

# Curriculum for the Bachelor's programme in Music (Composition)

For students commencing in August 2026 or later



**Rhythmic Music Conservatory (RMC)**  
**STUDY PROGRAMME FOR THE BACHELOR'S DEGREE IN MUSIC**  
**(COMPOSITION)**

**BMus-K**

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**Rhythmic Music Conservatory (RMC)**  
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**Introduction**

This curriculum for the Bachelor's programme in Music (Composition) has been prepared in accordance with section 48 of Executive Order no. 122 of 24 January 2025 on music conservatories and the Opera Academy and section 20 of Executive Order no. 1244 of 11 December 2009 on grading scales and other forms of assessment at certain educational institutions under the Ministry of Culture (the Grading Order).

The curriculum takes effect on 11 September 2025 and applies to all bachelor's students who commence their studies in 2026 or later.

## ***1. Title, admission requirements, enrolment***

### ***1.1 Title***

The programme entitles the holder to use the title Bachelor of Music (BMus) (composition).  
The English title of the programme is Bachelor of Music (BMus) (composition).

### ***1.2 Admission requirements***

The admission requirement for the bachelor's programme is a passed entrance examination. The decision on admission is made by the conservatory on the basis of a specific assessment of the applicant's abilities and skills. The needs of the music profession must also be taken into account in the admission process.

### ***1.3 Rules for admission***

Applications for admission are made via the current digital application portal.  
The Conservatory jointly establishes detailed rules for the admission procedure. Within these rules, the Conservatory establishes detailed rules for the form and content of the entrance examination. Information about the form and content of the entrance examination is available on the Conservatory's website.

## **2. Programme aims and learning outcomes**

### ***2.1 Programme aims***

The Bachelor's programme in composition qualifies the student for a broad-based artistic career based on popular and experimental forms of music and in dialogue with the contemporary world. During the programme, students build skills, knowledge and competencies in the development of an independent artistic and arts pedagogical practice, which enables them to create and communicate music in different contexts and to work with purposes and potentials across music life and society.

The Bachelor's programme is a well-rounded educational programme that provides students with a foundation for further studies at the Master's level.

### ***2.2 Learning outcomes***

In accordance with the current Danish qualifications framework for higher education, the programme's learning outcomes are formulated in three overall categories:

*Knowledge*, which describes the student's knowledge and understanding;

*Skills* that describe the student's core abilities;

*Competencies* that describe the student's personal and independent application of knowledge and skills.

Learning outcomes indicate the student's expected outcome at the end of the learning process and focus on learning and the individual's learning outcomes rather than on a given teaching or teacher's intention.

At the conclusion of the bachelor's programme, the student is expected to have achieved the following learning outcomes at a professional level:

### ***Section 2.2.1 Skills***

The student

- can create and communicate music through a broadly oriented artistic and arts pedagogical practice;
- can develop, plan, implement and evaluate professional and interdisciplinary projects, both individually and in collaboration with others;
- has skills in composition and other professional skills that qualify a student's artistic and arts pedagogical practice, and can apply relevant methods, technologies, formats and forms of expression;
- can contextualise their artistic and arts pedagogical practice in relevant contexts and identify possible contributions;
- can assess artistic and arts pedagogical challenges and potentials, practical and theoretical issues, ethical perspectives, and justify, select and develop qualified expressions, approaches and solutions;
- can document and communicate their artistic and pedagogical development work to both peers and non-peers.

### ***Section 2.2.2 Knowledge***

The student

- has artistically based knowledge of practice and methods, artistic research and, where relevant, research-based knowledge of theory;
- has insight into current conditions for professional and broadly oriented work, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- has insight into popular and experimental music forms in historical, contemporary, cultural, artistic, technological, occupational and societal perspectives;
- can reflect on artistic and arts pedagogical practices and methods, as well as relevant knowledge.

### ***Section 2.2.3 Competencies***

The student

- can establish and maintain an independent artistic and arts pedagogical practice, as well as handle complex and development-oriented situations in educational and work contexts;
- can independently engage in professional and interdisciplinary collaborations and networks, and contribute to creating healthy working communities;
- can identify their own learning needs and independently acquire new knowledge and skills.

## **3. Structure and subject areas**

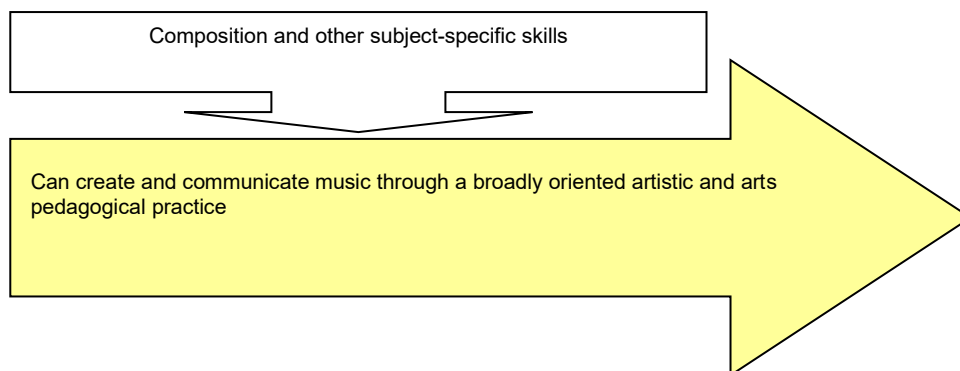
### ***3.1 Structure, subjects, projects, etc.***

The programme is primarily focused on developing the student's skills, knowledge and competences in the development of a broadly oriented artistic practice.

Central to the programme are the main subjects Artistic Development Work and Music Pedagogy, which are supported by artistic and pedagogical projects.

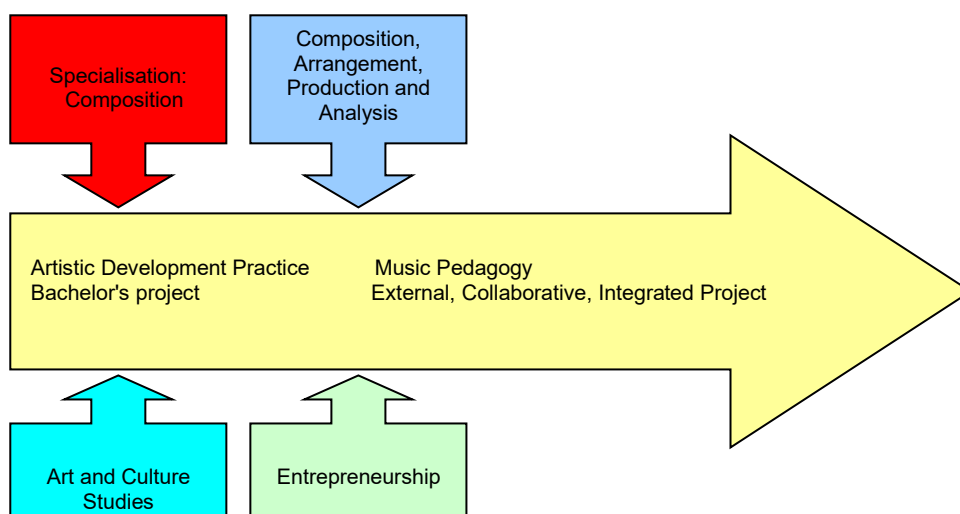
The programme's other academic activities are designed to support and enhance the student's artistic and arts pedagogical practice.

Fig. 1 Structure of the programme



The other programme activities are divided into a number of academic areas.  
The programme concludes with a Bachelor's project.

Fig. 2 Subject areas of the programme



### 3.2 Study plan

The Bachelor's programme is standardised to 180 ECTS credits, corresponding to three years of study. One year of study comprises teaching, self-study, exams and all other education-related activities.

