

Curriculum for the Master of music  
programme  
(Music Education)

- *For students commenced 2024 or later*



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## Introduction

This curriculum for the Master of Music programme (Music Education) has been compiled pursuant to section 39 of Executive Order no. 1326 of 23 November 2023 on the Academies of Music and the Opera Academy and section 20 of Executive Order no. 1244 of 11 December 2009 on Marking Scales and Other Forms of Assessment at Certain Educational Institutions under the Danish Ministry of Culture (hereinafter referred to as the Assessment Order).

The curriculum shall enter into force on 10 December 2024 and shall apply to all master's students who commence their study programme in August 2024 or later.

## 1. Title, entrance requirements, admission

### *1.1 Title*

Graduates of the Master of Music programme are entitled to use the Danish academic title cand. musicae (Music Education).

In English, the title is Master of Music (MMus) (Music Education).

### *1.2 Entrance requirements and rules for admission*

The entrance requirements for the master's programme are:

- A passed Bachelor of Music (Music Performance), (Composition), (Music Production) programme taken at RMC;
- a passed and relevant bachelor study programme from another Danish music conservatory, or
- a passed and relevant bachelor study programme from a foreign music conservatory.
- a passed and relevant bachelor's degree in pedagogics or musicology from a Danish or foreign university or university college.

Based on a specific assessment, the conservatory may recognise other artistic based Bachelor study programmes in music as qualifying for admission.

#### *Admission*

All applicants who meet the admission requirements are tested at an entry audition.

The number of students the Conservatory can admit to its master's courses is subject to a quota, and the admission decision will be based on a concrete assessment of the applicant's abilities and skills.

The entrance examination comprises the basis for assessment.

The applicant submits:

- a written application in which the applicant, on the basis of the learning outcomes of the master's programme, formulate the applicant's own goals and learning desires for the study programme.
- A personal portfolio.

#### *The entrance examination*

- An assessment of the applicant's knowledge and skills within the field of education
- An assessment of the applicant's music skills
- Personal interview.

The assessment basis consists of the written application, the submitted material, both practical demonstration of educational skills as well as music skills and the personal interview.

In the assessment, emphasis is placed on:

- the applicant's academic standard;
- the applicant's own goals and learning desires in relation to the profile of the study programme.

## 2. Programme aims and learning outcomes

### 2.1 Programme Aims

The master's programme qualifies the graduate at an advanced level to work as a music educator. The aim of the master's programme is to augment the student's bachelor study programme with further studies within the field of music education. The programme focuses on enhancing the knowledge, skills and competences of the students to enable them to develop and facilitate creative and inclusive music practices for individuals and communities, as well as to strengthen the students' knowledge, skills and competencies, to enable them to manage their own careers in a changing employment market.

### 2.2 Programme Learning Outcomes

Pursuant to the applicable Danish qualifications framework for programmes of higher education, the learning outcomes for the study programme are formulated in three general categories:  
*Knowledge*, which describes the student's knowledge and understanding;  
*Skills*, which describe the student's central abilities;  
*Competencies*, which describe the student's personal and independent application of knowledge and skills.  
The goals for learning outcome describe the student's anticipated benefit from the programme at the conclusion of the learning process.  
The focus is on the learning process and on each student's learning outcomes, rather than on the intention of a particular teaching or teacher.

At the conclusion of the master's programme, it is expected that the student will have achieved the following learning outcomes at an advanced level:

#### 2.2.1 Skills

The master's graduate will:

- be capable of independently to create, practise and communicate an innovative pedagogical practice;
- possess musical and other professional skills that develop and support the graduate's pedagogical profile as a music educator in diverse contexts;
- possess the ability to make and justify individual and collective choices in relation to practical and theoretical perspectives;
- possess skills to create and facilitate multifaceted musical experiences and encounters together with and for others as a music educator;
- be capable of placing own music educational practice in local and global contexts;
- be capable of communicating about pedagogical development work and to discuss relevant issues with both colleagues and non-specialists in an informed and professional way;
- possess musical, music educational, intercultural and entrepreneurial skills in relation to creating and strengthening the graduate's employment.

#### 2.2.2 Knowledge

The master's graduate will possess:

- knowledge that develops and supports the graduate's pedagogical profile as a music educator;

- knowledge of methods and method development with the field of music pedagogy;
- knowledge of relevant processes and forms of work in relation to music pedagogical development;
- knowledge about the role of reflection in relation to pedagogical working processes;
- knowledge of how to transform ideas music educational prospects into value;
- knowledge of the employment market and employment prospects within the field of rhythmic music.

### 2.2.3 Competencies

The master's graduate will be able to:

- formulate, initiate and implement professional and interdisciplinary tasks and projects in a professional context, both independently and in collaboration with others;
- plan and carry out complex developmental tasks that demand new and innovative approaches and solutions;
- give and receive professionally based criticism in relation to both working processes and outcomes;
- take independent responsibility for their own professional development and specialisation.

