

Curriculum for the Master of Music programme (Music Education)

- *For students commencing in August 2026 or later*



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Introduction

This curriculum for the Master of Music programme (Music Education) 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 Master students who commence their studies in August 2026 or later.

1. Title, admission requirements, rules for admission

1.1 Title

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

1.2 Admission requirements and rules for admission

The admission requirement for the Master 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.
- A completed and relevant bachelor's degree in pedagogy or musicology from a Danish or foreign university or university college.

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

Admission procedures

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 Education qualifies students for a broad-based career in music education, based on popular and experimental forms of music and in dialogue with contemporary society.

The purpose of the Master programme is to build on the student's Bachelor degree with advanced studies in music pedagogy. During the programme, students build skills, knowledge and competencies in the development of independent music education practice, enabling them to create, perform and communicate music pedagogy in different contexts and to work with objectives and potential across music life and society.

2.2 Learning outcomes for the Master of Music, cand. mus. (Music Education)

In accordance with the current Danish Qualifications Framework for Higher Education, the learning outcome objectives for the programme are formulated in three overall categories:

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

Skills that describe the student's core abilities;

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

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

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

Section 2.2.1 Skills

The student:

- can create and practise music pedagogy through a broadly oriented practice;
- can develop, plan, lead, implement and evaluate academic and interdisciplinary projects, both individually and in collaboration with others;
- has musical, pedagogical and other skills that qualify the student's music pedagogy practice;
- can apply, investigate and develop music pedagogy and artistic methods, technologies, formats and forms of expression that qualify the student's music pedagogy practice;
- can apply music pedagogy theory in the development and analysis of music pedagogy practice;
- can assess challenges and potential associated with music teaching practice and develop qualified expressions, approaches and solutions;
- can contextualise their music teaching practice in relevant contexts and identify, justify and develop possible contributions in relation to these;
- can document and communicate their music pedagogy practice, and discuss professional and academic issues with both peers and non-peers;

Section 2.2.2 Knowledge

The student:

- has knowledge of pedagogical development work, including various working methods, documentation and communication methods within pedagogical development work;
- has research-based knowledge of theory, practice and methods within music education and other relevant subject areas;
- has knowledge of interdisciplinary, interprofessional and intersectoral contexts, perspectives and challenges;
- has knowledge of current conditions and employment prospects for a professional and broadly oriented career in music education, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- can critically reflect on music pedagogy processes, issues and results, identify relevant questions and challenges, and relate to relevant knowledge.

Section 2.2.3 Competencies

The student

- can establish and maintain an independent music education 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
Music Pedagogy	15	15			30
Music Pedagogy Laboratory	5	5			10
Entrepreneurship	5	5			10
Electives	5	5			10
External, integrated module (Music Pedagogy, 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 context based on collaboration 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 Conservatory'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 outcomes.

4.2 Rules for assessment

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

- A. Assessment based on tests, where the student's qualifications are assessed by teachers, possibly supplemented by internal and/or external examiners. The assessment is given a grade on a 7-point scale, possibly supplemented by a written statement, or the assessment is approved/not approved.
- B. Assessment based on 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 subject. 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 Conservatory's intranet.

4.4 Examination overview

Subject	ECTS	Location	Assessment method	Assessment	Examination status	Grading
Music Pedagogy	15	1st semester	B	Approved/not approved	Semester assessment	Internal
	15	2nd semester	A	Grade according to the 7-point scale	Final	External
Music Pedagogy Laboratory	5	1st semester	C	Approved/not approved	Semester assessment	Internal
Music Pedagogy Laboratory	5	2nd semester	C	Approved/not approved	Semester assessment	Internal
Entrepreneurship	5	1st semester	B	Approved/not approved	Semester assessment	Internal
Entrepreneurship	5	2nd semester	B	Approved/not approved	Final	Internal
External integration module (Music Pedagogy, Entrepreneurship, Electives)	30	3rd semester	A	Grade according to the 7-point scale and written statement	Final	External
Electives	2½	1st semester	C	Approved/Not approved	Final	Internal
Electives	2½	1st semester	C	Approved/Not approved	Final	Internal
Electives	2½	2nd semester	C	Approved/Not approved	Final	Internal
Electives	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 at the Academy's programmes is generally conducted in Danish. However, individual teachers may decide to teach in English as needed in individual lessons or in classes with international students.