The placement and ECTS weighting of the subjects and projects are shown in the figure below.

Fig. 3 ECTS distribution for the programme

| BMus Composition           |                                                | 1st year     |              | 2nd          |              | 3            |              | ECTS per subject |
|----------------------------|------------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|
| Subject areas              | Subject                                        | 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester |                  |
| <b>Major</b>               | Artistic Development Practice                  | 10           | 10           | 10           | 10           |              |              | 40               |
|                            | Bachelor's project                             |              |              |              |              |              | 20           | 20               |
|                            | Music Pedagogy                                 | 7.5          | 7.5          | 7            | 7.5          |              |              | 30               |
|                            | External, Collaborative, Integrated Project    |              |              |              |              | 30           |              | 30               |
| <b>Supporting subjects</b> | Specialisation: Composition                    | 10           | 10           | 5            | 5            |              |              | 30               |
|                            | Composition, Arrangement, Production, Analysis | -            | -            | 5            | 5            |              |              | 10               |
|                            | Art and Culture Studies                        | 2.5          | 2.5          | 2.5          | 2.5          |              |              | 10               |
|                            | Entrepreneurship                               |              |              |              |              |              | 10           | 10               |
| Total ECTS                 |                                                | 30           | 30           | 30           | 30           | 30           | 30           | 180              |

### 3.3 Registration for programme elements

3.3.1 The programme is organised as a progressive academic course, and individual students are automatically enrolled in programme elements in accordance with the programme's curriculum.

3.3.2 In special cases, the Academy may allow students to complete programme elements and examinations worth up to 30 ECTS credits on a Master's programme.

### 3.4 Prerequisites for participation

Any requirements for special prerequisites for participation are stated in the framework plan for the individual subject or project.

### 3.5 Organisation of teaching

Teaching is preferably conducted within a single year group, but subjects and projects may be conducted in classes composed of students from different year groups and/or programmes.

Before the start of an academic year, a *framework plan* is drawn up for each subject or project. The framework plan provides information about the organisation of the subject, standards, rooms and equipment, and class formation. For subjects where assessment is based on class participation, etc., the framework plan contains specific requirements for assignments and/or presentations.

The framework plan is approved by the principal and is available on the Conservatory's intranet at the start of the semester.

## **4. Assessment**

### ***4.1 Purpose***

The purpose of the assessment is to evaluate whether and to what extent the student's qualifications comply with the programme's learning outcomes.

### ***4.2 Rules for assessment***

At RMC, the assessment of the student's qualifications can take place in three ways:

- A. Assessment based on tests, where the student's qualifications are assessed by teachers, possibly supplemented by internal and/or external examiners. The assessment is given a grade on a 7-point scale, possibly supplemented by a written statement, or the assessment is approved/not approved.
- B. Assessment based on a submitted assignment, where the student's qualifications are assessed by teachers, possibly supplemented by internal and/or external examiners. The assessment is given a grade on a 7-point scale, or a approved/not approved grade.
- C. Assessment based on the student's active, subject-specific participation in the course. The assessment is given as approved/not approved.

### ***4.3 Other provisions***

All subjects must be passed in order for a diploma to be issued for completed education.

Students who depart the programme without completing it are entitled to documentation of the parts of the programme they have passed, stated in ECTS credits.

The programme is organised in a progressive academic sequence, and individual students are automatically assessed in accordance with their location in the programme.

When composing exam panels, the exam schedule should make sure that all students in the same assessment in the same subject are dealt with equally in terms of their own teacher being the external examiner on the exam panel.

For information on other rules regarding assessment in examinations and class attendance, etc., please refer to the RMC's intranet.

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**4.5 Examination overview**

| Subject                                        | ECTS (subject) | Location     | Assessment method | Assessment                                                 | Censorship |
|------------------------------------------------|----------------|--------------|-------------------|------------------------------------------------------------|------------|
| Artistic Development Practice                  | 10             | 1st semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 10             | 2nd semester | A                 | Approved/Not approved                                      | Internal   |
|                                                | 10             | 3rd semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 10             | 4th semester | A                 | Grade according to the 7-point scale                       | External   |
| Music edPedagogy                               | 7.5            | 1st semester | C                 | Approved/Not approved                                      | Internal   |
|                                                | 7.5            | 2nd semester | A                 | Approved/Not approved                                      | Internal   |
|                                                | 7.5            | 3rd semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 7.5            | 4th semester | A                 | Grade according to the 7-point scale                       | External   |
| External, Collaborative, Integrated Project    | 30             | 5th semester | A                 | Grade according to the 7-point scale and written statement | External   |
| Bachelor's project                             | 20             | 6th semester | A                 | Grade according to the 7-point scale and written statement | External   |
| Specialisation                                 | 10             | 1st semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 10             | 2nd semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 5              | 3rd semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 5              | 4th semester | B                 | Approved/Not approved                                      | Internal   |
| Composition, Arrangement, Production, Analysis | 5              | 3rd semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 5              | 4th semester | B                 | Approved/Not approved                                      | Internal   |
| Art and Culture Studies                        | 2.5            | 1st semester | C                 | Approved/Not approved                                      | Internal   |
|                                                | 2.5            | 2nd semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 2.5            | 3rd semester | B                 | Approved/Not approved                                      | Internal   |
|                                                | 2.5            | 4th semester | B                 | Approved/Not approved                                      | Internal   |
| Entrepreneurship                               | 10             | 6th semester | B                 | Approved/Not approved                                      | Internal   |

#### ***4.6 Standard page calculation and submission requirements***

Where the subject descriptions refer to the scope of the syllabus and written assignments, this refers to standard pages of 2,400 characters (including spaces). The cover page, table of contents, bibliography and appendices are not included in the scope of written assignments.

Written assignments may deviate from the specified number of pages by a maximum of +/- 10%.

Digital documentation may deviate from the number of minutes specified in the subject description by a maximum of +/- 10%.

All submissions in connection with tests and examinations must be made on the examination portal designated by the conservatoire and in the formats specified in the framework plan for the subject.

### **5. Other provisions**

#### ***5.1 Language***

Teaching on RMC's programmes is generally conducted in Danish. However, individual teachers may decide to teach in English as needed in individual lessons or in classes with international students.

In addition, the Conservatory may offer teaching in English in selected subjects and courses so that international students can derive satisfactory benefit from their education. The framework plan for each subject specifies the language in which teaching takes place.

Where language barriers may affect a student's performance in exams or written assignments, the Conservatory may offer students whose native language is not Danish the option of taking their exams/submitting written assignments in Scandinavian or English.

#### ***5.2 Rules on internships***

Any internship elements of the programme are described in the subject descriptions and framework plans for the subjects.

#### ***5.3 Rules on credit transfer***

##### ***5.3.1 Equivalence***

Approved study elements obtained at a conservatory that offers programmes in accordance with the Executive Order are equivalent to corresponding study elements at other conservatories that offer the same programme.

##### ***5.3.2 Credit transfer agreement***

Credit transfer can be obtained in accordance with the conservatories' joint credit transfer agreement.

##### ***8.3 Other credits***

Students are required to provide information about completed study elements from another Danish or foreign higher education programme that are considered to be eligible for credit transfer. In each individual case, the conservatory approves credit transfer on the basis of completed study elements that are comparable to study elements and parts of the programme in which the student is enrolled. The decision is made on the basis of an academic assessment.

#### ***5.4 Disciplinary measures***

Students at the Rhythmic Music Conservatory are subject to the Conservatory's rules of conduct. Students are required to be familiar with and keep abreast of the rules. The rules of conduct are available on the Conservatory's intranet.

#### ***5.5 Attendance***

Attendance at classes and related activities is compulsory. The Conservatory lays down detailed rules for procedures and sanctions against students who exceed the Conservatory's rules on attendance. The rules on attendance are available on the Conservatory's intranet.

