

Curriculum for the Master of Music programme (Music Creation)

For students commencing in 2026 or later



Introduction.....	3
1. Title, admission requirements, rules for admission.....	4
1.1 Title	4
1.2 Admission requirements and rules for admission	4
2. Programme aims and learning outcomes	5
2.1 Programme aims of the Master programme	5
2.2 Learning outcomes for the Master of Music, M.Mus. (Music Creation).....	5
Section 2.2.1 Skills	5
Section 2.2.2 Knowledge	5
Section 2.2.3 Competencies	6
3. Structure and subject areas	6
3.1 Study plan.....	6
3.2 Registration for programme elements.....	6
3.3 Prerequisites for participation	7
3.4 Organisation of teaching.....	7
4. Assessment.....	7
4.1 Purpose	7
4.2. Rules for assessment.....	7
4.3 Other provisions.....	7
4.4 Examination overview	9
4.5 Standard page calculation and submission requirements	9
5. Other provisions	10
5.1 Language of instruction.....	10
5.2 Rules on internships.....	10
5.3 Rules on credit transfer	10
5.4 Disciplinary measures	10
5.5 Attendance	11
5.6 Evaluation.....	11
5.7 Exemptions	11
6. Subject descriptions	12
Subject description: Artistic Development Practice (KUA).....	12
Subject description: Music Creation (MC).....	17
Subject description: Entrepreneurship (ES)	19
Subject description: Electives (VALG)	21
Subject description: External, Integrated Module (EIM)	23
Subject description: Masters Project (KA-proj)	27

Introduction

This curriculum for the Master of Music programme (Music Creation) 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 24 September 2025 and applies to all Masters students who commence their studies in August 2026 or later.

1. Title, admission requirements, rules for admission

1.1 Title

The Masters programme entitles the holder to use the title cand. musicae (Music Creation).
The English title of the programme is Master of Music (MMus) (Music Creation).

1.2 Admission requirements and rules for admission

The admission requirement for the Masters programme is

- A passed bachelor's degree in music from RMC or
- a passed and relevant bachelor's degree in music from another Danish music conservatory or
- a completed and relevant bachelor's degree in music from a foreign music conservatory.

Based on a specific assessment, the Conservatoire may recognise other artistically based bachelor's degrees in music as qualifying for admission.

Admission procedure

All applicants who meet the admission requirements will be tested in an entrance examination.

The Conservatory's Masters programmes have a limited number of study places, and admission will be based on a specific assessment of the applicant's abilities and skills.

The entrance examinations form the basis for assessment.

Applications for admission are made via the current digital application portal.

Information about the form and content of the entrance examination is available on the Conservatoire's website.

2. Programme aims and learning outcomes

2.1 Programme aims of the Master programme

The Master programme in Music Creation qualifies students for a broad-based artistic career as creative composers/songwriters who draw on popular and experimental forms of music and engage in dialogue with their contemporaries.

The Master programme aims to build on the student's Bachelor degree with advanced studies in composition and songwriting.

During the programme, students build skills, knowledge and competencies in the development of an independent artistic practice, enabling them to create and communicate music in different contexts and to work with purpose and potential across music life and society.

2.2 Learning outcomes for the Master of Music, M.Mus. (Music Creation)

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, which describe the student's core abilities;

Competencies, which describe the student's personal and independent application of knowledge and skills.

Learning outcomes indicate the expected outcome for the student 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 Master programme, students are expected to have achieved the following learning outcomes at a high professional level:

Section 2.2.1 Skills

The student:

- can, through a broadly oriented artistic practice, create and communicate music that is carried by an independent artistic expression;
- can develop, plan, lead, implement and evaluate artistic projects, both individually and in collaboration with others;
- has skills in composition/songwriting and other professional skills that qualify their artistic practice, and can apply and develop relevant artistic methods, technologies, formats and forms of expression;
- can contextualise their artistic practice in relevant contexts, and identify, justify and develop possible contributions in relation to these;
- can assess artistic challenges and potential, practical and theoretical issues, ethical perspectives, and justify, select and develop qualified expressions, approaches and solutions;
- can document and communicate their artistic practice and discuss professional and academic issues with 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 knowledge of current conditions and employment prospects for a professional and broadly oriented career, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- can critically reflect on their own and others' artistic practice, methods, processes and choices, and relate to relevant knowledge.

