

CURRICULUM

Bachelor of Music (BMus)

Degree course:

**Rhythmic Music, IM, 2 MUSIC
DIRECTION SUBJECTS**

Aalborg

Effective as of 2011

Content

1 Introduction	3
2 Course content, individual subjects, and examinations	4
2.1 Main study area	5
2.1.1 Rhythmic Music Direction	5
2.1.2 Rhythmic Choir Conducting.....	8
2.1.3 Rhythm and Coordination Teaching Practice	11
2.1.4 Children's Music Practice.....	14
2.1.5 Music Direction Reports.....	17
2.1.6 Secondary Instrument Ensemble	18
2.1.7 Vocal Technique	19
2.1.8 Direction – supplementary	20
2.1.9 Rhythm and Coordination Workshop – supplementary	21
2.1.10 Rhythm and Coordination Teaching Practice – supplementary.....	22
2.1.11 Ensemble Teaching with Music Direction.....	23
2.1.12 Instrument/Vocal Studies special studies subject.....	24
2.1.13 Mandatory joint projects/courses.....	26
2.1.14 Elementary Singing	27
2.1.15 Ensemble Singing	29
2.1.16 Singing, Playing, and Dancing	30
2.1.17 Piano Accompaniment.....	32
2.1.18 Classical Piano Technique – supplementary.....	35
2.1.19 Rhythmic Ear Training/Theory of Improvisation.....	36
2.1.20 FLEX subject – elective course module.....	38
2.2 Pedagogics	40
2.2.1 Pedagogics special studies subject	40
2.2.2 Communication, Learning, and Psychology (FLP).....	42
2.3 General studies	46
2.3.1 IT and Music.....	46
2.3.2 Theory, Arrangement, and Composition/Songwriting.....	47
2.3.3. History of Art/Culture/Music.....	50
2.4 Entrepreneurial Studies	52
2.5 Bachelor project	54

1 Introduction

Bachelor of Rhythmic Music, IM

IM (Individualised Music Education) is a course during which students acquire the knowledge, skills, and qualifications to become performing musicians and music teachers. Taking their musicianship as a starting point, students are introduced to a broad range of subjects and projects that form the basis for their choice of further studies and a future career. The degree consists of various elements many of which may be chosen individually as well as general education that is common to all IM degree courses.

Course subjects

The course subjects are divided into the following fields:

- Main study area: Subjects where the student is a performer as well as subjects that support this aspect.
- Pedagogics: Subjects where the student communicates and teaches as well as subjects that support this aspect.
- General studies: Elementary support subjects mandatory for all undergraduate students.
- Entrepreneurial Studies: Subjects and projects where students gain experience as entrepreneurs and managers of dynamic processes and acquire career administration tools.
- Bachelor project: The project itself as well as guidance and subjects that prepare the student for project work.

The major subjects are the music direction subjects as well as the instrument/vocal studies special studies subject.

The following are offered as music direction subjects:

- Music Direction
- Choir Conducting
- Rhythm and Coordination Teaching Practice
- Children's Music Practice

The FLEX subject

Part of the main study area is made up of the so-called FLEX subject; a course module with elective content.

Examples of use of the course module include joint studies of a music subject with fellow students, extra tuition in the student's special studies subject with the student's own teacher or another teacher, participation in a course offered elsewhere at the Academy, solo tuition in a related minor instrument, or something else entirely.

The elements of the course are credited with ECTS points based on an assessment of the workload involved in the subjects.

2 Course content, individual subjects, and examinations

ECTS chart:

FAG	ECTS						SUM		MAIN	PED	GEN	ENTREPR.	BA PR
	1st sem	2nd sem	3rd sem	4th sem	5th sem	6th sem							
Direction subject 1 (Ensemble Teaching, Choir Conducting, R&C Teaching Practice, Children's Music)			3	4	5	5	5	22	15	7			
Direction subject 2 (Ensemble Teaching, Choir Conducting, R&C Teaching Practice, Children's Music)			3	4	5	5	5	22	15	7			
Ensemble Teaching	6							6	5	1			
Secondary Instr Ens, conducting, workshop, R&C teaching prac/prep for teaching practice 1			1	1				2	2				
Secondary Instr Ens, conducting, workshop, R&C teaching prac/prep for teaching practice 2			1	1				2	2				
Instrument/Vocal Studies special studies subject	6	4	2	2	4	4	22	22					
Instrument Knowledge**				2			2			2			
Pedagogics special studies subject					2	3	5			5			
Mandatory joint projects/courses	2	1	2	1	2	1	9	9					
IT and music	2						2				2		
Elementary Singing*	2	2					4	4					
Theory, Arrangement	2	2					4				4		
Composition/Songwriting			2	2			4	2		2			
History of Art/Culture/Music	2	2	2	1			7				7		
Rhythm and Coordination	2	2	1	1	2		8	8					
Piano Accompaniment	2	2	2	2			8	8					
Rhythmic Ear Training/Theory of Improvisation	2	2	2	2			8	8					
FLEX subjects			2	2	2	2	8	8					
Communication, Learning, and Psychology (FLP)	2	2	2	2			8		8				
Entrepreneurial Studies			3	3	3	3	12					12	
BA project					5	10	15						15
	30	30	30	30	30	30	180						
									108	30	15	12	15