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

5.2 Rules on internships

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

5.3 Rules on credit transfer

5.3.1 Equivalence

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

5.3.2 Credit transfer agreement

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

5.3.3 Other credits

Students are required to provide information about completed educational elements from another Danish or foreign higher education programme that may be eligible for credit transfer. In each individual case, the conservatory approves credits 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 Rhythmic Music Conservatory are subject to the Conservatory's rules of conduct. Students are required to be familiar with and keep abreast of the rules. The rules of conduct are available on the Conservatory's intranet.

5.5 Attendance

Attendance at classes and related activities is compulsory. The 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: Music Pedagogy (MuP)

The subject Music Pedagogy provides students with knowledge of key theoretical, practical and methodological perspectives within music pedagogy and the ability to relate this knowledge to their own music pedagogy practice. Through studies of the broad field of music education, the subject supports students' ability to orient themselves in the field and contextualise their own practices in relevant ways, enabling them to begin developing new approaches and perspectives that create value in different music education contexts. Students alternate between immersion in and reflection on theoretical perspectives and practical exercises and experiments in both individual and collective processes with a view to creating a deep understanding of the field of music education and the ability to formulate, initiate, implement, analyse and evaluate development-oriented processes in their own music pedagogy practice. The subject also focuses on documenting and communicating music pedagogy practices and development projects in various formats.

Learning outcomes

At the end of the Music Pedagogy subject in the 2nd semester, students are expected to be able to, at a high professional level

- be able to create and practise music pedagogy aimed at different contexts, target groups and needs;
- can formulate and implement music pedagogy development projects, both individually and in collaboration with others;
- possess musical, pedagogical and other skills that qualify the student's music pedagogy practice;
- can apply and investigate relevant music pedagogy and artistic methods, technologies, formats and forms of expression in their own music pedagogy practice;
- can formulate relevant research questions related to their music pedagogy practice and work in a development-oriented manner with these by incorporating music pedagogy theory;
- can contextualise their practice in the broad field of music education and identify and discuss possible contributions to this field;
- can document and communicate their music teaching practice and discuss professional issues with both colleagues and non-colleagues;
- has insight into pedagogical development work, including different working methods, documentation and communication methods within pedagogical development work;
- has research-based knowledge of music pedagogy theory, including didactic, philosophical, psychological, sociological and cultural-theoretical perspectives;
- has knowledge of current conditions and employment prospects within music education;
- can critically reflect on music pedagogy processes, potentials, issues and results, identify relevant questions and challenges, and relate to relevant knowledge;
- can establish and maintain an independent music pedagogy 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.

Content

In the first semester, students are introduced to key theoretical perspectives and concepts from the field of music education and gain insight into the broad field of music pedagogy practice. Through exploration, dialogue and reflection, different methods, technologies, forms of expression and formats are explored with a view to equipping students to analyse and assess music pedagogy processes and issues. The first semester concludes with a written assignment in which the student – individually or in collaboration with a fellow student – formulates a music pedagogy development project relevant to their own practice and discusses the theoretical, practical and methodological perspectives that can support the project.

The second semester builds on the first semester by introducing supplementary methodological, practical and theoretical perspectives, while the students complete and document their music pedagogy development project.

ECTS

1st semester	15
2nd semester	15
Total ECTS	30

Teaching and working methods

- Individual teaching
- Group teaching
- Peer workshops

Time allocation

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

Semester assessment I

At the end of the 1st semester, the student's qualifications are assessed individually on the basis of an assignment submitted in accordance with the requirements below.

The assessment is carried out by the teacher, and the semester assessment is given a approved/not approved grade, based solely on the written assignment.

The assessment is based on an evaluation of the extent to which the assignment meets the subjects' learning outcomes.

The assessment emphasises the student's ability to contextualise their practice, formulate and qualify relevant research questions that can contribute to the development of the practice, , and the ability to

identify and discuss theoretical, practical and methodological perspectives that can support the research.

The assignment can be completed individually or in collaboration with a fellow student.

The assignment must comprise 11 standard pages for 1 student and 18 standard pages for 2 students.

