item of publicity for a performing arts event
Reflective learners	evaluating the success of a marketing campaign
Team workers	contributing to the running of a marketing campaign
Self-managers	contributing to the running of a marketing campaign.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	considering the needs of the target audience
Self-managers	ensuring deadlines are met.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Develop, present and communicate information	
Present information in ways that are fit for purpose and audience	using ITC to create publicity materials
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the running of a marketing campaign
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	exploring marketing materials used by performing arts organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing copy for marketing materials.