## 3. Structure and subject areas

### 3.1 Study Plan

The master's programme corresponds to 120 ECTS points, equivalent to two years of full-time study. A year of full-time study includes teaching, independent study, examinations and all other study-related activities.

The location of the subjects, and their ECTS values, are shown in the figure below.

	1st semester	2nd semester	3rd semester*	4th semester	ECTS
Music Education	15	15			30
Ensemble and Co-creation	5	5			10
Entrepreneurship	5	5			10
Electives	5	5			10
External, Integrated Module (Music Education, Entrepreneurship, Electives)			30		30
Masters Project				30	30
ECTS	30	30	30	30	120

\* *External semester*

Self- defined project in a global and/or intercultural setting based on collaboration with external partners.

### ***3.2 Course Registration***

The programme is organized in a progressive academic sequence and each student is automatically registered for courses in accordance with the programme curriculum.

### ***3.3 Criteria for participation***

Any special criteria for participation will be set out in the course plan for the individual subject or project.

### ***3.4 Organisation of the teaching***

The teaching is mainly provided within a particular year group; however, the subjects and projects may also be provided in classes of students drawn from various years and/or study programmes.

Before a year of study commences, a *course plan* is compiled for each subject or project. For each subject or project, the course plan contains information on its organisation, credits, premises and equipment, and class composition. In subjects where assessment is based on attendance at classes, etc., the course plan will include specific requirements towards assignment submissions and/or presentations.

The course plan is approved by the Principal and may be viewed on the Conservatory's intranet at the start of the semester.

## **4. Assessment**

### ***4.1 Object***

The object of assessment is to evaluate whether the student's qualifications comply with the programme's learning outcomes.

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

At the Rhythmic Music Conservatory (RMC), assessment of the student's qualifications can take place in three ways:

A. Assessment on the basis of examinations at which the student's proficiency is assessed by teachers, possibly supplemented by internal and/or external examiners. The assessment awarded is a grade from the seven-point scale, possibly supplemented by a written statement, or the assessment Approved/Not approved.

B. Assessment on the basis of a submitted assignment, where the student's proficiency is assessed by teachers, possibly supplemented by internal and/or external examiners. The assessment awarded is a grade from the seven-point scale, or the assessment Approved/Not approved.

C. Assessment on the basis of the student's active subject-specific participation in the course. The assessment awarded is Approved/Not Approved.

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

All subjects must be passed before a diploma can be issued for a successfully completed study programme.

Students who depart the study programme without completing it are entitled to documentation indicating in ECTS points the parts of the study programme that have been passed.

The programme is organised in a progressive sequence, and each student is automatically registered for assessment in accordance with the student's location in the study programme.

In the process of the composition of examination panels, it must in the planning be ensured that all students at the same assessment in the same subject are dealt with equally in terms of the participation of their own teacher in the examination panel.

For information on other rules governing assessment through examinations, class attendance, etc.; please see the Conservatory's intranet.

#### ***4.4 Examination overview***

<b>Subject</b>	<b>ECTS</b>	<b>Location</b>	<b>Mode of assessment</b>	<b>Assessment</b>	<b>Examination status</b>	<b>Moderation</b>
Music Education	15	1 <sup>st</sup> sem.	A	Grade awarded from the seven-point scale	Semester Assessment	Internal
	15	2 <sup>nd</sup> sem.	A	Grade awarded from the seven-point scale	Concluding	External
Ensemble & Co-Creation	5	1 <sup>st</sup> sem.	C	Approved/Not approved	Semester Assessment	Internal
	5	2 <sup>nd</sup> sem.	C	Approved/Not approved	Semester Assessment	Internal
Entrepreneurship	5	1 <sup>st</sup> sem.	B	Approved/Not approved	Semester Assessment	Internal
	5	2 <sup>nd</sup> sem.	A	Grade awarded from the seven-point scale	Concluding	External
External integration module (Music Education, Entrepreneurship, Electives)	30	3 <sup>rd</sup> sem.	A	Two grades awarded from the seven-point scale: One grade for the music education presentation (20 ects) and one grade for the entrepreneurial presentation (10 ects)	Concluding	Internal
Electives	2½	1 <sup>st</sup> sem.	C	Approved/Not approved	Concluding	Internal
	2½	1 <sup>st</sup> sem.	C	Approved/Not approved	Concluding	Internal
	2½	2 <sup>nd</sup> sem.	C	Approved/Not approved	Concluding	Internal
	2½	2 <sup>nd</sup> sem.	C	Approved/Not approved	Concluding	Internal
Masters Project	30	4 <sup>th</sup> sem.	A	Grade awarded from the seven-point scale, plus written statement	Concluding	External

#### ***4.5 Calculation of standard pages***

Where subject descriptions refer to the size of the syllabus or written assignments, the pages referred to are in all cases standard pages of 2,400 keystrokes (including spaces). The front cover, table of contents, bibliography and appendices do not count towards the size of the written assignments.