In the case of a group assignment, the submitted work must clearly indicate which parts of the assignment each student in the group is individually responsible for. A maximum of one third of the written assignment may be joint work.

The assignment must address

- An account of the student's music teaching practice, including contextualisation in relation to the field of music teaching practice.
- The formulation of research questions that can contribute to the development of the student's music teaching practice.
- An account and discussion of selected theoretical, practical and methodological perspectives that can support the development project.
- Considerations regarding the practical implementation of the pedagogical development project.

The deadline for submission of the assignment is set by the study administration and specified in the current framework plan.

Semester assessment II

Examination description

Content

The exam consists of two parts – presentation and interview:

- Presentation: Presentation of the student's music pedagogy development project, including demonstration or presentation of documentation from practice.

- Interview, where the examination panel asks questions about the student's presentation and project portfolio.

Duration

- For 1 student: Presentation 25 minutes, interview 10 minutes, deliberation including delivery of exam results 15 minutes.
- For 2 students: Presentation 35 minutes, interview 15 minutes, individual deliberation including delivery of exam results 15 minutes per student.

Assessment

- Performance is assessed using a 7-point scale
- The basis for assessment is the student's presentation, interview and project portfolio.
- The assessment is based on an overall evaluation of the extent to which the performance meets the subject's learning outcomes.
- The assessment emphasises the student's academic level.

Examination panel

External expert, internal expert, internal expert (examiner).

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

Organisation

- Individual examination or group examination;
- As a prerequisite for the examination, the student(s) prepare(s) a project portfolio concerning the semester's music pedagogy development project.
- The project portfolio must contain:
 1. An approved project description (1-2 standard pages) containing:
 - Title;
 - Introduction, including contextualisation
 - Research questions
 - Considerations regarding theoretical perspectives
 - Considerations regarding the practical implementation of the project, including research methods, partnerships, pedagogical approaches and materials;
 2. Project report (Scope: 1 student: 10 pages, 2 students: 14 pages), which must include:
 - Introduction, including an account of the project process and contextualisation
 - Account and discussion of theories and concepts used;
 - Analysis and discussion of music pedagogy practice
 - Conclusion

In the case of group assignments, the submitted work must clearly indicate which parts of the assignment each student in the group is individually responsible for. A maximum of one third of the written work may be joint.

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

Subject description: Music Pedagogy Laboratory (MuL)

For the professional music educator, it is essential to be able to participate in and contribute constructively to the testing and development of music pedagogy practices, approaches, formats, forms of expression and methods. In the subject Music Pedagogy Laboratory, students work with each other and various experts from the field of music and arts education in an experimental space with a focus on developing and reflecting on practice. The purpose of the subject is to inspire and inform students' own practices while providing them with tools to work in a development-oriented and collaborative manner.

Learning outcomes

At the end of the Music Pedagogy Laboratory subject in the second semester, students are expected to be able to, at a high professional level:

- be able to participate in and contribute to musical learning processes;
- be able to apply, test and experiment with different music pedagogy and artistic methods, technologies, formats and forms of expression in the practice of music pedagogy;
- be able to assess the challenges and potential associated with different forms of music pedagogy practice;
- has knowledge of different approaches, methods, technologies and forms of expression within music pedagogy;
- can critically reflect on music pedagogy processes, potential, issues and results, and incorporate relevant knowledge;
- can formulate, initiate, implement and evaluate co-creative processes independently and in collaboration with others;
- can engage in professional and interdisciplinary collaboration, assume professional responsibility, and contribute to creating healthy working communities;
- can independently take responsibility for their own professional development.
- can establish and maintain an independent music pedagogy 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.

Content

The subject is structured in four modules (over two semesters), in which various experts from the field of music and art education introduce students to specific methods, formats, forms of expression and technologies from the field of music and art education. Together with the teachers, the students engage in intensive research work in each module, where they test the methods and formats introduced, reflect on their potential and problems, and contribute ideas for further development.