Section 2.2.3 Competencies

The student

- can establish and maintain an independent artistic practice, as well as lead work and development situations that are complex, unpredictable and require innovative expressions, approaches or solutions;
- can independently initiate and implement professional and interdisciplinary collaboration in a professional context, assume professional responsibility, and contribute to creating healthy working communities;
- can independently take responsibility for their own professional development.

3. Structure and subject areas

3.1 Study plan

The Masters programme is standardised to 120 ECTS credits, corresponding to two full-time equivalents. One full-time equivalent comprises teaching, self-study, exams and all other education-related activities.

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

	1st semester	2nd semester	3rd semester	4th semester	ECTS
Artistic Development Practice	15	15			30
Music Creation	5	5			10
Entrepreneurship	5	5			10
Electives	5	5			10
External, integrated module (Artistic Development Practice, Music Creation, Entrepreneurship, Electives)			30		30
Masters Project				30	30
ECTS	30	30	30	30	120

** External semester*

"Out-of-house activities" (internship or defined project with external partners).

3.2 Registration for programme elements

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

3.3 Prerequisites for participation

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

3.4 Organisation of teaching

Teaching is primarily 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 Academy's intranet at the start of the semester.

4. Assessment

4.1 Purpose

The purpose of the assessment is to evaluate whether the student's qualifications are in line with the programme's learning outcome objectives.

4.2. Rules for assessment

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

- A. Assessment based on examinations, 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 submitted assignments, 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, academic 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 position 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 common examiner on the exam panel.

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

4.4 Examination overview

Subject	ECTS	Location	Assessment – Method	Assessment	Examination status	Censorship
Artistic Development Practice	15	1st semester	B	Approved/Not approved	Semester assessment	Internal
	15	2nd semester	A	Two assessments, Approved/not approved: One assessment for presentation of work (7½ ECTS) and one assessment for reflection (7½ ECTS)	Final	External
Music Creation	5	1st semester	C	Approved/Not approved	Final	Internal
	5	2nd semester	C	Approved/Not approved	Final	Internal
Entrepreneurship	5	1st semester	B	Approved/not approved	Semester assessment	Internal
	5	2nd semester	B	Approved/not approved	Final	Internal
External integration module (Artistic Development Practice, Music Creation, Entrepreneurship, Electives)	30	3rd semester	A	Two grades on a 7-point scale: one grade for the presentation of work (20 ECTS) and one grade for the Entrepreneurship academic performance (10 ECTS)	Final	External
Electives	2½	1st semester	C	Approved/Not approved	Final	Internal
	2½	1st semester	C	Approved/Not approved	Final	Internal
	2½	2nd semester	C	Approved/Not approved	Final	Internal
	2½	2nd semester	C	Approved/Not approved	Final	Internal
Masters Project	30	4th semester	A	Grade according to the 7-point scale and written statement	Final	External

4.5 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 of instruction

Teaching on the conservatoire'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, RMC may offer teaching in English in selected subjects and projects so that international students can derive satisfactory benefit from their education. The framework plan for each subject specifies the language in which teaching is conducted.

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

The 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 education in accordance with the Education Order are equivalent to corresponding study elements at other conservatories offering the same field of study.

5.3.2 Credit transfer agreement

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

5.3.3 Other credits

Students are required to provide information about completed educational 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 RMC 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 Conservatoire lays down detailed rules for procedures and sanctions against students who exceed the Conservatoire's rules on attendance. The rules on attendance are available on the Conservatoire'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 Conservatoire may grant exemptions from the rules in the curriculum that are determined solely by the Conservatoire.

6. Subject descriptions

Subject description: Artistic Development Practice (KUA)

The purpose of the subject Artistic Development Practice is to further develop 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, the student works on formulating, developing and exploring artistic approaches, methods and research questions – individually and in collaboration with others. The student reflects on their artistic practice in an expanded professional perspective.

The subject introduces theories, practices and methods within Artistic Development Practice and emphasises qualifying the student's ability to create works, develop projects, contextualise, document and communicate.

The course strengthens awareness of artistic and musical materials, processes and choices, and integrates reflection, feedback and professional dialogue as central elements in both the course and in the artistic development practice, where students practise skills in analysing, qualifying, articulating and discussing their own artistic practice in relation to relevant professional and interdisciplinary contexts. The programme develops competencies in creating and developing healthy working environments in both individual and collective practices.