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

## **5. Other provisions**

### ***5.1 Language***

The language of instruction is usually Danish, but teachers may provide teaching in English to individuals or small groups as necessary.



RMC also offers selected courses in English. The course plan will state the language in which each of the courses is taught.

Non-Danish-speaking students may choose to write their assignments or take their examinations in one of the other Scandinavian languages, or in English.

### ***5.2 Rules for practical training***

The practical elements of the study programme are described in the subject descriptions and course plans for the subjects.

### ***5.3 Rules for credit transfer***

#### *5.3.1 Equivalence*

Approved programme elements taken at an academy that offers a study programme under the Education Order are equivalent to corresponding programme elements at other academies that offer the same programme of study.

#### *5.3.2 Credit agreement*

Credit for programme elements may be obtained under the academies' joint credit agreement.

#### *5.3.3 Other credit*

Study programme elements passed as part of another non-completed Danish or foreign course of higher education may substitute for study programme elements covered by the Education Order, subject to the decision of the Conservatory in each individual instance, or in accordance with rules laid down by the Conservatory.

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

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

### ***5.5 Attendance***

Attendance is compulsory at tuition and related activities at the Conservatory. The Conservatory shall lay down specific regulations for procedures and sanctions towards students who fail to observe the Conservatory's rules for attendance. The rules for attendance may be viewed on the Conservatory's intranet.

### ***5.6 Evaluation***

The study programme is subject to continuous evaluation through systematic evaluation procedures. The Conservatory shall lay down the specific procedures for the evaluations.

### ***5.7 Exemptions***

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

## 6. Subject descriptions

### *Subject description: Music Education (MuP)*

Education within rhythmic music is based on the fundamental characteristics of the musical form, focusing especially on the creative, interactional and performative aspects, together with developing an independent artistic expression and collaboration.

For the rhythmic music educator, it is essential, having developed an independent and development-oriented pedagogical practice, both individually and with others, which will comprise the core of the professional practice.

In the subject Music Education, the student alternates between practical experience, theoretical perspectives and reflection in order to develop innovative, collaborative and sustainable music education practices. This approach is based on the student's artistic profile in relation to knowledge and experience and to the wider subject area of music education.

In this work, students apply and utilise their academic skills, knowledge and competencies in both set and self-defined projects, in an agreed academic progression.

### **Learning outcomes**

At the conclusion of the teaching in Music Education in the third semester, the student must, at an advanced level:

- be capable of independently to create, practise and communicate an innovative pedagogical practice;
- possess musical and other professional skills that develop and support the graduate's pedagogical profile as a music educator in diverse contexts;
- possess the ability to make and justify individual and collective choices in relation to practical and theoretical perspectives;
- possess knowledge that develops and supports the graduate's pedagogical profile as a music educator;
- be capable of placing own music educational practice in local and global contexts;
- possess knowledge of methods and method development with the field of music pedagogy;
- knowledge of relevant processes and forms of work in relation to music pedagogical development;
- possess knowledge about reflection in relation to pedagogical working processes;
- be capable of handling communication about pedagogical development work and to discuss professional and relevant issues with both colleagues and non-specialists;
- be able to formulate, initiate and implement professional and interdisciplinary tasks and projects in a professional context, both independently and in collaboration with others;
- be able to plan and carry out complex developmental tasks that demand new and innovative approaches and solutions;
- be capable of giving and receiving professionally based criticism in relation to both working processes and outcomes;
- be capable of taking independent responsibility for his or her own professional development and specialisation.

## Content

In the subject Music Education, the student will acquire knowledge of and practical experience from various approaches, methods and theories stemming from the wider field of knowledge within music education.

Through co-creative processes, the students develop their musical and pedagogical skills and professional knowledge as music educators.

Furthermore, the focus will be on the development and facilitation of multifaceted musical experiences as a music educator in diverse settings, as well as reflection and theory-based discussions in relation to the music educational work and development.

The subject includes idea development, practice development and relevant theories, methods and materials as well as various forms of realisation, formulation and initiation of innovative and interdisciplinary tasks and projects, both independently and in collaboration with others.

The subject also includes method and theory development and the development of relevant musical communication tools, as well as preparation of project reports, oral and written communication and discussion of professional and relevant issues with both colleagues and non-specialists.

## ECTS

1st sem.	15
2nd sem.	15
ECTS, total	30

## Teaching and learning methods

- Individual tuition
- Group lessons
- Peer workshops

## Chronological location

1<sup>st</sup> and 2<sup>nd</sup> semester.