ECTS

1st semester	5
2nd semester	5
Total ECTS	10

Teaching and working methods

- Group teaching
- Testing and development of music and art education formats, methods and forms of expression
- Dialogue and collective reflection

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

Exam 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 music education 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 music pedagogy practice can also be incorporated into various interdisciplinary collaborations, creating new opportunities and exploring alternative career paths. The subject creates connections to the programme's other subject areas, provides an understanding of interdisciplinary work processes specifically and innovation processes more generally, and forms the academic basis for the work with entrepreneurship that is part of the External Integrated Module (EIM) in the 3rd 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

The teaching alternates between theoretical studies and practical application, based on the students' own practice. The course 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 Student 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 Student 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, cross-disciplinary 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 music pedagogy and other professional skills that qualify their own practice, and be able to apply relevant methods, technologies, formats and forms of expression;
- have 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 Conservatoire offers a wide range of interdisciplinary courses in 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 subject modules are described in terms of learning outcomes, teaching and working methods, and criteria for approval in the current framework plan.

In dialogue with their supervisor, students compile their individual portfolio, which normally consists 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 subject, 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.

In order to pass the Elective subject, all modules must be assessed as approved.

Subject description: External, Integrated Module (EIM)

Music pedagogy can be placed in the context of social and societal processes and issues with the aim of developing solutions that create value in relation to different contexts, target groups and needs. In EIM, students work to apply their music pedagogy skills in collaboration with external partners in interdisciplinary, interprofessional and cross-sectoral practices. Based on a larger, independent project, students work – individually or in groups – to explore and develop new formats, methods and practices that can create value across the field of music education and other societal domains.

Learning outcomes

At the end of the External, Integrated Module in the 3rd semester, students are expected to be able to demonstrate a high level of professionalism:

- be able to apply their music pedagogy expertise in relation to social and societal purposes
- be able to develop, plan, lead, implement and evaluate interdisciplinary projects;
- have musical, pedagogical and other skills that qualify the student's music education practice;
- be able to apply, investigate and develop relevant music pedagogy and artistic methods, technologies, formats and forms of expression that qualify the student's music pedagogy and interdisciplinary practice;
- can assess music teaching as well as social and societal challenges and potentials associated with their practice, and develop qualified expressions, approaches and solutions;
- can contextualise their music pedagogy practice in relevant contexts, as well as identify, justify and develop contributions to these;
- can document and communicate their music pedagogy and interdisciplinary practice, and discuss professional and academic issues with both peers and non-peers
- has insight into pedagogical development work, including different working methods, documentation and communication methods within pedagogical development work;
- has research-based knowledge of selected theories, practices and methods within music pedagogy and other subject areas relevant to their own practice;
- has knowledge of interdisciplinary, interprofessional and intersectoral contexts, perspectives and challenges
- has knowledge of current conditions and employment prospects for a professional and broadly oriented career in music education, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- can critically reflect on music pedagogy processes, potentials, issues and results, identify relevant questions and challenges, and relate to relevant knowledge;
- can establish and maintain an independent music pedagogy practice, as well as lead work and development situations that are complex, unpredictable and require innovative expressions, approaches or solutions;
- can engage in interdisciplinary collaboration with academic and professional integrity, assume professional responsibility, and contribute to creating healthy working communities;
- can independently take responsibility for their own professional development.
-

Content

The subject covers the following areas:

Exploration of the link between music pedagogy and social and societal issues;

For students who commence their studies in 2026 or later

Perspectives on interdisciplinary and interprofessional work, including exploration of potential and challenges;

Project skills, including the development, implementation and evaluation of projects.

Before the project is implemented, the student(s) must prepare a project action plan, which is agreed with the conservatoire and must include:

- The title of the project.
- Information about participating students.
- Description of the project's idea and purpose.
- Contextualisation with a focus on the innovation perspective of the project.
- Plans for networking and collaboration, including a description of the forms of collaboration.
- Description of the planned activities in the form of a work plan specifying the distribution of tasks, working hours and place of work.
- Documented agreements with external partners.

3rd semester	30
ECTS in total	30

Teaching and working methods

The project can be carried out as an individual project or as a group project (max. three students). Throughout the course, the student(s) will be linked to a team of supervisors consisting of teachers with knowledge of music pedagogy and entrepreneurship. In addition, the student(s) may engage external professional supervisors with specific competencies relevant to the student's project.