#### ***5.6 Evaluation***

The programme is evaluated on an ongoing basis through systematic evaluations. The Conservatoire lays down detailed procedures for the evaluations.

#### ***5.7 Exemptions***

The Conservatory may grant exemptions from the rules in the curriculum that are solely determined by the Conservatory.

## 6. Subject descriptions

### *Subject description: Artistic Development Practice*

The purpose of the subject Artistic Development Practice is to develop and qualify the student's ability to create, explore and develop music based on the student's artistic practice and to support the development of an independent artistic expression. In this context, students work on formulating, testing and documenting artistic approaches and methods – individually and in collaboration with others – and on reflecting on their own and others' artistic practice.

The course introduces theories and methods within artistic development practice and emphasises that the student practises skills in musical material processing, work creation, project development, contextualisation, documentation and communication.

The course strengthens the student's awareness of artistic and musical materials, processes and choices, and integrates reflection, feedback and professional dialogue as central elements in the development work.

Through the subject, students develop the ability to identify their own learning needs, articulate relevant research questions, make artistic and methodological choices, and qualify their practice through a broad orientation across different contexts.

### **ECTS credits**

| 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester | Total ECTS |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| 10           | 10           | 10           | 10           | -            | -            | 40         |

### **Learning outcomes**

At the end of the subject in Artistic Development Practice in the 4th semester, students are expected to have achieved the following learning outcomes at a professional level:

- be able to create and communicate music that is carried by an independent artistic expression through a broadly oriented artistic practice;
- be able to describe, plan, implement and evaluate artistic development projects, both individually and in collaboration with others;
- have skills in composition and can apply and investigate relevant methods, technologies, formats and forms of expression that qualify the student's artistic practice;
- can assess artistic challenges and potential, practical issues, ethical perspectives, and justify, select and develop qualified expressions, approaches and solutions;
- can contextualise their artistic development practice in relevant contexts and identify possible contributions;
- can document and communicate their artistic development practice in various formats, to both peers and non-peers;
- has artistically based knowledge of practices and methods, as well as knowledge of artistic research;
- has insight into relevant technologies in relation to their own artistic practice;
- can reflect on their own and others' artistic practice and relate it to relevant knowledge;
- can establish and maintain an independent artistic practice, as well as handle complex and development-oriented situations in educational and work contexts;
- independently participate in professional and interdisciplinary collaborations and networks, and contribute to creating healthy working communities;

- can identify their own learning needs and independently acquire new knowledge and skills.

### **Course content, common to all semesters**

- Artistic idea development
- Artistic research and methodology
  - Research-based approaches to artistic practice, including process development, material processing, work creation and performance;
  - Identification and articulation of research questions in one's own practice
  - Application and experimental investigation of artistic methods, formats and forms of expression
  - Application and experimental investigation of relevant technological tools and equipment
- Artistic project development
  - Development, planning, implementation and evaluation of artistic development projects – individually and in collaboration with others
  - Collaboration and division of responsibilities in co-creative or multidisciplinary project forms
- Composition
- Work creation
- Documentation and communication of process, material, results and work
- Contextualisation of one's own artistic practice and development practice
- Reflection on process, material, results and work, both individually and in groups

### **Special content focus in each semester**

#### *1st semester*

The semester focuses on starting your studies, study readiness and establishing a constructive learning environment. You will work with different perspectives on listening, and on this basis, different types of peer-to-peer-based forms of conversation about works and processes will be established.

During the semester, emphasis is placed on process and productivity, including the ability to establish and maintain an investigative artistic practice. Students work on identifying their own learning needs and articulating reflections on the artistic processes of the semester.

- Methodological perspective: Students identify their own methods that work in their artistic practice. The methods can be documented and shared.
- Contextual perspective: Students contextualise their artistic practice, including in relation to their personal history of inspiration and relevant musical and artistic contexts and traditions.

At the end of the semester, the student presents their artistic development practice throughout the semester in a plenary session to their fellow students in the subject across their year group.

#### *2nd semester*

Focus: Method development (I)

Students work on developing and refining their own artistic practice and expression through experimental investigations of new methods, thereby expanding their methodological awareness.

Students work on varying, documenting and sharing their artistic methods.

The semester's work is based on a method development project, which the student describes and plans in dialogue with their own teacher. Students continue to work with communication in various formats in connection with the preparation of project descriptions and reflection communication.

- Methodological perspective: To articulate, test, vary and thereby expand and renew one's own artistic methods.
- Contextual perspective: To orient oneself in relation to relevant contemporary musical fields and traditions. Work is done on an initial mapping of the student's methodological context, including a reflection on how other artists work.

### *3rd semester*

Focus: Contextualisation

Further work is done on and in the student's own artistic practice, with a particular focus on how the student contextualises their practice in different contexts. The student's own knowledge and skills are mapped, and on this basis, their own learning needs are identified and articulated.

During the semester, collaborations are established with students from other programmes who are exploring different functions and roles based on the profiles of the programmes (instrumental/vocal performance, songwriting-performance and composition). Work is done on documenting the collaborations' productions and performances, as well as reflections on the documentation.

- Methodological perspective: preliminary work towards a project description for the 4th semester development project. In this context, work is done, among other things, on mapping how selected other artists work.
- Contextual perspective: contextualising one's artistic practice in a broader field, both in relation to relevant practices, approaches, methods and expressions in contemporary music, and in relation to artistic development/artistic research across disciplines. The student reflects on possible contributions to the field of contemporary music to which the student's practice is oriented.

At the end of the semester, the student presents their artistic development practice throughout the semester in plenary to their fellow students in the subject across their year group.

### *4th semester*

Focus: Method development (II).

The semester's work is based on a method development project, which the student plans after dialogue with their own teacher. Work is done on developing and qualifying one's own practice based on methodological reflection and experimental investigations of new methods. A project description and reflection report are prepared with a focus on developing the student's methods and on critical reflection on relevant quality criteria in and around their own artistic practice.

- Methodological perspective: To renew one's artistic expression through methodological reflection and methodological changes, as well as the development of methodological diversity in one's own artistic practice.

- Contextual perspective: Interdisciplinary contextual awareness as part of the student's methodological considerations, including possible orientations towards, among other things, artistic development, science, the outside world and society. Being able to let one's practice be informed by other artists' working methods.

### **Teaching and working methods**

Teaching is carried out in scheduled teaching modules. This includes both group teaching and individual teaching, guidance and preparation, as well as project work with evaluations and presentations. A large part of the group teaching in the subject is peer-to-peer-based, with a focus on learning between students. Students regularly present their work to their fellow students, and the teaching involves a range of different formats for presentation, listening, response and feedback from students and teachers.

### **Assessment**

- Semester assessment I at the end of the 1st semester
- Semester assessment II at the end of the second semester
- Semester assessment III at the end of the third semester
- Semester assessment IV at the end of the 4th semester

#### *Semester assessment I*

At the end of the 1st semester, the student's qualifications are assessed on the basis of an assignment. Specific assignment requirements for the semester assessments are announced at the start of the semester.

Submission deadlines are set by the study administration and specified in the applicable framework plan.

The assessment is carried out by the teacher.

The semester assessment results in a approved/not approved grade.

#### *Semester assessment II*

### **Content**

The exam consists of two parts – presentation and interview:

- Presentation, where the student gives a presentation of their work that conveys the artistic results of the semester.
- Interview, where the examination panel asks questions about the presentation and the exhibition.

### **Duration**

- Presentation 10 minutes.
- Interview 10 minutes
- Voting, including distribution of test results: 10 minutes.

### **Assessment**

- Performance is assessed using a 7-point scale
- The assessment is based on the presentation of the work, the exposition and the discussion.