## Requirements for participation

None.

## Assessment

### 1. Semester assessment ultimo 1<sup>st</sup> semester

The examination must be passed before the study programme can be deemed to be completed.

## Examination description

### *Content*

The examination consists of an oral presentation of the results of the student's work in Music Education during the semester, followed by an interview in which the panel asks questions about the presentation.

Written material, video clips ao. to a limited extent can be presented.

The presentation must contain reflections regarding working methods and results of these methods, course contents, the student's own evaluation of outcome achieved and areas of focus for the following semester.

### ***Duration***

- Presentation, 15 minutes
- Reflection, 10 minutes
- Assessment, 10 minutes
- Disclosure of examination result and explanatory interview, 10 minutes.

### ***Assessment***

- A grade from the seven-point scale is awarded;
- The assessment basis consists of the student's presentation and reflection.
- The assessment is based on an evaluation of the extent to which the examination performance meets the learning outcomes for the subject.
- In the assessment, emphasis is placed on the student's artistic and academic standard, and on the student's ability to reflect.

### ***Examination panel***

The examination panel consists of a common internal expert and a second common internal expert (examination supervisor).

Pursuant to section 13 of the Assessment Order, the common internal expert acts as "moderator", while the second common internal expert (the examination supervisor) act as "examiner".

### ***Form***

- Individual examination.
- The student is responsible for ensuring that all relevant material is available at the exam.

## **2. Concluding Masters examination, ultimo 2<sup>nd</sup> semester**

The examination must be passed before the study programme can be deemed to be completed.

### ***Content***

The examination consists of two parts – presentation and interview:

- Presentation:
  - Oral introduction, duration 5 minutes
  - Practical – pedagogical demonstration, related to the student's own music educational practice, workshop or longer formats, duration 25 minutes.
- Interview: An interview in which the panel asks questions relating to the student's presentation and project folder.

### ***Duration***

- Presentation, 30 minutes
- Interview, 15 minutes
- Assessment process, disclosure of examination result included, 15 minutes

### ***Assessment***

- A grade is awarded from the seven-point scale;
- The assessment basis consists of the student's presentation, interview and project folder.
- The assessment is based on an overall evaluation of the extent to which the examination performance meets the learning outcomes for the subject.
- In the assessment, emphasis is placed on the student's academic standard.

### ***Examination panel***

The examination panel consists of a common external expert, a common internal expert, and a second common internal expert (examination supervisor).

Pursuant to section 13 of the Assessment Order, the common external expert acts as "moderator", and the first common internal expert and the second common internal expert (the examination supervisor) act as "examiners".

### ***Form***

- Individual examination.
- As a condition for taking the examination, the student must compile a project folder, containing the practical pedagogic projects of the semester. The student selects one of these projects for presentation at the exam.
- The project folder must include:
  1. Approved project description for each of the two projects (1-2 standard pages per project), containing:
    - Project title
    - Description of the student's practical and theoretical approach;
    - Justification for the choice of subject on the basis of practice theory, and considerations regarding frame factors;
    - Subject delimitation
    - Short problem statement
    - Reflections on teaching methodology and materials
    - Results of preliminary literature searches
  2. Project report (10 standard pages) about the project presented. The project report must include:
    - An overview of the project aims and main questions to explore;
    - Description of the theories, approaches and concepts utilised
    - Description of practical experience acquired through the project;
    - Description reflections about idea development and outcomes, related to selected teaching/learning situations;
    - Description of the pupils' development throughout the course
    - Description of the student's development as a music educator throughout the course
    - Conclusion and contextualisation
  3. Project resume (5 standard pages) about the project, *not* presented at the exam. The project resume must include:
    - An overview of the project aims and main questions to explore;
    - Description of the theories, approaches and concepts utilised
    - Description of experience acquired in terms of idea development and outcomes, related to selected teaching methodology, as for example exemplified by selected teaching/learning situations

- Description of the pupils' development throughout the course
  - Description of the student's development as a music educator throughout the course
  - Conclusion and contextualisation
4. Appendices, including bibliography (references) and illustrative examples of teaching materials.

The project folder must at the latest be submitted approximately two weeks prior to the examination. The precise deadline for submission will be set by the Study Administration and stated in the relevant course plan.

### ***Subject description: Ensemble and Co- Creation (SS)***

For music educators, aiming to develop innovative and inclusive music practices, it is important to support this development with musical immersion and practical collaboration and interplay.

In the subject, there is a focus on ensemble and co-creation, including elements of diversity in terms of genres, instrumental and vocal skills as well as a number of different artistic expressions.