Learning outcomes

At the end of the subject in Artistic Development Practice in the 2nd semester, students are expected to have achieved the following learning outcomes:

- 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/songwriting that qualify the student's artistic practice;
- can apply, develop, investigate and experiment with relevant methods, technologies, formats and forms of expression that qualify their own artistic practice;
- can assess artistic challenges and potential, practical and theoretical issues, ethical perspectives, and create and develop qualified expressions, approaches and solutions;
- can contextualise their artistic development practice in relevant contexts and identify, justify and develop possible contributions in relation to these;
- can document and communicate their artistic development practice in various formats, and discuss professional and academic issues with both peers and non-peers;
- can articulate and discuss relevant quality criteria in their own artistic practice and relate these to relevant contexts;
- can articulate relevant research questions and work with these in their own artistic development practice;
- has artistically based knowledge of practice and methods, artistic research and, where relevant, research-based knowledge of theory;
- has knowledge of relevant technologies in relation to their own artistic practice;
- can critically reflect on their own and others' artistic practice, methods, processes and choices, and relate these to relevant knowledge;
- can establish and maintain an independent artistic practice, as well as lead work and

development situations that are complex, unpredictable and require innovative expressions, approaches or solutions;

- can independently initiate and implement professional and interdisciplinary collaboration in a professional context, assume professional responsibility, and contribute to creating healthy working communities;
- can independently take responsibility for their own professional development and specialisation.

Content

Artistic Development Practice

The teaching is based on the individual student's artistic practice and process and covers the following areas:

- Artistic idea development
- 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
 - Application and experimental investigation of artistic methods, technologies, formats and forms of expression
- Artistic project 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/songwriting
- Work creation
- Presentation of works
- Documentation and communication of process, material, results and work
- Contextualisation of own artistic practice and development work
- Reflection on process, material, result and work, both individually and in groups

ECTS

1st semester	15
2nd semester	15
Total ECTS	30

Teaching and working methods

Teaching is carried out in scheduled teaching modules. It 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 from student to student, where teaching is based on the development of the individual student's artistic practice. Students regularly present their work to their fellow students, and there will be a range of different types of responses and feedback from students and teachers.

Timing

1st to 2nd semester.

Prerequisites

None

Assessment

- Semester assessment I at the end of the 1st semester
- Semester assessment II at the end of the 2nd semester

1. Semester Assessment I

At the end of the first 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 approved/not approved grade.

2. Semester Assessment II

Exam description

Content

The examination consists of an external group presentation (minimum three students per group) with a self-selected repertoire, which is part of a collectively organised year presentation, where the student contributes as a composer/songwriter to part of the music presented.

The presentation may take the form of a concert, a screening, an exhibition, a performance or similar.

Each student may participate in several presentations but will be assessed on the basis of one presentation specified in advance. A minimum of two and a maximum of eight students may be assessed on the basis of the same presentation.

Before the exam, the student prepares a written reflection.

Duration

- Presentation in accordance with a collectively organised presentation plan. Each student is assessed on the basis of one pre-specified presentation lasting 20 minutes.
- Interview, where the examination panel asks in-depth questions about the presentation and the student's written reflection; 10 minutes per student.
- Voting 10 minutes per student;
- Handing out of assessment and in-depth interview: 10 minutes per student.
- Initial voting 60 minutes per presentation day.

Assessment

- The performance is assessed with a approved/not approved grade for the group presentation and a approved/not approved grade for the written reflection; both areas must be passed in order for the exam to be passed overall;
- The basis for assessment is the pre-announced group presentation in which the student participates, the discussion and the student's written reflection;
- The assessments are based on an evaluation of the extent to which the performance meets the subject's learning outcomes.
- The assessment emphasises the student's ability to create and communicate music for the specific event as an artistically responsible person, the student's artistic and professional level, the student's ability to collaborate with others to develop and implement collective artistic projects in a professional context, and the student's ability to reflect.

Examination panel

External expert and internal expert (examiner).