- The assessment is based on an overall evaluation of the extent to which the performance meets the subject's learning outcomes. However, when assessing the achievement of objectives, the assessment must take into account the placement of the exam in the subject of study.
- In the assessment, particular emphasis is placed on how the student has developed and qualified their own artistic practice during the semester through testing and exploring new methods.

#### Examination panel

Two internal experts in the field of Artistic development practice, one of whom acts as the examiner. The student's own teacher cannot be part of the examination panel.

In accordance with section 13 of the grading regulations, one internal expert acts as the "censor" and the other internal expert (examiner) acts as the "examiner".

#### Organisation

- Individual examination, where the presentation of the work may be attended by the student's class.
- As a prerequisite for the examination, the student submits an exposition on the previous semester's artistic development project. The exposition must be submitted approximately two weeks before the examination. The exact submission deadline is set by the study administration and specified in the current framework plan. The exposition must not contain links to external digital platforms.
- The presentation must include:
  - Project description (2 standard pages), prepared in consultation with the student's teacher, and containing:
    - The title of the project
    - Justified artistic development goals
    - Description of working methods, including
      - Description of forms of investigation
      - Description of how the student will work during the semester to enhance their artistic practice through the development of new methods
    - Work plan specifying the distribution of working hours.
  - Reflection report (equivalent to a 15-minute presentation) containing:
    - Overview of the student's artistic research in the previous semester;
    - Communication of the student's reflections on the process and results, including:
      - how the student has developed their own artistic practice and artistic methods during the semester;
      - how the student has acquired new knowledge, new skills, new methods and developed new material through the artistic studies during the semester;
    - Contextualisation of the student's own artistic practice, including reflections on how the student's own working methods are informed by other artists' working methods, and how the student's own practice fits into contemporary music;
  - Documentation of music representing the student's artistic development practice in the previous semester with a focus on method development. This documentation must not be identical to the work presentation in the presentation. Duration 10 minutes.

### Semester assessment III

At the end of the third semester, the student's qualifications are assessed on the basis of an assignment. Specific assignment requirements for the semester assessments are announced at the beginning of the semester.

Submission deadlines are set by the study administration and specified in the applicable framework plan.

The assessment is carried out by the teacher.

The semester assessment results in a approved/not approved grade.

### Semester assessment IV

#### Content

The exam consists of two parts – presentation and interview:

- Presentation, where the student gives a presentation of their work that conveys the artistic results of the semester.
- Interview, where the examination panel asks questions about the presentation and exhibition.

#### Duration

- Work presentation 15 minutes
- Interview 10 minutes
- Voting, including the announcement of the exam result: 10 minutes.

#### Assessment

- Performance is assessed using a 7-point scale
- The assessment is based on the work presentation, project portfolio and interview.
- The assessment is based on an overall evaluation of the extent to which the performance meets the subject's learning outcomes. However, when assessing the achievement of objectives, the assessment must take into account the placement of the exam in the subject of study.
- The assessment places particular emphasis on how the student has developed and qualified their own artistic practice during the semester through experimental investigations of new methods, as well as on the student's ability to reflect on their methods.

#### Examination panel

One external expert in the field of Artistic development practice and two internal experts in the field of Artistic Development Practice, one of whom acts as the examination supervisor.

The student's own teacher cannot be part of the examination panel.

In accordance with section 13 of the grading regulations, the external expert acts as the "censor", the internal expert acts as the "examiner" and the internal expert (examiner) acts as the "examiner".

#### Organisation

- Individual examination, where the presentation of the work may be attended by the student's class.
- As a prerequisite for the examination, the student submits an exposition on the artistic production of the previous semester. The exposition must be submitted approximately two

weeks before the examination. The exact submission deadline is set by the study administration and specified in the current framework plan.

- The exposition must include:
  - Project description (2 standard pages), prepared at the beginning of the semester after dialogue with the student's teacher, containing:
    - The title of the project
    - Justified artistic development goals
    - Description of working methods and approaches, including
      - Description of forms of investigation
      - Description of the aesthetic field in which the student's practice takes place, including reflections on which methodological issues and opportunities the student finds relevant to investigate during the semester.
      - Description of how the student will work during the semester to develop and qualify their own artistic practice through investigations of new methods
      - Work plan specifying the distribution of working hours.
  - Reflection report (equivalent to a 15-minute presentation), excluding table of contents, appendices, notes, etc., containing:
    - Overview of the student's artistic production in the previous semester;
    - Communication of reflections on the process and results, including:
      - how the student has developed and explored new types of artistic processes during the semester;
      - how the student has acquired new knowledge, new skills, new working methods and developed new material through artistic studies and methodological reflections during the semester;
    - Brief account of the placement of one's own artistic aesthetics and method in a local and global context, including reflections on how one's own working methods are informed by the working methods of other artists;
    - Critical reflection on relevant quality criteria in one's own artistic practice
  - Digital documentation representing the student's artistic production in the previous semester. The digital documentation must demonstrate the development throughout the semester's artistic investigations and not just the final result. The documentation cannot be identical to the work presentation in the presentation. Duration: 10 minutes.

***Subject description: Bachelor's project***

In the bachelor's project, the student develops and implements a major project that falls within the main subject of Artistic Development Practice (see the subject description for this). The student has the opportunity to tailor their bachelor's degree individually, and the project can thus be indicative of the student's future career and educational choices.

The aim of the Bachelor's Project course is to develop the student's ability to create, explore and develop music based on the student's creative compositional practice and to support the development of an independent artistic expression.

The student works on the basis of a project description, with an exploratory development project, usually centred around one or more research questions.

The student formulates, tests and documents artistic approaches and methods – individually and in collaboration with others – and reflects on their own artistic practice in relation to different fields of practice and knowledge.

The teaching emphasises that the student applies their skills in musical material processing in a larger project that includes work creation, project development, contextualisation, documentation and communication. The subject integrates awareness of artistic and musical materials, processes and choices, reflection, feedback and professional dialogue.

**ECTS credits**

| 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester | Total ECTS |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| -            | -            | -            | -            | -            | 20           | 20         |

**Learning outcomes**

At the end of the Bachelor's project in the 6th semester, students are expected to have achieved the following learning outcomes at a professional level:

- be able to create and communicate music that is based on an independent artistic expression through a broadly oriented artistic practice;
- be able to describe, plan, implement and evaluate a major artistic development project;
- have skills in composition and be able to apply and explore relevant methods, technologies, formats and forms of expression that qualify the student's artistic practice;
- can assess artistic challenges and potential, practical issues, ethical perspectives, and justify, select and develop qualified expressions, approaches and solutions;
- can articulate relevant research questions and work with these in their own artistic development practice;
- can contextualise their artistic development practice in relevant contexts and identify possible contributions;
- can document and communicate their artistic development practice in various formats, to both peers and non-peers;
- has artistically based knowledge of practices and methods, as well as knowledge of artistic research;
- has insight into relevant technologies in relation to their own artistic practice;
- can reflect on their own and others' artistic practice and relate it to relevant knowledge;
- can establish and maintain an independent artistic practice, as well as handle complex and development-oriented situations in educational and work contexts;
- can independently engage in professional and interdisciplinary collaborations and networks, and contribute to creating healthy working communities;

- can identify their own learning needs and independently acquire new knowledge and skills.

## **Content**

The teaching is based on the student's project and covers the following areas:

- Artistic research and methodology
  - Research-based approaches to artistic practice, including process development, material processing, work creation and performance;
  - Formulation and exploration of research questions in one's own practice
  - Experimental use and investigation of artistic methods, technologies, formats and forms of expression
- Artistic project development
  - Planning, implementation and evaluation of a major artistic development project
  - Collaboration and division of responsibilities in project work
  - Development and planning of a public concert
- Composition
- Work creation
- Presentation of work
- Documentation and communication of process, material, results and work
- Contextualisation of one's own artistic practice and development work
- Reflection on process, material, results and work, both individually and in groups

Teaching is based, among other things, on a project description in which the student, in dialogue with the project supervisor, formulates a number of objectives which, in terms of both subject matter and content, must reflect and support the learning outcomes specified in the subject description, as well as a work plan for the project.

