**🎵 RSL Level 3 Music Practitioners - Summer Transition Work**

**Purpose:**
To introduce you to key concepts in music performance, creativity, and the music industry — and to prepare you for the skills and mindset needed in the RSL Level 3 Subsidiary Diploma for Music Practitioners.

**Task 1: Music in the Media**

**Objective:**
Explore how musicians and performances are represented in the media.

**Instructions:**
Choose two recent media examples that feature musicians or musical performances (e.g. YouTube performance, live stream, music documentary, interview, social media, or press article). For each one, answer:

* What genre/style of music is featured?
* What skills or qualities did the musician(s) demonstrate?
* How was the artist portrayed (e.g. talented, troubled, inspirational)?
* Was the coverage informative, promotional, biased, or critical?
* How might this media representation influence public perception of musicians or music careers?

**Extension:**
Compare how the same artist or event is portrayed across two different media platforms (e.g. YouTube vs SoundCloud)

**Task 2: Types of Music Careers**

**Objective:**
Understand the range of roles in the music industry and how they connect.

**Instructions:**
Create a table or mind map including at least **six different music industry roles**, such as:

* Session musician
* Music producer
* Songwriter
* A&R/Label rep
* Live sound engineer
* Tour manager

For each, include:

* A brief job description
* Skills or qualifications needed
* One UK or international example (e.g. a real person or company)
* Why this role is important in the music industry ecosystem

**Task 3: Why Do People Make Music?**

**Objective:**
Explore reasons behind musical creativity and expression.

**Instructions:**
Write a short essay (300–500 words) explaining **two different reasons why people make music**, from either a creative, emotional, social, or professional perspective. Choose from:

* Music as emotional expression
* Music as cultural or political commentary
* Music as a career and income source
* Music as social connection or community building

Include:

* A real-life example for each
* Strengths or limitations of each motivation
* Which one resonates with you most and why

**Task 4: Music Skills Builder**

**Objective:**
Practise reflecting on performance and music-making.

**Instructions:**
Choose a song or piece of music you’ve learned, are learning, or want to learn. Then:

* Write a short paragraph about how you would rehearse or improve your performance of it
* Identify 2–3 key musical or technical skills it challenges (e.g. rhythm, tone, stage presence, harmony, improvisation)
* Record a 1–2 minute video/audio clip of you playing/singing part of it (optional but recommended)
* Reflect: What’s your biggest strength right now? What would you like to improve?