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

Organisation

- Individual assessment with group presentation and individual written reflection, organised so that discussion, deliberation and delivery of assessment and in-depth discussion take place one to three days after the presentation.
- The collectively organised presentation plan must be submitted approximately one week before the presentation. The exact submission deadline is set by the Study Administration and specified in the applicable framework plan.
- The presentation plan is prepared jointly by the year group in accordance with requirements announced in advance by the Study Administration, including an indication of *which* group presentation will be included in the assessment basis for the individual student.
- The examination is conducted as a work presentation, which takes place at a specific external location and within the framework set by the conservatoire.
- As a prerequisite for the examination, the student prepares a written reflection (5 standard pages) that must address the following:
 1. An account of individual artistic considerations and choices in connection with the presentation, including any contextual references;
 2. An account of collective artistic considerations and choices in connection with the presentation;
 3. Description of the collective group work process leading up to the presentation, including considerations regarding the choice of methods;
 4. Description of the student's own role in the development of the joint presentation – what the student has contributed in terms of artistic content;
 5. Description of the student's individual learning process in the collective process;
 6. Contextualisation of the music presented at the concert in relevant contexts, as well as a description of possible contributions within these contexts;

- The written reflection must be submitted no later than approximately two weeks before the exam. The exact submission deadline is set by the Study Administration and specified in the current framework plan.

Subject description: Music Creation (MC)

The subject Music Creation aims to develop the student's compositional practice, skills and knowledge so that it can be applied in various artistic and interdisciplinary contexts. Through work with composition methods, arrangement, instrumentation, technology and notation, students engage in creating and shaping musical ideas and materials for a wide range of formats. The subject explores different approaches to composition/songwriting, where musical parameters such as form, structure, sound, texture, rhythm, harmony, melody and lyrics are examined and worked on through exercises. Students work with acoustic, electronic and hybrid formats, and acquire knowledge of relevant technological tools and software platforms.

The subject supports the student's ability to work methodically, conceptually and critically with the development and realisation of compositional ideas, as well as the contextual and performative dimensions of composition/songwriting. The student is 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.

Learning outcomes

At the end of the Music Creation subject in the 2nd semester, the student is 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 independently take responsibility for their own professional development and specialisation.

Content

The subject covers the following areas:

- Compositional method and material development
- Arrangement and orchestration
- Notation and communication
- Technology – software and hardware
- Analysis and reflection
- Contextualisation

ECTS

1st semester	5
2nd semester	5
Total ECTS	10

Teaching and working methods

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

Timing

1st to 2nd semester.

Prerequisites

None

Assessment

- Semester assessment I at the end of the 1st semester
- Semester assessment II at the end of the 2nd semester

Examination description, Semester assessment I - II

At the end of each 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 module's stated 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.

Subject description: Entrepreneurship (ES)

The subject Entrepreneurship aims to strengthen the student's ability to translate creative and artistic skills into a sustainable working life in a labour market characterised by high levels of freelance employment and constant change.

Entrepreneurship is thus a fundamental element in relation to the student's career management, and in this subject, the student develops an understanding of how to navigate a labour market that requires not only artistic skills but also competencies in collaboration, value creation and innovation. This opens up a broad range of opportunities, where artists can also engage in various collaborations, create new opportunities and explore alternative career paths.

The subject connects to other subject areas in the programme, provides an understanding of interdisciplinary work processes specifically and innovation processes more generally, and forms the academic basis for work with entrepreneurship, which is included in the External Integrated Module (EIM) in the third semester.

Learning outcomes

At the end of the Entrepreneurship subject in the 2nd semester, students are expected to have achieved the following learning outcomes:

- have knowledge of theories, methods, models and practices within innovation and entrepreneurship, as well as an understanding of the application of these elements both within the music industry and across music life and society in general;
- have knowledge of current conditions and employment prospects for a professional and broadly oriented career, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- has knowledge of intellectual property law and copyright law relevant to the music industry, including copyright, related rights and moral rights, as well as an understanding of how the law can be used as a management tool to prevent and resolve conflicts;
- can assess sources of innovation, idea generation and new opportunities for music in society;
- can independently and in collaboration with others formulate, initiate and implement professional and interdisciplinary projects in a professional context;
- can work independently on complex and unpredictable development tasks that require innovative approaches and solutions;
- can independently take responsibility for their own professional development and specialisation.

Content

Teaching alternates between theoretical studies and practical application, based on the student's own practice. The programme is accompanied by a subject and activity portfolio that systematically develops students' entrepreneurial approach and also focuses on disciplines and concepts such as innovation, rights exploitation, business start-ups, communication, networking, project management, self-management, risk appetite, negotiation techniques and fundraising.

ECTS

1st semester	5
2nd semester	5
Total ECTS	10

Teaching and working methods

Individual teaching and group teaching

Time allocation

1st – 2nd semester.