## **Teaching and working methods**

The teaching programme includes group teaching and individual teaching, supervision and preparation, as well as project work. Group teaching includes, among other things, the presentation of partial results to fellow students and associated critical dialogue. Individual teaching includes project supervision and supporting academic guidance.

## **Assessment**

At the end of the 6th semester.

### Examination

Before the examination, the student prepares an exposition containing documentation of the artistic development practice of the project, including its methods, processes, materials, results and choices. In addition, the exposition must contain a project description and reflection.

### Content

The examination consists of two parts – presentation and interview:

- Presentation: Public presentation of the work, based on the content of the project;
- Interview, in which the examination panel asks questions about the presentation and exhibition.

### Duration

- Presentation 20 minutes
- Initial deliberation 20 minutes
- Discussion 10 minutes
- Final deliberation and announcement of exam results 20 minutes.

### Assessment

- Performance is assessed using a 7-point scale and a written statement.
- The assessment is based on the presentation, exposition and interview.
- The assessment is based on an overall evaluation of the extent to which the performance meets the subject's learning outcomes.
- The written statement addresses the student's academic level and consists of two elements prepared by the examination panel:
  - A brief statement on the musical outcome of the project.
  - A brief statement on the project part.

### Examination panel

One external expert in the field of Artistic development practice and two internal experts in the field of Artistic development practice, one of whom acts as the examination supervisor.

In accordance with section 13 of the grading regulations, the external expert acts as the "censor", the internal expert acts as the "examiner" and the internal expert (examiner) acts as the "examiner".

### Organisation

- Individual examination, organised so that the interview and final deliberation, including the announcement of the examination results, take place the day after the presentation.

If several students wish to do a bachelor's project together and thus take a group exam, they must, as a rule, apply for this no later than 1 February.

As a prerequisite for the examination, the student must prepare an exposition, which must be submitted approximately two weeks before the examination. The exact submission deadline is set by the Student Administration and specified in the current framework plan.
- The exposition must include:
  - Project description (2-3 standard pages), containing:
    - The title of the project;
    - Justified artistic goals
    - Considerations regarding the contextual placement of the project and the study in contemporary music
    - Research questions for the project
    - Working methods and methodology
    - Professional guidance – justified needs and wishes
    - Work plan specifying the distribution of working hours
    - Requirements for participants, facilities, special equipment, etc.
  - Documentation of the project's artistic development practice, including its methods, processes, materials and results. Documentation cannot be identical to the work presentation. Duration: 15 minutes.

- Reflection communication (corresponding to a 20-minute review), excluding table of contents, appendices, notes, etc., containing:
  - Account of artistic considerations and choices made during the project, including any changes to the project's course;
  - Description of methods and working methods;
  - Critical reflection on method, process and result, including how this responds to the research questions in the project description;
  - Contextualisation of the project in relevant contexts, including how the project is informed by trends in contemporary music.
- Preliminary announcement – containing:
  - Preview of the project and/or presentation as public communication to a wider audience (500-800 keystrokes, including spaces);
  - Information about those involved in the presentation.

***Subject description: Music Pedagogy***

The subject Music Education focuses on developing ways in which students can use new methods and collaborative practices in learning and teaching to create frameworks for and motivate, inspire and challenge others to develop.

The subject generally alternates between practice and reflection in order to develop music education practices, where different forms of collaboration are prioritised, with a focus on building relevant skills and knowledge to continuously justify and develop practices.

The subject unfolds in a progression, starting with the development of a common knowledge base within music pedagogy, followed by immersion in a group-based development project based on the individual student's programme- specific profile. This is followed by further expansion of the knowledge base, and the course concludes with an independent music pedagogy development project carried out in collaboration with external partners.

**ECTS credits**

| 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester | Total ECTS |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| 7½           | 7½           | 7            | 7½           | -            | -            | 30         |

**Learning outcomes**

Upon completion of the Music Pedagogy subject in the 4th semester, students are expected to have achieved the following learning outcomes at a professional level:

- be able to develop and practise a broadly oriented music pedagogical practice with a special focus on composition;
- be able to develop, plan, implement and evaluate music pedagogy projects, both independently and in collaboration with others;
- be able to apply relevant methods, technologies and forms of expression in their music pedagogical practice;
- be able to assess music pedagogy challenges and potential, practical and theoretical issues, ethical perspectives, and justify, select and develop qualified expressions, approaches and solutions;
- can contextualise their music pedagogical practice in relevant contexts and identify possible contributions;
- can document and communicate their music pedagogical development work to both peers and non-peers;
- has knowledge of theory, practice and methods within music education;
- can reflect on music pedagogy processes and results, and relate them to relevant knowledge;
- can establish and maintain an independent music pedagogical practice, and handle complex and development-oriented situations in educational or work contexts;
- can independently engage in professional and interdisciplinary collaborations and networks, and contribute to promoting a healthy working environment;
- can identify their own learning needs and independently acquire new knowledge and skills.

**Content – common to all semesters**

- Development and testing of different forms of music teaching practice, with a focus on didactics and methodology development
- Development and testing of different forms of collaboration

- Contextualisation of one's own practice in the field of music pedagogy, including identification of development opportunities and possible contributions.
- Documentation and dissemination of one's own music pedagogy development work
- Reflection on one's own and others' music pedagogical practices
- Introduction to theoretical perspectives and concepts from the field of music.
- Fieldwork

### **Special content focus in each semester**

#### *1st semester*

The semester focuses on building a knowledge base and practical skills, as well as on helping students orient themselves and become able to position themselves in a music pedagogy context.

The teaching deals with the significance of music and musical life for people, as well as the role of music in various social perspectives from educational, ethical, philosophical and sociological perspectives. In addition, perspectives, approaches and contexts are explored in relation to developing a broadly oriented music pedagogy practice.

#### *2nd semester*

Based on the knowledge base and insight into music pedagogy practice developed in the first semester, the second semester consists of an actual music pedagogy development project based on the student's programme-specific profile. The project is carried out as a group project, but in special cases it can be carried out individually, and work is done in an interaction between selected profile-relevant didactic and methodological approaches aimed at developing the students' music pedagogy methods and practices.

The project is carried out in groups (max. 3 students per group).

#### *3rd semester*

With a view to further expanding the student's knowledge base and qualifying the student's practice, a number of themed modules are offered in the 3rd semester. Here, students work on developing and testing different forms of music teaching practice through fieldwork, documentation and communication, as well as reflection on their own and others' practice.

#### *4th semester*

Based on the student's interests and motivation, the 4th semester involves working on a major independent music pedagogy project in collaboration with one or more external project partners. The semester project can be carried out as an individual project or as a group project (max. 3 students) and focuses on the development of relevant music pedagogy approaches with a view to identifying possible contributions.

### **Teaching and working methods**

- Classroom teaching in small and large groups
- Peer-based feedback
- Lectures
- Individual and group supervision
- Project work alone and with others
- Preparation
- Collaboration on various platforms, including digital ones

## Assessment

- Semester assessment I at the end of the 1st semester
- Semester assessment II at the end of the second semester
- Semester assessment III at the end of the third semester
- Semester assessment IV at the end of the 4th semester

### Semester assessment I

At the end of the semester, the student's qualifications are assessed on the basis of the student's active, academic participation in the course.

The assessment is carried out by the teacher in accordance with the announced criteria for active academic participation and takes place within a deadline set by the study administration and specified in the current framework plan.

The assessment is given as approved/not approved.

