

Throughout history, music has been an important element in most cultures, a rich and diverse experience that is used in many ways. Music can be a form of communication, artistic expression, entertainment, therapy, and worship. Within the broad field of music, there are many areas of specialization. A concentration in music, with its emphasis on performance, analysis, and critical interpretation provides a foundation for careers in education, business, communications, and the arts.

While music is a performing art, few individuals are able to support themselves as

full-time musicians. Many music majors elect to combine performing with jobs that allow them to be closely related to music in the workplace. Some music majors continue their education in a graduate or professional school program. According to the American Medical Association, the undergraduate majors with the highest acceptance into medical school are not chemistry or biology, but music and engineering. Listed below are some characteristic skills developed by music majors as well as representative occupations of graduates with a music degree.

Skills

The study of music develops skills ranging from musical expression to analysis of musical works. Music also develops the ability to concentrate intensely, to listen introspectively, observe keenly, work under pressure, meet deadlines, and to maintain composure when faced with the unexpected. Well-developed communication skills, along with aural sensitivity, enable

graduates to contribute and to succeed in many professions. For example, the ability to put feelings and impressions about music into words is needed by such diverse professionals as a music librarian, a music critic, and a music therapist. A sampling of representative skills and abilities follows:

Artistic/Technical	Communication	Research/Analysis	Education
Creating and performing music	Writing and speaking effectively	Gathering and analyzing information	Informing, explaining
Interpreting symbols and images	Ability to give and accept criticism	Examining evidence	Group dynamics
Sensitivity to and appreciation of diverse musical styles	Conveying complex information	Hearing and recognizing tonal and harmonic balance, rhythm, and tempo	Organizing information/materials
Doing detailed and accurate work	Describing impressions about music	Working with primary sources	Teaching a skill, concept, or principle
Directing a performance	Presenting theories/ideas	Perceiving patterns/structures	Program planning
		Considering historical perspectives	

Career Opportunities

There are many career and job options for music majors. There are all kinds and types of performance settings from symphony orchestras to wedding gigs. What you are paid and how often you work depends on your skills, reputation, and the demand for your music. However, most professional musicians do a combination of jobs and professional activities that are equivalent to, or more than, full-time work in other fields. Many music majors make a living in non-performance jobs and perform on weekends.

The **music industry** is broad in scope and encompasses retail, wholesale, manufacturing, importing, exporting, publishing, recording, repair and rebuilding, tuning, and other businesses. People who are successful in the music industry usually have training in both music and business. Many new businesses have grown out of recent developments in technology and computers.

The **recording industry** is huge, covering thousands of independent labels as well as the handful of major record labels. Technical jobs entail the actual studio work of recording, producing, and mastering the music. Production jobs entail the duplication and packaging of the recordings and of their promotional materials. Administrative jobs cover the promotion, research, and budgeting of the industry. Then there are the jobs connected to sales and merchandise, and the jobs involving contracts and legal issues. People in the industry often move from job to job acquiring diversified skills and climbing the ranks to better jobs.

Performance includes playing music of all types. If you are just getting started it may be worth it to do some volunteer or low pay "gigs" for the experience. Research the performance options in your own community, read the local newspapers' calendar sections, and look for the entertainment listings on the web for your town, city, region. All performance careers start locally!

Music teaching can take place at elementary and secondary schools, colleges and universities, and private studios.

Composers often write works on commission. They look for grant and competition money to pay for the commissioning of new works. In the more commercial arena, composers may create music for movies, jingles, multi-media projects, CD-ROMs, Broadway revues, or they may arrange, adapt, or transcribe the work of other composers.

Conductors have a wide spectrum of activities and responsibilities. At the level of the smaller community and metropolitan orchestras, the conductor may have to function as a jack-of-all-trades - raising funds, rehearsing, scheduling, and performing. As the orchestra increases in size, length of season, and budget, the conductor and music director tend to confine their activities to performing, programming, supervising personnel, and working in educational programs. In addition to his or her performance responsibilities, a conductor also can take on the duties of a music director.

Music librarians work in libraries with large collections of music books, recordings, musical scores, and periodicals associated with music. They can be found in public and academic libraries, radio and television stations, music publishers, and professional music associations.

Music therapists use music to accomplish therapeutic aims: the restoration, maintenance, and improvement of mental and physical health. Music therapists can be found at hospitals, treatment centers, nursing homes, hospices, rehabilitation centers, prisons, and mental health clinics.