Prerequisites

None

Assessment

Semester assessment I

At the end of semester 1, the student's qualifications are assessed on the basis of an assignment.

Specific assignment requirements are set out in the current framework plan for the subject.

Submission deadlines are set by the Study Administration and specified in the applicable framework plan.

The assessment is carried out by the teacher.

The assessment is given as approved/not approved.

Semester assessment II

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

Specific assignment requirements are set out in the current framework plan for the subject.

Submission deadlines are set by the Study Administration and specified in the applicable framework plan.

The assessment is carried out by the teacher.

The assessment is given as approved/not approved.

Subject description: Electives (VALG)

Electives consist of a broad, interdisciplinary range of courses with specialised elective modules, which give students the opportunity to focus their academic development on specific areas of knowledge and skills.

Learning outcomes

At the end of Electives in the 2nd semester, students are expected to have achieved the following learning outcomes:

- have skills in composition/songwriting and other professional skills that qualify their own artistic practice, and be able to apply relevant artistic methods, technologies, formats and forms of expression;
- has artistically based knowledge of practice and methods and, where relevant, research-based knowledge of theory;
- can independently take responsibility for their own professional development and specialisation.

Content

1st – 2nd semester

The Academy offers a wide range of interdisciplinary courses within a variety of subject areas.

The academic content will typically be found within instrumental/vocal performance, co-creation, ensemble playing, improvisation, songwriting, composition, arrangement, music technology, pedagogy, industry knowledge, and art and cultural studies.

The course modules are described in terms of learning outcomes, teaching and working methods, and criteria for approval in the current framework plan.

In consultation with their supervisor, students compile their individual portfolios, which normally consist of two modules per semester.

ECTS

1st semester	5
2nd semester	5
Total ECTS	10

Teaching and working methods

- Group teaching
- Preparation, individually and in small groups

Timing

1st and 2nd semester.

Prerequisites for participation

None

Assessment for 1st and 2nd semester

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

The assessment is made by the teacher in accordance with the module's stated 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.

In order to pass Electives, all modules must be assessed as approved.

Subject description: External, Integrated Module (EIM)

The external integrated module integrates the subject areas Artistic Development Practice (KUA), Music Creation (MC), Entrepreneurship (ES) and Electives (VALG) are integrated into a single, comprehensive project, which is realised externally in a professional context, where the student further develops their independent artistic practice and apply their entrepreneurial knowledge and skills through a broad range of activities.

Learning outcomes

At the end of the External, Integrated Module in the 3rd semester, the student is expected to have achieved the following learning outcomes at a high professional level:

(KUA-MC-VALG)

- be able to create and communicate music that is carried by an independent artistic expression through a broad-based artistic practice;
- be able to describe, plan, implement and evaluate artistic development projects, both individually and in collaboration with others;
- have skills in composition/songwriting that qualify their own artistic practice;
- can apply, develop, investigate and experiment with relevant methods, technologies, formats and forms of expression that qualify their own artistic practice;
- can assess artistic challenges and potential, practical and theoretical issues, ethical perspectives, and create and develop qualified expressions, approaches and solutions;
- can contextualise their artistic development practice in relevant contexts and identify, justify and develop possible contributions in relation to these;
- can document and communicate their artistic development practice in various formats, and discuss professional and academic issues with both peers and non-peers;
- has artistically based knowledge of practices and methods, artistic research and, where relevant, research-based knowledge of theory;
- has knowledge of relevant technologies in relation to their own artistic practice;
- can critically reflect on their own and others' artistic practices, methods, processes and choices, and relate these to relevant knowledge;
- can establish and maintain an independent artistic practice, can lead work and development situations that are complex, unpredictable and require innovative expressions, approaches or solutions;
- can independently initiate and implement professional and interdisciplinary collaboration in a professional context, assume professional responsibility, and contribute to creating healthy working communities;
- can independently take responsibility for their own professional development;

(ES)

- has knowledge of current conditions and employment prospects for a professional and broadly oriented career, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- has knowledge of and can apply entrepreneurial methods and models in their own artistic work;

- can assess, justify and select relevant approaches and solutions that support a broadly oriented artistic practice and strengthen employment prospects within the project area;
- can independently identify, plan and implement complex development tasks that require innovative approaches and solutions, as well as take responsibility for their own entrepreneurial development and specialisation.