### **Learning outcomes**

At the end of the teaching in Ensemble and Co-Creation in the 2nd semester, the student at advanced level must:

- possess musical skills that develop and support the student's profile as a music educator in various contexts;
- possess skills in creating and facilitating multifaceted musical experiences and encounters with and for other music and/or musical experiences as a music educator;
- have knowledge of method and practice within music ensemble and co-creation
- be able to identify own learning needs and be able to independently acquire new knowledge and skills.

### **Content**

Each semester, the conservatory organises courses, which are based on specific studies of academic themes within the following content areas, from a diversity perspective:

- Ensemble
- musical co-creation
- genre studies and knowledge of style
- instrumental and vocal skills
- instrumental and vocal communication
- musical expression
- repertoire

### **ECTS**

1st sem.	5
2nd sem.	5
ECTS, total	10

### **Teaching and learning methods**

Normally, group tuition.

### **Chronological location**

1<sup>st</sup> and 2<sup>nd</sup> semester.

### **Requirements for participation**

None.

### **Assessment**

*For students, commenced 2024 or later*

- Semester assessment I, ultimo 1<sup>st</sup> semester
- Semester assessment II, ultimo 2<sup>nd</sup> semester.

At the conclusion of each semester, the student's qualifications are assessed on the basis of the student's active subject-specific participation in the course.

Assessment is undertaken by the teacher in accordance with the stated module criteria for active subject-specific participation, and will be carried out within a deadline, set by the Study Administration and stated in the relevant course plan for the subject.

The assessment awarded is: Approved/Not approved.



### ***Subject description: Entrepreneurship (ES)***

The subject Entrepreneurship contributes to developing the student's ability to apply his/her creative and music educational skills into sustainable employment.

The subject concentrates on enhancing the student's ability to combine knowledge with opportunities, and thereby create value. The focus is on generating ideas, which encompasses creativity and the ability to recognise opportunities and sources of innovation, with a view to creating artistic and/or commercial value for oneself and others. Entrepreneurship is a fundamental element in the student's career management, and the subject has been included in the study programme in order to strengthen the student's ability to create progress and value in a changing employment market.

The subject links to the programme's other disciplines, provides an understanding of interdisciplinary work in particular and of innovation processes more generally and constitutes the academic foundation for working with entrepreneurship as part of the External, Integrated Module in 3<sup>rd</sup> semester.

### **Learning outcomes**

At the conclusion of the teaching in Entrepreneurship in the third semester, the student must, at an advanced level:

- possess skills in relation to creating and strengthening the graduate's employment as a music educator;
- possess knowledge of how to translate ideas and possibilities into value;
- possess knowledge of the labour market and employment prospects within the field of rhythmic music;
- possess knowledge of innovation, exploitation of rights, communication, project management, negotiation and fundraising;
- be able to formulate, initiate and implement professional and interdisciplinary tasks and projects in a professional context, both independently and in collaboration with others;
- be able to plan and carry out complex developmental tasks that demand new and innovative solutions;
- be capable of taking independent responsibility for his or her own professional development and specialisation.

### **Content**

Entrepreneurship consists of a subject portfolio that systematically develops the entrepreneurial mindset of the student and moreover focuses on disciplines and concepts such as innovation, exploitation of rights, business start-up, communication, networking, project management, risk-taking, negotiation and fundraising.

The tuition alternates between theoretical studies and practical application, on the basis of the student's own practice.

### **ECTS**

1st sem.	5
2nd sem.	5
ECTS, total	10

## Teaching and learning methods

Individual and group tuition.

## Chronological location

1<sup>st</sup> and 2<sup>nd</sup> semester.

## Requirements for participation

None.

## Assessment

### 1. Semester assessment ultimo 1<sup>st</sup> semester

The examination must be passed before the study programme can be deemed to be completed.

At the end of the first semester, the student's qualifications are assessed on the basis of a submitted assignment.

The specific submission requirements will be stated in the applicable module description.

The specific submission deadlines will be stated in the relevant course plan for the subject.

The assessment is undertaken by the teacher.

At assessments awarded is Approved/Not approved.

### 2. Concluding Masters examination, ultimo 2<sup>nd</sup> semester

The examination must be passed before the study programme can be deemed to be completed.

## Examination description

### *Content*

The examination takes the form of an oral examination on the basis of a written assignment that the student submits before the examination.

### *Duration*

- Brief presentation, 5 minutes
- Examination, 15 minutes
- Assessment, 10 minutes.

### *Assessment*

- A grade is awarded from the seven-point scale.
- The assessment basis consists of the written assignment and the oral examination.
- A combined assessment is given for the written assignment and the oral examination.
- The assessment is based on an evaluation of the extent to which the examination performance meets the learning outcomes for the subject.

### *Examination panel*

A common external expert and a common internal expert (examination supervisor).