### Semester assessment II

#### *Examination description*

### Content

At the end of the second semester, the student's qualifications are assessed on the basis of an oral presentation of the semester's work on a music pedagogy internship project and a subsequent interview based on the presentation. The project and presentation are generally carried out in groups, but in special cases may be carried out individually.

### Duration

- 1 student: 15 min. presentation and 10 min. interview;
- 2 students: 20 min. presentation and 15 min. interview;
- 3 students: 25 min. presentation and 20 min. discussion.

### Assessment

The semester assessment is graded as approved/not approved. Voting takes place after all the presentations have been given, and the teacher subsequently prepares brief written feedback for each individual student.

### Organisation

- Group exam with individual assessment;
- The presentations take place in the presence of fellow students from the class. The examination panel consists of the associated teacher and an internal examiner.
- The presentation is based on a synopsis, which must be submitted no later than approximately two weeks before the exam. The exact submission deadline is set by the Student Administration and specified in the current framework plan.
- The synopsis (1 student: 4 standard pages. 2 students: 6 standard pages. 3 students: 8 standard pages) must include:
  - An account of the project's idea and context.
  - An account of the practical implementation of the project.
  - An account of relevant music pedagogical perspectives and concepts that can be used in the reflection on practice.
  - An account of the individual student's role and responsibility in the project and its collaborations.

- A plan for the oral presentation.
- The submitted assignment must clearly state which parts of the answer each of the group's students is individually responsible for. A maximum of one third of the written presentation may be joint.

### Semester assessment III

At the end of the third semester, the student's qualifications are assessed on the basis of an assignment. Specific assignment requirements for the semester assessments are announced at the beginning of the semester.

Submission deadlines are set by the study administration and specified in the applicable framework plan.

The assessment is carried out by the teacher.

The semester assessment results in a approved/not approved grade.

### Semester assessment IV

#### Content

Presentation of a music pedagogy development project – in a manner relevant to the project, followed by a discussion based on the project.

Through practical demonstration and/or documentation of the completed practice, the presentation must illustrate the student's skills in relation to practising music pedagogy.

#### Duration

- 1 student:
  - Presentation 20 minutes
  - Discussion 10 minutes
  - Voting, including distribution of exam results: 10 minutes
- 2 students:
  - Presentation 30 minutes
  - Discussion 15 minutes
  - Voting, including distribution of exam results: 10 minutes per student; conducted individually.
- 3 students:
  - Presentation 40 minutes
  - Interview 20 minutes
  - Voting, including distribution of exam results: 10 minutes per student; conducted individually.

#### Assessment

Performance is assessed using a 7-point scale.

The assessment is based on the student's/project group's presentation, the submitted project portfolio and the interview with the examination panel.

The assessment is based on the extent to which the performance meets the subject's learning outcomes.

#### Examination panel

An external expert, an internal expert and an internal expert, of whom the internal expert acts as the examination supervisor.

In accordance with section 13 of the grading regulations, the external expert acts as the "censor", and the internal expert and internal experts act as "examiners".

### Organisation

The examination may be conducted as an individual examination or as a group examination with individual assessment. The presentation is conducted within practical frameworks determined by the conservatory.

The student/project group is responsible for ensuring that the desired collaborators are present at the examination.

As a prerequisite for the examination, the student/project group must prepare a project portfolio, which must be submitted no later than approximately two weeks before the examination.

The exact deadline for submission is set by the Student Administration and specified in the current framework plan.

The project portfolio must include:

- Project description (1-2 standard pages), containing:
  - Project title
  - The motivation, purpose and context of the project
  - Description of the planned music pedagogy programme, as well as other activities and agreements with external partners.
  - Considerations regarding relevant theoretical perspectives from the subject's teaching programme, as well as documentation methods.
- Project report (**1** student: 6 standard pages, excluding cover page, table of contents, bibliography and other **appendices**; **2** students: 9 standard pages, excluding cover page, table of contents, bibliography and other appendices; **3** students: 12 standard pages, excluding cover page, table of contents, bibliography and other appendices) containing:
  - Detailed description of the project's motivation, purpose and context, as well as a description of any deviations from the project description.
  - Description of the development, establishment and implementation of the music pedagogy practice;
  - Analysis of the practice, incorporating selected theoretical perspectives from the subject's teaching;
  - Conclusion and perspective.

In the case of group assessments, the submitted work must clearly indicate which parts of the assignment each of the group's students is individually responsible for.

A maximum of one third of the project report may be joint work.

***Subject description: Specialisation: Composition***

The subject Specialisation: Composition aims to develop the student's ability to create, design and communicate musical material for a wide range of formats. Through work with composition methods, arrangement, instrumentation, technology and notation, students develop a critical and conscious practice that can be applied in many different artistic and interdisciplinary contexts.

The subject explores different approaches to composition, where musical parameters such as form, structure, sound, texture, rhythm, harmony, melody and text are examined and worked on through exercises. Students work with acoustic, electronic and hybrid formats, and acquire knowledge of relevant software platforms and production technologies.

The subject supports the student's ability to work methodically, conceptually and critically with the development and realisation of compositional ideas, including exploring different approaches to notation, as well as the contextual and performative dimensions of compositional work. Students are strengthened in their ability to analyse and discuss their own and others' materials and methods, as well as to engage in professional and interdisciplinary collaboration.

**ECTS credits**

| 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester | Total ECTS |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| 10           | 10           | 5            | 5            | -            | -            | 30         |

**Learning outcomes**

At the end of the Specialisation: Composition subject in the 4th semester, students are expected to have achieved the following learning outcomes:

- have skills in composition that qualify the student's artistic practice;
- be able to create and communicate compositions for diverse instrumentations and formats, both individually and in collaboration with others;
- be able to apply and develop compositional methods, including different approaches to the processing and development of musical material in relation to form, structure, sound, texture, rhythm, melody and harmony;
- can arrange and orchestrate, as well as adapt and tailor compositional ideas to different communication and performance formats;
- can apply and develop various compositional notation forms, as well as notate and communicate compositional ideas;
- can use relevant music technology tools, both software and hardware, as an integral part of their compositional practice;
- can work conceptually in generating compositional ideas and approaches;
- has knowledge of theory, method and practice within composition;
- has insight into relevant compositional contexts and formats, including historical, aesthetic, methodological and technological conditions;
- can reflect on their own and others' compositional materials, methods and choices;
- can identify learning needs in relation to their own compositional practice and independently acquire new knowledge and skills, as well as develop relevant working methods that meet these needs;
- can independently engage in professional and interdisciplinary collaborations and networks, and take responsibility for creating healthy working communities.

## **Content**

### *1st-4th semester*

Composition methods and techniques:

- Assignments and exercises on form, structure, rhythm, harmony, melody, sound and texture
- Development of compositional ideas in various media and formats
- Conceptual and idea-generating approaches to composition.

Arrangement and orchestration:

- Techniques for arrangement and instrumentation
- Adaptation and versioning of compositional material for different instrumentations and formats.

Notation and communication:

- Use and development of various forms of notation and communication of compositional ideas.

Technology:

- Integration of technological tools into the compositional process, including the use of software and hardware for sound production, editing and MIDI-based composition.

Reflection and analysis:

- Analysis of one's own and others' compositions
- Reflection on one's own and others' compositional practices, materials and working methods

Context and aesthetics:

- Historical and contemporary contexts and formats for compositional practice

## **Teaching and working methods**

- Group teaching
- Group work, exercises and preparation
- Individual teaching
- Individual practice and preparation

## **Assessment**

- Semester assessment I at the end of the 1st semester
- Semester assessment II at the end of the second semester
- Semester assessment III at the end of the third semester
- Semester assessment IV at the end of the 4th semester

### *Exam description, Semester assessment I - IV*

At the end of the 1st, 2nd, 3rd and 4th semesters, the student's qualifications are assessed on the basis of an assignment.