Content

The subject covers the following:

- Formulation of academic goals and research questions;
- Development, planning, realisation and evaluation of own creative and performing projects, independently and in collaboration with external partners;
- Reflection on one's own artistic projects.
- Written presentation of project process.
- Identification and development of skills, knowledge and competencies that support the student's artistic profile.
- Innovation, exploitation of rights, business start-ups, communication, networking, project management, risk-taking, negotiation techniques and fundraising.

The specific academic content of the module is included in an overall study plan, which is agreed with the conservatoire before the course begins.

The study action plan must include:

- Individual, justified academic goals and research questions, which in terms of both subject matter and content must support the learning outcomes of the subject description, including a description of the musical, knowledge-related and professional contexts to which the project relates;
- A description of the planned activities in the form of a work plan specifying the distribution of working hours;
- Documented agreements with external partners and/or external teachers.

ECTS

3rd semester	30
ECTS total	30

Teaching and working methods

The external module can be completed with s such as concert promotion, music production or similar within the framework of a public or private company or as a freelance business.

Independent work, where the student is assigned a supervisor throughout the course and where specific professional guidance is also provided.

Timing

3rd semester.

Prerequisites for participation

None

Assessment

Final Masters examination at the end of the 3rd semester.

Examination description

Content

The examination consists of two parts – presentation and interview:

- Presentation: The student plays digital documentation representing the artistic result of the module.
- Interview: The examination panel asks questions about the student's exposition and presentation.

Duration

- Presentation 20 minutes;
- Interview 15 minutes;
- Voting, including distribution of assessment and elaboration of reasons for this, 15 minutes.

Assessment

- The performance is graded on a 7-point scale for the Artistic Development Practice performance and on a 7-point scale for the Entrepreneurship performance; both areas must be passed in order for the exam to be passed overall.
- The basis for assessment is the student's exposition, presentation and interview.
- The assessment is based on an evaluation of the extent to which the performance meets the subject's learning outcomes.
- The assessment places particular emphasis on the student's artistic and professional level, the student's ability to plan, implement and evaluate a project of an investigative nature, the student's skills in creating and strengthening their employment as a creative and performing musician, and the student's ability to collaborate with external partners.

Examination panel

External expert (Artistic Development Practice, examination supervisor), internal expert (Artistic Development Practice) and internal expert (Entrepreneurship).

In accordance with section 13 of the grading regulations, the internal expert (Artistic Development Practice, examiner) acts as the "examiner" and the other two internal experts act as "censors".

Organisation

- Individual examination;
- As a prerequisite for the examination, the student prepares a digital exposition. The exposition must contain:
 - Approved study plan;
 - Documentation and written communication, which must include:

1. A brief account of the student's goals for the module and the research questions posed;
2. *a.* An account of how and within which field the student sees their artistic work fitting into music in general;
b. An account of how the student believes their artistic work contributes to the development of music within this field;
3. An account of the student's work processes and working methods in relation to the artistic work during the module;
4. An account of the student's new insights in relation to the research questions posed.
5. Account of the student's own assessment of the artistic result achieved by completing the module;
6. Account of how the student has worked during the module to realise their artistic work in a professional context and how the student has worked with value creation;
7. *a.* Account of how the collaboration with the student's partners during the module has progressed and description of the student's networking benefits from the module;
b. An account of how the student's work with their partners during the module can be translated into value;
8. Description of the process, in which the student accounts for the specific course of events and external collaborations and networks during the module, including a description of and justification for any changes made during the module;
9. Brief account of the student's overall benefit from the module.

The exposition must be submitted no later than approximately two weeks before the exam and must be of a length that allows it to be reviewed in 30 minutes. The exact submission deadline is set by the Study Administration and specified in the current framework plan .

Subject description: Masters Project (KA-proj)

The Masters project is the final project of the programme, in which the student independently develops and carries out a major independent project based on their own artistic practice.

In the Masters project, the student immerses themselves in a self-selected topic that falls within the main area of the programme, Artistic Development Practice.

the main area of the programme, Artistic Development Practice.

This work draws on the student's overall artistic and professional skills, knowledge and competences are put to use. The student is thus given the opportunity to individually carry out a project that can be directional in relation to the student's future career.