Media encompasses a wide range of music careers including composition, scoring, production, editing, clearing copyrights, and licensing. There are many types of media including radio, television, Internet, and print. When you use any of these media and you notice music played, printed, or referred to,

chances are there was a person paid to make that happen!

Church/Temple musicians combine music performance and teaching. Most are employed part-time, although large congregations may employ a full-time music director or minister of music. In addition to being competent performers, church or temple musicians must understand composition, transposition, arranging, and be familiar with the theology and liturgy of worship.

Music critics are a unique combination of journalist and musician. Their views are published daily, often providing quotations to be used as publicity for performing artists. They affect their audience both indirectly and directly. Indirectly, by determining which artists will survive in the performance media and will therefore be available for the public to choose from, and directly, by influencing the choices the public makes, its understanding of performances, and its reactions to them.

The preparation of music critics is largely as one might expect. More than two-thirds of the music critics in large US cities majored in music, with performance and then music history identified as the leading areas of specialization. Nearly half of the music critics have earned at least a master's degree. Music criticism is a highly specialized field, one that blends music and expressive writing skills. The glamour of attending concerts and meeting performers is an undeniable benefit. The quick pace, objectivity and late and sometimes long hours may be less appealing, and require a sincere desire and dedication.

Arts management and arts administration are often used interchangeably. Arts organizations, like most for-profit companies and non-profit organizations, have a number of administrative,

business, or management functions. These roles require people with creativity and an understanding and passion for the arts, as well as skills in a range of areas from finance and marketing to education. If you are employed in this sector you will need to be well organized, have good computer skills, and, for many of the jobs available, have some understanding of financial management.

The specific positions available at an arts organization will depend on what the organization does and how large its budget and staff is. An opera company, concert hall, or theater needs box-office and front of the house workers to manage ticket sales, write press releases, market the productions in the community, and create visibility. A symphony needs managers to schedule tours, monitor union agreements, and run the business side of music performances.

Over the last decade, arts management has become a growing field with increasing specialization and training. A number of new graduate training and certification programs have emerged. These programs may be useful, depending on your interests and goals. Some arts managers, for example, suggest eventually pursuing a business degree with a specialization in non-profit management. Almost without exception, however, arts managers advise getting work-related experience first and considering graduate study later on. If you decide to investigate graduate study, begin by asking professionals what programs they think are valuable and respected in the field; do not just ask one or two people and assume their opinions are representative.

Other careers exist for **musicologists, ethnomusicologists, music business attorneys, and acoustical consultants.**

Job Titles

It is important to realize that the activities represented by these job titles might be found in business, government, educational institutions, non-profit agencies, or arts-related businesses. A performer for example, might be employed by a symphony, by an advertising agency, or by the armed forces. Similarly, an arts writer could be working at a foundation, for a local arts council, for a national magazine, or in a federal agency.

These job titles are examples of some of the ways that music majors have applied their skills and abilities. An internship is a good way to explore many of the occupations listed below and receive on-the-job training at the same time. In general, additional education or specialized training is required for those occupations marked with a * on the following list.

Arts Education & Administration	Music Business	Applied	Technical
Arts Council Director	Recording Engineer	Chamber Musician	Electronic Music Technician
Fundraising Director	Business Manager	*Conductor	Music Software Programmer
Public Relations Specialist	Music Retailer	Composer	Acoustical Engineer
Educational Coordinator	Sound Technician	Accompanist	Piano Technician/Tuner
City Cultural Events Planner	Attorney	Club Performer	Bow Restorer
Clinician	Instrument/Equipment Salesperson	Church Music Director	
Private Lesson Teacher	Restoration Specialist	Arranger	
Band Director	Promoter, booking agent	Orchestrator	
*College Professor	Music Publishing Specialist	Film Scorer/Music Editor	
*Music Librarian	Music Critic	Music Director	
*Music Therapist		Studio Musician	
Music Teacher		Lyricist	

Some Employers of Music Majors

Television/radio/film
State and federal government agencies
Churches
Colleges/universities/schools
Production companies
Theaters
Libraries
Record companies
Cruise lines

Magazines and newspapers
Music publishers
Hospitals
Music stores (retail)
Entertainment law firms
Software development firms
Instrument manufacturers
Performing arts organizations
Film companies

First Jobs Held by Recent UT School of Music Graduates

Marketing Segment Specialist
Choir Director
Investor Services Representative
Band Director
Acoustical Design Consultant

Production Assistant
Assistant Band Director
Medical Researcher
Music Festival Administrator
Museum Intern

Earnings

Median annual earnings of salaried musicians and singers were \$36,740 in 2000. The middle 50 percent earned between \$19,590 and \$59,330. The lowest 10 percent earned less than \$13,250, and the highest 10 percent earned more than \$88,640. Median annual earnings were \$41,520 in the producers, orchestras, and entertainers industries and \$16,570 in religious organizations.