Specific assignment requirements for the semester assessments are announced at the start of the semester.

Submission deadlines are set by the study administration and specified in the applicable framework plan.

The assessment is carried out by the teacher.

The semester assessment results in a approved/not approved grade.

***Subject description: Composition, Arrangement, Production, Analysis***

The subject is organised into a series of themed and semester-specific modules that focus on different practices within composition, arrangement and production. Depending on the specific themes, the modules may include work with specific strategies, technologies, formats or forms of collaboration within composition and production. The modules aim to give students the opportunity to focus on specific approaches within the subject areas. Through immersion and specialisation, students develop skills and knowledge that support and develop their artistic and arts pedagogical practice.

**ECTS credits**

| 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester | Total ECTS |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| -            | -            | 5            | 5            | -            | -            | 10         |

**Learning outcomes**

At the end of the Composition, Arrangement, Production and Analysis subject in the 4th semester, students are expected to have achieved the following learning outcomes:

- have skills in composition, arrangement, production and analysis that qualify the student's artistic and arts pedagogical practice;
- be able to create and edit musical material in relation to structure, form, sound, texture, dynamics, melody, harmony and rhythm;
- have insight into and be able to apply selected methods within the n composition, arrangement, production and analysis;
- has insight into and can apply selected technological tools, including software and hardware, within composition, arrangement and production;
- can identify their own learning needs and independently acquire new knowledge and skills;

The subject covers the following areas:

**Content**

The subject covers the following areas:

- Methods within composition, arrangement, production and analysis.
- Sound technology, including the use of software and hardware
- Documentation of exercises, assignments and sketches
- Notation and analysis

**Teaching and working methods**

- Group teaching
- Group work and exercises
- Individual work and exercises
- Individual preparation and presentation
- Assignment submission

**Assessment**

- Semester assessment III at the end of the 3rd semester
- Semester assessment IV at the end of the 4th semester

Semester assessment III-IV

At the end of the 3rd and 4th semesters, the student's qualifications are assessed on the basis of an assignment.

Specific assignment requirements for the semester assessments are announced at the start of the semester.

Submission deadlines are set by the study administration and specified in the applicable framework plan.

The assessment is carried out by the teacher.

The semester assessment results in a approved/not approved grade.

***Subject description: Art and Culture Studies***

The subject Art and Culture Studies provides students with the tools to examine, understand and reflect on music and musical practice in relation to historical, contemporary, aesthetic, technological and cultural contexts. The teaching strengthens the student's ability to put their own artistic and arts pedagogical practice into perspective and connect it with a broader social and theoretical horizon. Emphasis is placed on source work, contextualisation and professional communication, as well as on working with popular music and experimental music forms, genres and interdisciplinary perspectives. Students are introduced to relevant methods of analysis and learn to engage critically in discussions on topics within the field.

From the second semester onwards, the semester courses conclude with communication assignments in which students examine, reflect on and put into perspective topics of their own choosing in permanent written or audio formats.

**ECTS credits**

| 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester | Total ECTS |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| 2.5          | 2.5          | 2            | 2.5          | -            | -            | 10         |

**Learning outcomes**

At the end of the Art and Culture Studies subject in the 4th semester, it is expected that the student will have achieved the following learning outcomes:

- be able to examine and read relevant source material within selected subject areas;
- can put selected subject areas into perspective in relation to their own artistic and arts pedagogical practice;
- can communicate their own research, reflections and perspectives on selected subject areas, both orally and in written and audio formats;
- has insight into popular and experimental music forms in historical, contemporary, aesthetic, technological and cultural contexts;
- has knowledge of interdisciplinary perspectives that qualify the understanding of the subject area;
- has knowledge of rhythmic music as a concept understood in a historical and contemporary perspective;
- can reflect critically on the subject areas and knowledge of the field;
- can identify their own learning needs and independently acquire new knowledge and skills.

**Content**

*1st and 2nd semester*

Music forms and practices:

- Popular and experimental music forms in historical and contemporary contexts
- Composition in relation to historical, cultural, aesthetic and technological trends
- Relationships between genre, culture, scene and audience

The concept of genre and the category of rhythmic music:

- The development and function of the concept of genre – aesthetic, cultural, political, organisational
- Rhythmic music as a cultural-historical and contemporary category

Interdisciplinary and cultural perspectives:

- Music in relation to topics such as gender, ethnicity, technology, economics, identity, ecology and politics
- Introduction to interdisciplinary theories and analysis strategies
- Perspectives on one's own artistic and arts pedagogical practice

*3rd and 4th semesters*

Teaching is offered in themed modules covering selected topics within the subject area.

**Teaching and working methods** (all semesters)

- Group teaching, in larger and smaller groups
- Group work, exercises and preparation
- Individual work, exercises and preparation
- Reading, source research and analysis
- Contextualisation and perspective
- Reflection, individually and in groups
- Written, oral and audio communication

**Assessment**

- Semester assessment I, end of 1st semester
- Semester assessment II, end of 2nd semester
- Semester assessment III, end of 3rd semester
- Semester assessment IV, end of 4th semester

*Semester assessment I*

At the end of the 1st semester, the student's qualifications are assessed on the basis of the student's active, academic participation in the subject.

The assessment is carried out by the teacher in accordance with the announced criteria for active academic participation and takes place within a deadline set by the study administration and specified in the current framework plan.

The assessment is given as approved/not approved.

*Semester assessment II - IV*

At the end of the 2nd, 3rd and 4th semesters, the student's qualifications are assessed on the basis of an assignment. Specific assignment requirements for the semester assessments are announced at the start of the semester.

Submission deadlines are set by the study administration and specified in the applicable framework plan.

The assessment is carried out by the teacher.

The semester assessment results in a approved/not approved grade.

***Subject description: External, Collaborative, Integrated Project***

The external, integrated module integrates the subject areas of Artistic development practice, Entrepreneurship, Music Pedagogy, Specialisation, Composition, Arrangement, Production and Analysis, and Art and Culture Studies into a collaborative, integrated, external practical subject.

Through teaching and guidance, the student develops, plans, implements and evaluates the course in collaboration with external partners. As a starting point, students will be part of teams with fellow students in the external project.

The first half of the semester serves as a start-up for this practical course, during which students must identify relevant contexts for their project ideas, explore opportunities for collaboration and seek out potential partners. The teaching thus focuses on planning, project development, guidance in project development and teaching in networking, collaboration, communication and dissemination, artistic innovation and contextualisation.

**ECTS credits**

| 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester | Total ECTS |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| -            | -            | -            | -            | 30           | -            | 30         |

**Learning outcomes**

At the end of the semester, students are expected to have achieved the following learning outcomes at a professional level:

- be able to create and communicate music through a broad-based artistic and arts pedagogical practice;
- can, in collaboration with others, develop, plan, implement and evaluate interdisciplinary projects that contribute innovative perspectives and solutions;
- be able to contextualise the project in relevant contexts and identify possible contributions;
- can assess challenges and potential, practical and theoretical issues for the project, and justify, select and develop qualified expressions, approaches and solutions;
- can identify ethical perspectives and challenges in the project and point to possible solutions.
- can document the project's development process and communicate the project's processes and results;
- has artistic and research-based knowledge of theory, practice and methods within relevant subject areas;
- can reflect on the project's processes and results, and communicate reflections to peers and non-peers;
- can translate ideas and opportunities into value in different contexts;
- has knowledge of current employment prospects for a broad range of activities, both within the field of rhythmic music and across the music scene and society in general;
- can establish and maintain an independent practice, as well as handle complex and development-oriented situations in educational and work contexts;
- can independently participate in professional, interdisciplinary and cross-sectoral collaborations and networks, and contribute to creating healthy working communities;

- can identify learning needs and independently acquire new knowledge and skills relevant to the project.