Learning outcomes

At the end of the Masters project in the 4th semester, the student is expected to have achieved the following learning outcomes at a high 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/songwriting that qualify the student's artistic practice
- can apply, develop, investigate and experiment with relevant methods, technologies, formats and forms of expression that qualify the student's artistic practice;
- can assess artistic challenges and potential, practical and theoretical issues, ethical perspectives, and create and develop qualified expressions, approaches and solutions;
- can contextualise their artistic development practice in relevant contexts and identify, justify and develop possible contributions in relation to these;
- can document and communicate their artistic development practice in various formats, and discuss professional and academic issues with both peers and non-peers;
- can articulate and discuss relevant quality criteria in their own artistic practice and relate these to relevant contexts;
- can articulate relevant research questions and work with these in their own artistic development practice;
- has artistically based knowledge of practice and methods, artistic research and, where relevant, research-based knowledge of theory;
- has knowledge of relevant technologies in relation to their own artistic practice;
- can reflect on their own and others' artistic practices, methods, processes and choices, and relate these to relevant knowledge;
- has knowledge of current conditions and employment prospects for a professional and broadly oriented career, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- can establish and maintain an independent artistic practice, as well as lead work and development situations that are complex, unpredictable and require innovative expressions, approaches or solutions;
- can independently initiate and implement professional and interdisciplinary collaboration in a professional context, assume professional responsibility, and contribute to creating healthy working communities;

- can independently take responsibility for their own professional development and specialisation.

Content

- Artistic idea development
- 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
 - Application and experimental investigation of artistic methods, technologies, formats and forms of expression
- Artistic project 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/songwriting
- Work creation
- Presentation of works
- Documentation and communication of process, material, results and work
- Contextualisation of own artistic practice and development work
- Reflection on process, material, result and work, both individually and in groups

The academic content of the teaching is defined on the basis of a project description in which the student formulates a number of objectives which, in terms of both subject matter and content, must reflect and support the learning outcome objectives set out in the subject description.

ECTS

4th semester	30
ECTS total	30

Teaching and working methods

- Individual project work
- Individual supervision
- Group teaching with teacher
- Group work without teacher
- Preparation

Time allocation

4th semester

Prerequisites

None

Assessment

Examination

Content

Before the examination, the student prepares a digital exposition containing documentation of the artistic development practice of the project, recorded music whose content originates from the project, an approved project description and a reflection.

The examination consists of two parts – Work presentation and interview:

- Work presentation, where the student's works are presented publicly;
- Conversation, where the examination panel asks questions about the student's exposition and work presentation.

Duration

- Work presentation 30 minutes
- Initial deliberation 20 minutes
- Interview 15 minutes
- Final deliberation and presentation of exam results, including detailed explanation of the reasoning behind them, 30 minutes.

Assessment

- The performance is assessed with a grade on a 7-point scale and a written statement;
- The assessment is based on the work 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 assessment places particular emphasis on the student's artistic level.
- The written statement addresses the student's artistic and academic level and consists of two elements:
 1. A brief statement on the exposition.
 2. Brief statement about the work presentation.

Examination panel

External expert and two internal experts, one of whom acts as 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 internal expert (examiner) acts as the "examiner".

Organisation

- Individual examination, organised so that the interview and final assessment, including the announcement of the examination result, take place the day after the public presentation of the work .
- The student is responsible for ensuring that the desired accompanists are present at the examination.
- As a prerequisite for the examination, the student must prepare a digital exposition. The exposition must be submitted no later than 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:
 1. Approved project description (2-3 standard pages) containing:
 - The title of the project
 - Justified research questions and objectives of the project, including the project's expected artistic results;
 - Considerations regarding the context of the project;
 - Considerations regarding working methods and methodology;
 - Justified needs and wishes for professional guidance;
 - Work plan with distribution of working hours;
 - Requirements for participants, facilities, special equipment, etc.
 2. Documentation of the project's artistic development practice, including its methods, processes, materials and results. The documentation must contain 25-30 minutes of music (audio/video)
 3. Reflection communication containing:
 - Account of artistic considerations and choices made during the project, including any changes to the project's artistic goals;
 - Description of methods and working methods;
 - Critical reflection on the process and results.
 - Description of insights and academic gains during the project, including communication of how the project process responds to the original research questions;
 - Account of the project's place in relevant academic and professional contexts, including how the project is informed by and positions itself in relation to relevant trends in contemporary music.
 4. Advance publicity, including:
 - Advance publicity for the project and/or presentation as public communication to a wider audience (500-800 characters, including spaces);
 - Information about the performers at the work presentation.

The exposition must be of such length that it can be read in its entirety in 60 minutes.