Pursuant to section 13 of the Assessment Order, the common external expert acts as "moderator", and the second common internal expert (the examination supervisor) acts as "examiner".

***Form***

- Individual examination.
- As a condition for taking the examination, the student must submit a written assignment on a topic of the student's own choice, with a point of departure in a potential within the student's own practice that could be translated into value. The assignment must be made according to a format, stated in the course plan of the subject. The assignment must at the latest be submitted approximately two weeks prior to the examination. The precise deadline for submission will be set by the Study Administration and stated in the relevant course plan.
- The assignment may be written in collaboration with another student.
- Size of the written assignment: 4-6 standard pages, excluding front cover and any appendices. If the assignment is written as a group assignment with a fellow student, the size is 6-9 standard pages.

### ***Subject description: Electives (VALG)***

For the music educator who aims to develop an innovative and inclusive music educational practices in music, it is important to be able to support the development of a profile as a of music educator and to complement this profile with other relevant professional skills in a combined individual portfolio. Through a broad, interdisciplinary range of courses, optional subjects focus on developing the students' professional skills through specialised course modules located within or outside the range of subjects offered by the study programme.

The student's development in the subject is viewed in association with his or her progression in the main area of the study programme, Music Education.

### **Learning outcomes**

At the conclusion of the teaching in Electives in the second semester, the student must, at an advanced level:

- possess musical and other professional skills that develop and support the student's pedagogical profile as a music educator in diverse contexts;
- possess knowledge that supports and develops the student's pedagogical profile as a music educator;
- be capable of taking independent responsibility for their own professional development and specialisation.

### **Content**

#### *1<sup>st</sup> and 2<sup>nd</sup> Semester*

The Conservatory offers interdisciplinary courses in a wide range of subject areas.

The teaching content typically lies within the areas of instrumental/vocal tuition, ensemble playing, stage performance, composition, arranging, song- writing, improvisation, music technology, music education, industry knowledge and reflection.

The learning outcomes and forms of instruction and work of the course modules, together with the criteria for approval, are described in the relevant course plan.

Students, in dialogue with their supervisor, compile their own individual portfolios, consisting of one or two modules per semester.

### **ECTS**

1st sem.	5
2nd sem.	5
ECTS, total	10

### **Teaching and learning methods**

- Group tuition
- Preparation, individually and in small groups

### **Chronological location**

1<sup>st</sup> and 2<sup>nd</sup> semester.

### **Requirements for participation**

None.

### **Assessment for 1<sup>st</sup> and 2<sup>nd</sup> Semester**

At the conclusion of each of the subject's modules, the student's qualifications are assessed in terms of the student's active subject-specific participation in the course.

Assessment is undertaken by the teacher in accordance with the stated module criteria for active subject-specific participation, and will be carried out within a deadline, set by the Study Administration and stated in the relevant course plan for the subject.

The assessment awarded is: Approved/Not approved.

It is a condition for passing Electives that all modules are assessed as 'Approved'.

### ***Subject description: External Integrated Module (EIM)***

(EIM) For the music educator, it is of crucial importance to their future professional and sustainable career be able, independently and in collaboration with others, to formulate, initiate and realise development-oriented, music educational projects in a professional, interdisciplinary context, and be able to take personal responsibility for one's own professional development and specialisation. The external integrated module integrates the disciplines Music Education (MuP), Entrepreneurship (ES) and Electives (VALG) into a single project that is realised externally in a professional context in which the student further develops his or her independent pedagogical practice and educational profile as a music educator on the basis of the student's own pedagogical and creative profile, develops and applies his or her entrepreneurial knowledge and skills on the basis of the student's own practice, and refines other relevant professional skills that can support the student's academic profile. The aim is to implement the module in a global and/or intercultural context in collaboration with external partners.

### **Learning outcomes**

At the conclusion of the teaching in the External Integrated Module in the third semester, the student must, at an advanced level:

(MuP-VALG)

- be able to independently create, practice and communicate an innovative music educational practice in a global and/or intercultural context;
- possess musical and other professional skills that develop and support the student's pedagogical profile as a music educator;
- possess the ability to make and justify individual and collective choices in relation to music educational practice;
- possesses skills in creating and facilitating multifaceted musical experiences and encounters with and for others as a music educator;
- be able to place own music educational practice in local and global contexts;
- possess knowledge that develops and supports the student's pedagogical profile as a music educator;
- possesses knowledge of method development within the field of music education;
- have knowledge of relevant processes and working methods within music education development;
- have knowledge of reflection in relation to music education work processes;
- be capable of handling communication of music educational development work and discuss professional and relevant issues with both colleagues and non-specialists;
- be capable of formulating, initiating and realising music education projects independently and in collaboration with external partners in a professional, interdisciplinary context;
- be capable of independently take responsibility for own professional development and specialization.