The course includes the following working methods:

- Group teaching
- Sparring in groups
- Individual supervision
- Fieldwork and research
- Independent project work, including preparation of project description, documentation and communication of project work.

Timing

3rd semester.

Prerequisites

None

Assessment

Final Master's examination at the end of the 3rd semester.

Examination description

Content

The examination consists of two parts – presentation and interview:

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

Duration

- For 1 student: Presentation 20 minutes, interview 20 minutes, deliberation including delivery of exam results 15 minutes.
- For 2 students: Presentation 30 minutes, interview 30 minutes, individual deliberation including delivery of exam results 15 minutes per student.
- For 3 students: Presentation 40 minutes, interview 40 minutes, individual voting including distribution of exam results 15 minutes per student.

Assessment

- Performance is assessed with an overall grade on a 7-point scale and a brief written statement.
- The basis for assessment is the student's presentation, interview and project portfolio.
- Assessments are based on an evaluation of the extent to which the performance meets the subject's learning outcomes.
- The assessments place particular emphasis on the student's ability to identify and realise potential in the encounter between music pedagogy and social and societal issues, as well as the student's ability to engage in interdisciplinary, interprofessional and cross-sectoral collaborations with external partners.

Examination panel

External expert, internal expert and the project group's supervisor in the subject (examiner). In accordance with section 13 of the Grading Order, the external expert acts as the "censor", the internal expert as the "examiner" and the project group's supervisor in the subject as the "examiner" and examiner.

Organisation

- Group examination with individual assessment; in certain cases, however, individual examination;
 - The project group is responsible for ensuring that the desired collaborators are present at the examination;
 - The presentation is carried out within practical frameworks set by the conservatoire;

As a prerequisite for the examination, the project group submits a project portfolio covering the work of the third semester. The project portfolio must be submitted approximately two weeks before the examination. The exact submission deadline is set by the study administration and specified in the applicable framework plan.

- The project portfolio must include:
 - Project action plan (2 standard pages), prepared in dialogue with the project group's supervisors, and containing:
 - The title of the project.
 - Information about participating students.
 - Description of the project's idea and purpose.
 - Contextualisation with a focus on the innovation perspective in the project.
 - Plans for networking and collaboration, including a description of forms of collaboration.
 - Description of planned activities in the form of a work plan specifying the distribution of tasks, working hours and location.
 - Project report – 3 students: 20 standard pages, excluding cover page, table of contents, appendices, etc., 2 students: 15 standard pages, excluding cover page, table of contents, appendices, etc., 1 student: 10 standard pages, excluding cover page, table of contents, appendices, etc.
The project report must cover:
 - The results of the project;
 - Considerations and choices made during the project work.
 - The project's methods and working methods, including forms of collaboration.
 - Critical reflection on the process and results.
 - The project's contextual placement, including reflections on the project's social anchoring and contribution in the project context;
 - Brief description of network formation during the project.
- Digital documentation representing the project work in the 3rd semester. Submission format in accordance with the formats specified in the framework plan for the subject. Duration of audio/video: 1 student – 15 minutes, 2 students – 20 minutes, 3 students – 25 minutes.
- Description of the project – as public communication to a wider audience (500-800 keystrokes) – and containing:
 - Project title
 - Information about participating students, their profiles and external partners
 - The project's intention, context and anchoring
 - Any results and further perspectives of the project

The submitted project material must clearly indicate which parts of the assignment each of the group's students is individually responsible for. A maximum of one third of the written presentation may be joint.

Subject description: Masters Project (KA-proj)

The Masters project is the final project of the programme, in which the student – individually or together with a fellow student – independently develops and carries out a major project aimed at independent music pedagogy or interdisciplinary practice. In the Master's project, the student applies their overall skills, knowledge and competences and immerses themselves in a self-selected topic that builds on the experience and insights gained during the programme. At the same time, the Master's project has the potential to set the direction for the student's future career. The project is characterised as educational development work (PUV) and must include relevant contributions to the area targeted by the project, for example in the form of the development of new methods, approaches, understandings and knowledge.