## **Content**

The subject covers the following areas:

- Project work – development, planning, implementation and evaluation
- Collaboration with peers/fellow students and external partners;
- Artistic and pedagogical method development
- Documentation and communication of processes and results to colleagues and non-colleagues;
- Communication and networking
- Analysis of the surrounding world and employment perspectives across music life and society;
- Artistic and arts pedagogical innovation, as well as translating ideas and opportunities into value;
- Contextualisation of the project in relevant contexts, including identification of professional, artistic and cultural opportunities in domain-specific and cross-sectoral fields of activity.
- Oral and written reflection on processes and results;

## **Teaching and working methods**

Independent work and group work, where the student is assigned to a supervisory team consisting of teachers with expertise in artistic development practice, music pedagogy and entrepreneurship throughout the course.

- Group teaching, including lectures, presentations, dialogue and debate
- Group work
- Individual supervision
- Preparation, individually and in small groups
- Internship or practical collaboration with external partners

The project is generally carried out as a group project (max. three students), but in certain cases it may be carried out as an individual project.

Before the project is carried out, the project group must draw up a project action plan, which is agreed with the conservatoire and must include:

- The title of the project.
- Information about participating students.
- Justified academic objectives, which in terms of both subject matter and content must support the learning outcomes of the subject description.
- An analysis of the external environment from an innovation perspective.
- Plans for networking and collaboration, including a description of forms of collaboration.
- Description of the planned activities in the form of a work plan specifying the distribution of tasks, working hours and place of work.
- Documented agreements with external partners.

## **Assessment**

### Content

The exam consists of two parts – presentation and interview:

- Presentation: The project group presents the semester's external project in a format of their choice within the given time frame. The format may include sound, images, film, objects, speech, text, etc., and may take the form of, for example, a screening, an exhibition, a concert, a performance, a teaching situation or an oral presentation.
- Interview, where the examination panel asks questions about the presentation and project portfolio.

#### Duration

- 3 students:
  - Presentation 40 minutes
  - Interview 40 minutes
  - Voting, including distribution of exam results: 20 minutes per student; conducted individually.
- 2 students:
  - Presentation 30 minutes
  - Interview 30 minutes
  - Voting, including distribution of exam results: 20 minutes per student; carried out individually.
- 1 student:
  - Presentation 20 minutes
  - Interview 15 minutes
  - Voting, including distribution of exam results: 15 minutes

#### Assessment

- Performance is assessed using a 7-point scale and a short written statement.
- The assessment is based on the project group's project folder, the presentation and the interview.
- The assessment is based on an overall evaluation of the extent to which the performance meets the subject's learning outcomes.
- The assessment places particular emphasis on the project's social and collaborative anchoring, as well as the extent to which the project contributes innovative perspectives and solutions.

#### Examination panel

External expert, internal expert and the project group's supervisor in the subject (examiner).

In accordance with section 13 of the grading regulations, the external expert acts as the "censor", the internal expert acts as the "examiner" and the project group's supervisor in the subject acts as the "examiner" and examiner.

### Organisation

- Group examination with individual assessment; in certain cases, however, individual examination;
- The project group is responsible for ensuring that the desired collaborators are present at the examination;
- The presentation is carried out within practical frameworks set by the conservatory;
- As a prerequisite for the examination, the project group submits a project portfolio covering the work of the 5th semester. The project portfolio must be submitted approximately two weeks before the examination. The exact submission deadline is set by the study administration and specified in the applicable framework plan.

The project portfolio must include:

- Project action plan (2 standard pages), prepared in dialogue with the project group's supervisors, and containing:
  - The title of the project.
  - Information about participating students.
  - Justified academic objectives, which in terms of both subject matter and content must support the learning outcomes of the subject description.
  - Analysis of the external environment from an innovation perspective.
  - Plans for networking and collaboration, including a description of forms of collaboration.
  - Description of the planned activities in the form of a work plan specifying the distribution of tasks, working hours and place of work.
- Project report – 3 students: 9 standard pages, excluding cover page, table of contents, appendices, etc., 2 students: 7 standard pages, excluding cover page, table of contents, appendices, etc., 1 student: 5 standard pages, excluding cover page, table of contents, appendices, etc. – containing:
  - Project results;
  - Considerations and choices in the project work.
  - Project methods and working methods, including forms of collaboration.
  - Critical reflection on the process and results.
  - The project's contextual placement in a local and global context, including reflections on the project's social anchoring and contribution in the project's context;
  - Brief description of networking during the project.
  - Digital documentation representing the project work in the 5th semester. Submission format: audio – MP3, video – MP4, text/graphics – PDF  
Duration: 1 student – 15 minutes, 2 students – 20 minutes, 3 students – 25 minutes.
- Description of the project – as public communication to a wider audience (500-800 characters) – including:
  - Project title
  - Information about participating students, their profiles and external partners
  - The project's intention, context and anchoring
  - Any results and further perspectives of the project

**Rhythmic Music Conservatory (RMC)**  
**STUDY PROGRAMME FOR THE BACHELOR'S DEGREE IN MUSIC**  
**(COMPOSITION)**

**BMus-K**

The submitted work must clearly indicate which parts of the assignment each student in the group is individually responsible for.

A maximum of one third of the written presentation may be joint work.

***Subject description: Entrepreneurship***

The aim of the subject is to strengthen the student's ability to apply their artistic and arts pedagogical skills in a professional context and thus develop a broadly oriented and sustainable career. The teaching prepares students for a working life that is largely characterised by freelance work, project-based employment and ongoing change. The subject focuses on methods and approaches to project development, collaboration, leadership, value creation and innovation, with an emphasis on how artistic practice can create value in different contexts, open up new opportunities and support alternative career paths.

To some extent, the subject builds on the external, collaborative and integrated project from the previous semester.

**ECTS credits**

| 1st semester | 2nd semester | 3rd semester | 4th semester | 5th semester | 6th semester | Total ECTS |
|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| -            | -            | -            | -            |              | 10           | 10         |

**Learning outcomes**

At the end of the Entrepreneurship subject in the 6th semester, students are expected to have achieved the following learning outcomes:

- have insight into theories, methods, models and practices within innovation and entrepreneurship, as well as an understanding of the application of these elements both within the traditional areas of the music industry and across music life and society in general;
- have knowledge of current conditions and employment prospects for a broad range of activities, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- has skills in entrepreneurship and can apply entrepreneurial methods to enhance their own artistic and arts pedagogical practice and strengthen their employment opportunities;
- can assess, justify and choose entrepreneurial solutions that promote value creation for themselves and others;
- can independently engage in professional and interdisciplinary collaborations and networks, and contribute to creating healthy working communities;
- can identify their own learning needs and independently acquire new knowledge and skills.

**Content**

The teaching focuses on idea generation, creativity, innovation and project development in a labour market characterised by freelance work and cross-sectoral collaborations. Work is carried out within the following areas:

- Theories, methods and models within innovation and entrepreneurship
- Application of entrepreneurial approaches in the music industry and across societal contexts
- Project development, value creation and creative processes
- Career development in a labour market characterised by freelance and project work
- Collaboration and networking across professional and interdisciplinary fields

- Reflection on own learning, competence development and sustainable practice

### **Teaching and working methods**

- Group teaching, including lectures, presentations, dialogue and debate
- Group work
- Individual guidance
- Preparation, individually and in small groups

### **Assessment**

- Semester assessment, end of 6th semester

#### Semester assessment

At the end of the 6th semester, the student's qualifications are assessed on the basis of an assignment.

Specific assignment requirements are announced in the current framework plan.

Submission deadlines are set by the study administration and specified in the applicable framework plan.

The assessment is made by the teacher.

The assessment is given as approved/not approved.