Please note:

- Subjects in light blue are common to all three IM degree courses and share the same subject descriptions and ECTS points.
- Subjects in dark blue are unique to this particular IM degree course or are special variants of subjects offered on the other degree courses. Joint studies of (parts of) subject variants may be carried out where this is deemed appropriate.
- The Classical Piano Technique – Supplement subject does not appear on the ECTS chart as no ECTS points are credited for it (voluntary course).

2.1 Main study area

2.1.1 Rhythmic Music Direction

Objective

Upon completion of the subject, the student has acquired the basic skills needed to initiate and direct rhythmic ensemble teaching courses for various age groups and at various skill levels. This includes that the student:

- Possesses elementary knowledge of relevant pedagogical, didactic and psychological theories, concepts, and methods.
- Is conversant with ethics and responsibilities in relation to the teaching/communication role.
- Is able to reflect on practice and choice of materials and methods in relation to various direction, teaching, and communication situations.
- Possesses elementary direction and tuition skills.
- Is capable of listening/sensing, being empathetic, reflecting, and taking relevant action in a tuition situation.
- Is able to differentiate tuition in his/her ensemble teaching class.
- Is able to communicate various forms of musical and artistic expression in a way that is relevant for a given target audience.
- Is able to participate in the organisation of progressive pedagogical courses at an elementary level.
- Is able to acknowledge and handle artistic and pedagogical challenges in a creative, investigative, and analytical manner.
- Is able to make artistic choices and assessments.
- Can participate in and oversee cooperation with pupils, other non-specialists, and peers.
- Is able to identify his/her own learning needs and potential for artistic development in the field of pedagogics, and to prioritise and structure his/her time and work efforts in relation to organisation of teaching courses.

Content

- Work is done on strengthening the connection between the artistic performance aspects and the creative, empathetic tuition aspects.
- As regards the planning of and cooperation on courses with the actual training classes, reflection and theoretical viewpoints are brought to bear on the choice of materials, teacher participation, and tuition format as well as the practical and methodical techniques related to this.

Direction work is done with ensemble teaching class consisting of:

- Participants younger than 16.
- Participants older than 16.
- Rhythm section with one or more singers as well as a melody instrument.

Tuition and work formats

Class tuition.

Music direction training

1st year

Preparatory training integrated in music direction tuition. Planning and execution is handled by the teacher in cooperation with the students.

2nd year

Training with pupils older than 16, integrated in music direction tuition. The training is organised jointly by the student and the teacher.

3rd year

Exam preparation training with children/adolescents younger than 16.

Scope

22 ECTS towards the degree.

Semesters

2nd to 6th semester.

Evaluation and examination regulations

After the 2nd semester: 1st year test

Examination content:

Test duration: 30 minutes per student.

Interview: 5 minutes per student.

Discussion: 10 minutes per student.

Total examination duration: 45 minutes.

Examination format:

Tuition demonstration. The assignment is chosen by the student in consultation with the teacher.

Tuition of a class consisting of fellow students.

Marking and evaluation:

Internal marking. Pass/fail as well as a short account. The assessment must reflect to what extent the overall objectives of the course are expected to be achievable for music direction over the three years of study.

After the 6th semester: examination

Examination content:

Test duration: 45 minutes per student.

Interview: 10 minutes per student.

Discussion: 20 minutes per student.

Total examination duration: 75 minutes

Examination format:

Tuition demonstration. Tuition of a class of adolescents younger than 16. The class consists of the training pupils provided by the Academy for 5th and 6th semester tuition.