(ES)

- possess knowledge of and skills in relation to creating and strengthening his or her employment as a music educator;
- possess knowledge of and skills in transforming ideas and possibilities into value;
- possess knowledge of the labour market and employment prospects within the field of

rhythmic music, locally and globally;

- be able to plan and carry out complex development processes that demand innovative solutions;

## Content

The subject encompasses:

- Development, planning, realisation and evaluation of one's music educational projects, both independently and in co-operation with external partners, in a global and/or intercultural setting;
- module and/or process-based educational practice;
- theories, pedagogical methods and materials, related to the educational area in a broad sense;
- development of learning aims for themselves and for others, and of musical communication tools and methods;
- reflections on own projects;
- oral and written communication of own pedagogical development work and discussion of professional and relevant issues with both colleagues and non-specialists;
- identification and development of skills, knowledge and competencies that support the student's pedagogical profile as a music educator;
- innovation, rights exploitation, company start-up, communication, networking, project management, risk-taking, negotiation techniques and fundraising.

The specific academic content of the module is included in an overall study plan agreed with the Conservatory in advance of the course.

The study plan must include:

- Individual reasoned academic objectives which support in both topic and content the learning outcome goals in the subject description.
- description of the planned activities in the form of a work schedule, with a specification of the distribution of working hours;
- documented agreements with external partners and/or external teachers.

## ECTS

3rd sem.	30
ECTS, total	30

## Teaching and learning methods

The external module may be implemented as music educational work within the framework of a public or private company, or as freelance work.

Independent work, in which the student is allocated a supervisor throughout the process and is provided with specific academic guidance.

## Chronological location

Third semester

## Requirements for participation

None.

## Assessment

Concluding master's examination test at end of third semester.

The examination must be passed before the study programme can be deemed to be completed.

## Examination description

### *Content*

The examination consists of two parts – presentation and interview:

- Presentation:
  - On the basis of the project folder submitted, the student orally presents her/his reflections regarding the module, hereunder video documentation of own music educational practice, duration 10 minutes. The oral reflection should address the following questions:
    1. Briefly summarise your individual aims with the module;
    2. *a.* Describe how and in which field you find your educational practice work is located in the pedagogic world in general; *b.* Describe how you find that your music educational work contributes to the development of music education in this field;
    3. Describe your working processes and forms of work in relation to the music educational practice throughout the module;
    4. Description of developmental outcome of the target group/groups.
    5. On the basis of the module, describe how you have worked to realise your music educational work in a professional context;
    6. *a.* Describe your cooperation with your partners during the module, and the networking benefit you have obtained from the module; *b.* Describe how your cooperation with your partners during the module, could be transformed into value;
    7. Briefly summarise your own assessment of your overall outcome of the module.
- Interview, in which the test panel asks questions relating to the student's presentation.

### *Duration*

- Presentation: 25 minutes in all
- Interview, 10 minutes
- Assessment process, including disclosure of examination result, 10 minutes.

### *Assessment*

- A grade from the seven-point scale is awarded for the music educational presentation, and a further grade from the seven-point scale for the professional entrepreneurial presentation; in order to pass the exam, both parts of the exam must be passed separately.
- The assessment basis consists of the student's presentation, interview and project folder.
- The assessments are based on an evaluation of the extent to which the examination performance meets the learning outcomes for the subject.



- In the assessments, emphasis is placed on the student's pedagogical standard, the student's skills in relation to creating and strengthening his or her own employment as a music educator, and the student's ability to engage in collaboration with external partners.

### ***Examination panel***

Common internal expert (Music Education, examination supervisor), common internal expert (Music Education) and common internal expert (Entrepreneurship).

Pursuant to section 13 of the Assessment Order, one common internal expert (Music Education, examination supervisor) acts as "moderator", and the other two common internal experts as "examiners".

### ***Form***

- Individual examination.
- As a condition for taking the examination, the student must compile a project folder. The project folder must contain:
  1. An approved study plan;
  2. Project report (15 standard pages) that must include:
    - An overview of the completed project activities
    - Description of central practical pedagogic experiences
    - Description of the development of the target group/target groups;
    - Description of the student's development of his/her own pedagogic profile as a music educator throughout the course;
    - Considerations of how the project is located in the field of music education
    - Conclusion

The project folder must at the latest be submitted approximately two weeks prior to the examination. The precise deadline for submission will be set by the Study Administration and stated in the relevant course plan.

### ***Subject description: Masters Project (KA-proj)***

For the music teacher, it is crucial to possess knowledge and skills in independent project work. The Masters Project is the concluding project in the study programme, in which the student independently develops and carries out an extensive project directed at creating an independent music educational practice.

In the Masters Project, the student studies a self-selected subject which falls within the main area of the study programme, Music Education.