Learning outcomes

At the end of the Masters Project in the 4th semester, the student is expected to be able to, at a high professional level

- be able to create and practise music pedagogy through a broadly oriented practice;
- be able to develop, plan, lead, implement and evaluate music pedagogy and/or interdisciplinary projects that contribute innovative perspectives;
- have musical, pedagogical and other skills that qualify the student's music pedagogy practice;
- can develop, apply, investigate and develop relevant music pedagogy and artistic methods, technologies, formats and forms of expression that qualify the student's music pedagogy practice;
- can apply music pedagogy theory in the development and analysis of music pedagogy practice;
- can assess music teaching and other relevant challenges and potentials associated with their practice, and develop qualified expressions, approaches and solutions;
- can contextualise their music teaching practice in relevant contexts and identify, justify and develop contributions to these;
- can document and communicate their music pedagogy practice, and discuss professional and academic issues with both peers and non-peers;
- has knowledge of pedagogical development work, including various working methods, documentation and communication methods within pedagogical development work;
- has research-based knowledge of theory, practice and methods within music pedagogy and other subject areas relevant to their own practice;
- has knowledge of current conditions and employment prospects for a professional and broadly oriented career in music education, as well as knowledge of approaches to translating ideas and opportunities into value in different contexts;
- can critically reflect on music pedagogy processes, potentials, issues and results, identify relevant questions and challenges, and relate to relevant knowledge;
- can establish and maintain an independent music pedagogy 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/or 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

The academic content of the subject is defined by the academic focus of the individual project.

Across projects, work is carried out in the following areas:

- Idea development, research and literature search
- Fieldwork
- Establishment of partnerships
- Practice development, including reflection on and analysis of music pedagogy practice with the inclusion of music pedagogy theory.
- Documentation and dissemination of practice.

The programme is supported by guidance from one or more supervisors as well as sparring and knowledge sharing with fellow students.

ECTS

4th semester	30
ECTS total	30

Teaching and working methods

- Project work, possibly as a group project (max. 2 students)
- Group teaching
- Individual guidance
- Group sparring

Timing

4th semester

Prerequisites

None

Assessment

Final Master's examination at the end of the 4th semester.

Content

The examination consists of two parts – presentation and interview:

- Presentation: Presentation of the music pedagogy development project, including demonstration or presentation of documentation from practice.
- Interview, where the examination panel asks questions about the student's presentation and project portfolio.

Duration

- For 1 student: Presentation 35 minutes, interview 15 minutes, voting including distribution of exam results 30 minutes.
- For 2 students: Presentation 50 minutes, interview 25 minutes, individual deliberation including distribution of exam results 20 minutes per student.

Assessment

- Performance is assessed using a 7-point scale and a written statement.
- The basis for assessment is the student's presentation, the interview and the project portfolio.
- The assessment is based on an overall evaluation of the extent to which the performance meets the subject's learning outcomes.
- The assessment emphasises the student's academic level and the extent to which the project makes a significant contribution to the area it addresses.
- The written statement addresses the student's academic level and consists of three elements:
 - Project summary.
 - Brief statement on the project part.
 - Brief statement on the presentation.

Examination panel

External expert examiner, internal expert examiner, internal expert examiner (exam supervisor). In accordance with section 13 of the Grading Order, the external expert acts as "censor", the internal expert as "examiner" and the internal expert (examiner) as "examiner".

Organisation

- Individual examination or group examination;
- As a prerequisite for the examination, the student(s) prepare(s) a project portfolio concerning the semester's music pedagogy development project.
- The project portfolio must contain:
 - Project description (4 standard pages) containing:
 - Title;
 - Introduction, including contextualisation of the project in relevant contexts;
 - Research questions
 - Considerations regarding theoretical perspectives
 - Considerations regarding the practical implementation of the project, including research methods, partnerships, pedagogical approaches and materials;

Project report, comprising 18 pages for 1 student and 27 pages for 2 students)

- The project report must include:
 - Introduction, including an account of the project process and contextualisation of the project;
 - Account and discussion of the research methods used
 - Account and discussion of the theories and concepts used;
 - Analysis and discussion of music pedagogy practice
 - Conclusion

- The submitted project material must clearly indicate which parts of the assignment each student in the group is individually responsible for. A maximum of one third of the written assignment may be joint work.
- The project folder must be submitted no later than approximately two weeks before the exam. The exact submission deadline is set by the Student Administration and specified in the current framework plan.