2 weeks prior to the examination, the student hands in a written report at the studies office to be used during evaluation.

Marking and evaluation:

External marking. Grade. The assessment must reflect to what extent the objectives have been achieved.

2.1.2 Rhythmic Choir Conducting

Objective

The student:

- Is able to provide instruction and direction of vocal ensembles at beginning, intermediate, and advanced level based on traditional as well as contemporary forms of expression in rhythmic music.
- Possesses elementary knowledge of relevant pedagogical, didactic and psychological theories, concepts, and methods.
- Is conversant with ethics and responsibilities in relation to the teaching/communication role.
- Is able to reflect on practice and choice of methods in relation to various teaching and communication situations.
- Possesses elementary tuition skills.
- Is able to organise progressive pedagogical courses.
- Is able to acknowledge and handle pedagogical challenges in a creative, investigative, and analytical manner.
- Can participate independently in and oversee cooperation with pupils, other non-specialists, and peers.
- Is able to identify his/her own learning needs and potential for artistic development in the field of pedagogics, and to prioritise and structure his/her time and work efforts in relation to organisation of teaching courses.

Content

Tuition comprises the development of the student's singing ability in relation to rhythmic vocal ensembles. Particular emphasis is placed on the student acquiring knowledge and skills within a stylistically diverse repertoire through work with the workshop choir. Student compositions and arrangements/transcriptions are used as relevant.

Work is done on instructing choirs of the following types:

- A capella choir
- Choir with rhythm section
- Vocal ensemble

Tuition and work formats

Class tuition. Work is done on method as well as integrating the following areas/support subjects:

- Experimental forms of expression, e.g. circle songs
- Improvisation based on a traditional approach

- Theory/ear training and rhythm and coordination
- Microphone amplification

Rhythmic choir conducting training course

1st + 2nd year

Preparatory training integrated in tuition. Planning and execution is handled by the teacher in cooperation with the students.

The Academy's rhythmic workshop choir acts as practice choir.

3rd year

Exam preparation training (individually or in groups of 2-3) over the entire year using an intermediate level choir (S/A/T/B – at least 12 singers).

Organised jointly by the student and the teacher.

Scope

22 ECTS towards the degree.

Semesters

2nd to 6th semester.

Evaluation and examination regulations

After the 2nd semester: 1st year test

Examination content:

Test duration: 30 minutes per student.

Interview: 5 minutes per student.

Discussion: 10 minutes per student.

Total examination duration: 45 minutes.

Examination format:

Tuition demonstration using the workshop choir. The assignment is chosen by the student in consultation with the teacher.

Marking and evaluation:

Internal marking. Pass/fail as well as a short account. The assessment must reflect to what extent the overall objectives of the course are expected to be achievable for the choir conducting subject over the three years of study.

After the 6th semester: examination

Examination content:

Test duration: 45 minutes per student.

Interview: 10 minutes per student.

Discussion: 20 minutes per student.

Total examination duration: 75 minutes

Examination format:

Tuition demonstration using an intermediate level choir (S/A/T/B – at least 12 singers). The choir has been the student's practice class for the entire year. No later than 2 weeks prior to the examination, the student hands in a written report at the studies office to be used during evaluation.

Marking and evaluation:

External marking. Grade. The assessment must reflect to what extent the objectives have been achieved.

2.1.3 Rhythm and Coordination Teaching Practice

Objective

The student:

- Is capable of initiating and directing rhythm and coordination courses with pupils of various ages and skill levels.
- Has acquired and is able to use technical and musical skills and forms of expression in the rhythm and coordination field.
- Possesses an elementary knowledge of relevant pedagogical, didactic, and psychological theories, concepts, and methods.
- Is conversant with ethics and responsibilities in relation to the teaching/communication role.
- Is able to reflect on practice and choice of methods in relation to various teaching and communication situations.
- Possesses elementary direction and tuition skills.
- Is able to organise progressive pedagogical courses.
- Is able to acknowledge and handle pedagogical challenges in a creative, investigative, and analytical manner.
- Can participate independently in and oversee cooperation with pupils, other non-specialists, and peers.
- Is able to identify his/her own learning needs and potential for artistic development in the field of pedagogics, and to prioritise and structure his/her time and work efforts in relation to organisation of teaching courses.