Median annual earnings of salaried music directors and composers were \$31,510 in 2000. The middle 50 percent earned between \$21,080 and \$45,000. The lowest 10 percent earned less than \$13,530, and the highest 10 percent earned more than \$66,140.

Earnings often depend on the number of hours and weeks worked, a performer's professional

reputation, and setting. The most successful musicians earn performance or recording fees that far exceed the median earnings indicated above. According to the American Federation of Musicians, minimum salaries in major orchestras ranged from \$24,720 to \$100,196 per year during the 2000-01 performing season. Each orchestra works out a separate contract with its local union. Top orchestras have a season ranging from 24 to 52 weeks, with 18 orchestras reporting 52-week contracts. In regional orchestras, minimum salaries are often less because fewer performances are scheduled. Community orchestras often have more limited levels of funding and offer salaries that are much lower for seasons of shorter duration. Regional orchestra musicians often are paid per service without guarantees.

Common Graduate School Options

Master of Music (MM): Usually a two-year program that is offered with concentrations in performance, composition, theory, music education, and musicology. Applicants must hold a bachelor's degree in music or its equivalent. Typical master's programs require about 36 credit hours, which for performers usually include large ensemble, chamber music, lessons, master class or repertoire class, language competencies for singers, and at least one academic course per year in theory or history.

Doctor of Musical Arts (DMA): This is the doctoral degree in performance, composition, or theory. The MM is usually a prerequisite to enter a DMA program. Programs vary greatly, but it usually takes a minimum of two years to complete the course and residency requirements. For performers, this usually involves 3-6 full solo recitals. For composers, a number of compositions are expected. A thesis or doctoral research paper is also required. Language requirements, coursework/seminars in theory and history, and ensembles may be part of the degree requirements.

(Graduate School Options cont'd.)

Doctor of Philosophy (PhD): These doctorates are usually offered in musicology, and music education. After two to three years of

coursework, general exams precede work on the dissertation.

Diploma or certificate programs: These programs are geared for performance with few or no academic requirements.

FACS Resources for Music Majors

New England Conservatory Job Bulletin
College Music Society Music Vacancy List
National Directory of Arts Internships
100 Careers in the Music Business
2004 Guide to Competitions
Beyond Talent: Creating a Successful Career in Music
Booking and Tour Management for the Performing Arts
Careers for Music Lovers & Other Tuneful Types
Career Opportunities in the Music Industry
Complete Guide to Film Scoring
Creative Careers in Music
Exploring Careers in Music
Gigging: A Practical Guide for Musicians
Great Jobs for Music Majors
How to Get a Job in the Music & Recording Industry
International Directory of the Performing Arts - Music
Making Music in Looking Glass Land: A Guide to Making Music Your Business: A Guide for Young Musicians

Making Your Living as a String Player
More About This Business of Music
Music and Money: How Writers and Publishers Make Money
Music, Money, Success, and the Movies
Survival and Business Skills for the Classical Performer
New England Conservatory Music Career Informational Handouts
Opera America: Career Guide for Singers
Sound Advice: The Musicians Guide to the Record Industry
Succeeding in Music: A Business Handbook for Performers, Songwriters, Agents, Managers and Promoters
Texas Music Industry Directory 2004
The Orchestra Audition – How to Prepare This Business of Music
Your Own Way in Music: A Career and Resource Guide
Music Resumes and Curriculum Vitae
Resumes for Performing Arts Careers

Online Resources for Music Majors

Career Information, Job Listings, Grants

AccessUT

<https://accessut.utexas.edu/students>
UT's online job and internship database which posts professional opportunities for all majors.

College Central Network

<http://www.collegecentral.com/utfacs/>
Fine Arts Career Services database of art-related opportunities. Fine Arts students can post a resume and create an online portfolio.