In this work, students apply and utilise their overall professional skills, knowledge and competencies. The student is thus given an opportunity to implement an individual project that can serve as an indicator in relation to the student's future career.

### **Learning outcomes**

At the conclusion of the Masters Project in the fourth semester, the student must, at an advanced level:

- be capable of independently to create, practise and communicate an innovative pedagogical practice;
- possess musical and other professional skills that develop and support the student's pedagogical profile as a music educator in diverse contexts;
- possess the ability to make and justify individual and collective choices in relation to practical and theoretical perspectives;
- possess skills to create and facilitate multifaceted musical experiences and encounters together with and for others as a music educator;
- possess knowledge that develops and supports the student's pedagogical profile as a music educator;
- be capable of placing own music educational practice in local and global contexts;
- possess knowledge of methods and method development with the field of music pedagogy;
- possess knowledge of relevant processes and forms of work in relation to music pedagogical development;
- possess knowledge about the role of reflection in relation to pedagogical working processes;
- be capable of communicating about pedagogical development work and to discuss relevant issues with both colleagues and non-specialists;
- be capable of formulating, initiating and implementing professional and interdisciplinary tasks and projects in a professional context, both independently and in collaboration with others;
- be capable of planning and carrying out complex developmental tasks that demand new and innovative approaches and solutions;
- be capable of giving and receiving professionally based criticism in relation to both working processes and outcomes;
- be capable of taking independent responsibility for their own professional development and specialisation.

### **Content**

The concluding Masters project is taken within the main area of the study programme, Music Education.

The student develops plans, conducts and evaluates a major independent project within the main area of the study programme, Music Education.

In the project phase, work is done within the following areas, amongst others:

- Idea development, planning, implementation and evaluation of music education practice
- compilation of project description
- clarification of methodical and theoretical approach
- development of methods and materials
- development of musical communication tools
- logbook writing, etc.
- process and outcome thinking
- use of literature
- compilation of project report
- oral and written presentation
- oral and written communication of one's own music pedagogical development work and discussion of professional and relevant issues with both colleagues and non-specialists.

## ECTS

4 <sup>th</sup> sem.	30
ECTS, total	30

## Teaching and learning methods

- Individual tuition
- Group tuition
- Music educational practice

## Chronological location

4<sup>th</sup> semester

## Requirements for participation

None

## Assessment

Concluding master's examination at end of fourth semester.

## Examination description

### *Content*

The examination consists of two parts – presentation and interview:

- Project presentation in a manner relevant to the project
- Interview, based on the examination panel's questions about the student's project.

### *Duration*

- Presentation, 35 minutes
- Interview, 15 minutes
- Assessment process, 35 minutes

### *Assessment*

- A grade from the seven-point scale and a written statement are awarded for the examination performance.
- The assessment is based on the student's presentation, interview and project folder.
- The assessment is based on an overall evaluation of the extent to which the examination performance meets the learning outcomes for the subject.
- The assessment is based on the student's project, and the presentation, interview and project folder are all weighted equally.
- The written statement addresses the student's academic level, and consists of three elements:
  1. Project summary.
  2. Brief statement on the project.
  3. Brief statement on the presentation.

### ***Examination panel***

The examination panel consists of a common external expert, a common internal expert, and a second common internal expert (examination supervisor).

Pursuant to section 13 of the Assessment Order, the common external expert acts as "moderator", and the first common internal expert and the second common internal expert (the examination supervisor) act as "examiners".

### ***Form***

- Individual practical examination
- The project folder on the completed project must be submitted approximately two weeks before the examination. The precise deadline for submission will be set by the Study Administration and stated in the relevant course plan.
- The project folder must contain:
  - Approved project description (4 standard pages), containing:
    - Title
    - Description of the student's practice-based, theoretical, educational and music professional starting point.
    - Justification for the choice of subject based on framework factors and considerations about the target group
    - Consideration of the area within which the project is located;
    - Consideration of how the project can contribute to development in this area, locally and globally;
    - Subject delimitation
    - Problem statement, with developmental goals for both the target group and the music education student
    - Reflections on teaching methodology and materials
    - Results of preliminary literature searches
  - Project report, which must include:
    - An overview of the project
    - Description of the theories and concepts utilised
    - Description of experience acquired in terms of pedagogical methodology, exemplified by selected pedagogical situations;
    - Description of the participants development throughout the course

- Description of the student's development as a music educator throughout the course
- Considerations of how the project is located in pedagogical terms, and in relation to the music education sector locally and globally
- Conclusion and contextualisation
- Brief summary (½ standard page) of the project presentation
- Appendices, including bibliography (references) and illustrative examples of teaching materials.

The size of the project report is 20 standard pages, excluding front cover, table of contents and appendices.