Content

- Preparation, execution, and evaluation of rhythm and coordination tuition including repertoire creation.
- Development of pedagogical frameworks, concepts, and arrangements. Work is done on a general theoretical level as well as on the notation, development, and communication of materials.
- Testing of learning methods and techniques.
- Improvisation as well as spontaneous composition/arrangement.
- Training reports.

Tuition and work formats

Class tuition that includes musical forms of socialising and corresponding bodily expressions based on dancing, singing, and percussion.

Rhythm and coordination training:

1st year

Class training

2nd year

Training. Class tuition where the students prepare the training course in consultation with the teacher. This is followed by the training course itself where a group of students take turns instructing a rhythm and coordination class. The teacher acts as supervisor and organiser.

3rd year

Training with children (music school or elementary school classes). The training is organised jointly by the student and the teacher.

Scope

22 ECTS towards the degree.

Semesters

2nd to 6th semester.

Evaluation and examination regulations

After the 2nd semester: 1st year test

Examination content:

Test duration: 30 minutes per student.

Interview: 5 minutes per student.

Discussion: 10 minutes per student.

Total examination duration: 45 minutes.

Examination format:

Tuition demonstration. Tuition of a class provided by the Academy. The assignment is chosen by the student in consultation with the teacher.

Marking and evaluation:

Internal marking. Pass/fail as well as a short account. The assessment must reflect to what extent the overall objectives of the course are expected to be achievable for the Rhythm and Coordination Teaching Practice subject over the three years of study.

After the 6th semester: examination

Examination content:

Test duration: 45 minutes per student.

Interview: 10 minutes per student.

Discussion: 20 minutes per student.

Total examination duration: 75 minutes

Examination format:

Tuition demonstration. Tuition of a class of children.

2 weeks prior to the examination, the student hands in a written report at the studies office to be used during evaluation.

Marking and evaluation:

External marking. Grade. The assessment must reflect to what extent the objectives have been achieved.

2.1.4 Children's Music Practice

Objective

The student:

- Is capable of teaching music to classes of children of various age groups between 0 and 9 years of age. This includes cooperating with and developing the competencies of kindergarten employees and parents as well as communicating music to the age group in question in the form of a concert.
- Possesses an elementary knowledge of relevant pedagogical, didactic, and psychological theories, concepts, and methods.
- Is conversant with ethics and responsibilities in relation to the teaching/communication role.
- Is able to reflect on practice and choice of methods in relation to various teaching and communication situations.
- Possesses elementary tuition skills.
- Is able to organise progressive pedagogical courses.
- Is able to acknowledge and handle pedagogical challenges in a creative, investigative, and analytical manner.
- Can participate independently in and oversee cooperation with pupils, other non-specialists, and peers.
- Is able to identify his/her own learning needs and potential for artistic development in the field of pedagogics, and to prioritise and structure his/her time and work efforts in relation to organisation of teaching courses.

Content

Tuition is very practice oriented and focuses on the musical elements of the Children's Music Practice subject, the student's own skills on tuition related instruments, and on attaining a cultural understanding of the discipline, rhythmic as well as classical.

Among other things, work is done on developing method and on integrating the following areas:

- Composition of both music and dancing
- Improvisation based on traditional as well as non-traditional approaches

Tuition and work formats

Class tuition.

Children's Music Practice training:

1st year:

8 sessions of shielded training of preschool children, integrated in tuition.

2nd year:

Planning and execution of a concert for kindergarten children. The material is created jointly by the students. Subsequently, pedagogical guidance for the music written for the concert is developed.

3rd year:

At least 14 sessions of individual training with kindergarten children.

Scope

22 ECTS towards the degree.

Semesters

2nd to 6th semester.

Evaluation and examination regulations

After the 2nd semester: 1st year test

Examination content:

Test duration: 30 minutes per student.

Interview: 5 minutes per student.

Discussion: 10 minutes per student.

Total examination duration: 45 minutes.

Examination format:

Tuition demonstration. Tuition of a preschool class. The student has used the same class for training during 8 weeks prior to the examination.

Marking and evaluation:

Internal marking. Pass/fail as well as a short account. The assessment must reflect to what extent the overall objectives of the course are expected to be achievable for the Children's Music Practice subject over the three years of study.

After the 6th semester: examination

Examination content:

Test duration: 45 minutes per student.

Interview: 10 minutes per student.

Discussion: 20 minutes per student.

Total examination duration: 75 minutes

Examination format:

Tuition demonstration. Tuition of a class of kindergarten children aged 3 to 6. No later than 2 weeks prior to the examination, the student hands in a written report at the studies office to be used during evaluation.