American Music Center

<http://www.amc.net/>
The American Music Center (AMC) is a national service and information center for new music. They offer information on grants, calls for scores, and other opportunities for composers and performers

American Symphony Orchestra League

<http://www.symphony.org/>
The American Symphony Orchestra League provides leadership and service to American orchestras. This site has an excellent section on careers. Contact us for the email login and password.

Applause: Careers in Music

<http://www.cnvi.com/applause/>
For musicians who are interested in making it big in popular music or a career in production.

Association of Performing Arts Presenters

<http://www.artspresenters.org/>
Excellent site for those interested in arts administration positions in the performing arts. Includes a job bank.

The Center for the Promotion of Contemporary Composers

<http://www.under.org/cpcc/>
An Internet based service organization providing a comprehensive resource of opportunities for composers.

Chamber Music America

<http://www.chamber-music.org/>
The mission of Chamber Music America is to promote artistic excellence and economic stability within the profession, and to ensure that chamber music, in its broadest sense, is a vital part of American life. CMA offers seven competitive grant programs.

Choral Net Job Board

<http://choralnet.org/jobs/>
ChoralNet provides a central portal to online resources and communications for the global choral music community.

The College Music Society

<http://www.music.org/>
Publications include the Music Vacancy List, The Directory of Music Faculties, and The International Directory of Music Organizations. Contact us for the login and password.

Current Jobs in Performing Arts

<http://www.graduatejobs.com/login.html>
A national employment bulletin for the performing arts professions. Contact us for the username and password.

My Auditions

<http://www.myauditions.com/>
Provides timely and relevant information to career choices and support for musicians.

Musical America

<http://www.musicalamerica.com/>
The site is divided into three sections, Industry News, Directory Articles, and Listings, and includes a Career Center. Named one of the 50 best Web sites by Chamber Music magazine.

Musical Online

<http://www.musicalonline.com/>
MusicalOnline is a directory service for musicians, artists, managers, scholars, and educators.

Opera America

<http://www.operaam.org/>

Their professional development page includes links to employment, internships, and fellowships.

Orchestralist

<http://www.orchestralist.org>

Orchestralist is an international forum for conductors, composers, players, and their colleagues in the orchestra business.

Texas Music Educators Association Job Vacancy Database

http://64.132.231.28/TMEA_Job_Vacancy_search.htm

Worldwide Internet Music Resources

http://www.music.indiana.edu/music_resources/societ.html

A useful list of online resources from the Indiana University music library.

Government Agencies**The Texas Commission on the Arts**

<http://www.arts.state.tx.us/>

The web site for Texas arts and culture. Job listings can be found under the links in the TCANet Village.

Texas Music Office

<http://www.governor.state.tx.us/music>

The TMO is a clearinghouse of music and music-related industry information. They also sponsor internships.

Other Colleges & Universities**Eastman School of Music Office of Career Planning and Placement**

www.rochester.edu/Eastman/careerservices/

Indiana U. School of Music Placement Office

<http://www.music.indiana.edu/som/placement/>

Oberlin Conservatory of Music

<http://www.oberlin.edu/career/crc/crhome.html>

Excellent databases of competitions and festivals as well as useful career information for musicians.

Peabody Institute

<http://www.peabody.jhu.edu>

Professional Associations**American Federation of Musicians**

<http://www.afm.org/public/home/index.php>

The AFM is the largest union in the world representing the interests of the professional musician.

American Music Therapy Association

<http://www.musictherapy.org/>

This site provides answers to many questions raised by students considering music therapy as a career.

American Musicological Society

<http://www.sas.upenn.edu/music/ams/>

The AMS was founded in 1934 as a non-profit organization to advance research in the various fields of music as a branch of learning and scholarship.

American Society of Composers, Authors and Publishers (ASCAP)

<http://www.ascap.com/index.html>

ASCAP is a membership association of over 140,000 U.S. composers, songwriters and publishers of every kind of music and hundreds of thousands worldwide.

Concert Artists Guild

<http://www.concertartists.org/>

Concert Artists Guild's mission is to identify, nurture, and support the careers of young classical musicians.

Music Library Association

<http://www.musiclibraryassoc.org/>

National Association for Music Education
You'll find information for teachers, job postings, and a great guide to careers in music.

National Association for Music Education

<http://www.menc.org/>

You'll find information for teachers, job postings, and a great guide to careers in music.

The information in this guide was compiled from resources available online and in DFA 1.103. Revised Jan 2005