Marking and evaluation:

External marking. Grade. The assessment must reflect to what extent the objectives have been achieved.

2.1.5 Music Direction Reports

The report must fulfil the following requirements.

- 3 copies must be handed in.
- The report should contain at least 14,400 characters including spaces (equivalent to 6 normal pages). The number of characters must be stated on the title page.

The report must contain at least the following mandatory sections:

- Introduction/preamble (including general observations based on the student's experience regarding objectives and methods)
- Pupil descriptions
- Objective
- Ideas, means, and methods and a description of the course
- Lesson description
- An evaluation of the course
- Annexes (including a short list of materials with comments regarding content, usability, and level of difficulty. The list may include materials created by the student.)

The report may be prepared jointly by students who have executed a joint training course.

No more than half of the report may be prepared jointly with students that have been on the same training course as the examinee.

It must be clear which parts of the report have been written by the student.

1.2.6 Secondary Instrument Ensemble

For music direction students.

Objective

The student:

- Develops an understanding of the roles of various instruments in a wide variety of styles.
- Acquires the preconditions for instructing and arranging for the instruments in question with regard to training situations.
- Is able to identify his/her own learning needs and potential for development on the guitar, bass, keyboards, drum kit, microphone singing, and possibly percussion.

Content

A general introduction to the use of the instruments based on what is relevant in an ensemble teaching context including:

- Figures, ostinatos, and riffs typical of various styles.
- Instrument use, playing techniques, and notation.
- An introduction to amplifiers, PA systems, keyboards, effects, etc.
- Adaptation of instrument roles.
- Simple improvisation.
- Vocal harmony.

Tuition and work formats

Class tuition. Through a progressively organised ensemble teaching course, the student acquires basic instrumental skills on the guitar, bass, keyboards, drum kit, microphone singing, and possibly percussion.

Semesters

2nd to 3rd semester.

Scope

2 ECTS towards the degree.

Evaluation and examination regulations

After the 3rd semester:

Certificate with the evaluation Approved/Not approved. This certifies that the objectives have been achieved at a level at least corresponding to a Pass, and that current attendance rules have been followed.

2.1.7 Vocal Technique

For students with Choir Conducting as their main subject.

Objective

Providing the student with elementary knowledge of the following:

- The anatomy and physiology of relevant areas
- Elementary acoustics
- Voice deficiencies and disorders
- Voice analysis
- General phonetics

Content

- The anatomy and physiology of relevant areas
- Elementary acoustics
- Voice deficiencies and disorders

Semesters

4th semester

Scope

No ECTS towards the degree. The course is voluntary.

Tuition and work formats

Class tuition.

Evaluation and examination regulations

None

2.1.8 Direction – supplementary

For students with Choir Conducting as their main subject.

Objective:

The student:

- Possesses elementary direction technique and is capable of using it.
- Is able to identify his/her own learning needs and potential for development in the field.

Content

Elementary conducting technique and gestures

Elementary score analysis and interpretation

Tuition and work formats

Class tuition.

Semesters

2nd to 3rd semester.

Scope

2 ECTS towards the degree.

Evaluation and examination regulations

After the 3rd semester:

Certificate with the evaluation Approved/Not approved. This certifies that the objectives have been achieved at a level at least corresponding to a Pass, and that current attendance rules have been followed.

2.1.9 Rhythm and Coordination Workshop – supplementary

For students with Rhythm and Coordination Teaching Practice as their main subject.

Objective

The student:

- Possesses elementary percussion, movement/dancing, and arrangement skills.
- Has acquired an understanding of the connection between singing, playing, and dancing.
- Has acquired the preconditions for instructing and arranging rhythm and coordination courses for training situations.
- Is able to identify his/her own learning needs and potential for development in the field.

Content

- Percussion – technique, from floor to instrument (from body to percussion), general rhythm training, instrument rhythm training, vocal communication of rhythm, improvisation.
- Movement/dancing – technique, body training and body consciousness, styles, improvisation, expression, movement theory/anatomy
- Arrangement – composition: arrangement related to percussion and movement/dancing and singing.

Tuition and work formats

Class tuition.

Scope

2 ECTS towards the degree.

Semesters

2nd to 3rd semester.

Evaluation and examination regulations

After the 3rd semester:

Certificate with the evaluation Approved/Not approved. This certifies that the objectives have been achieved at a level at least corresponding to a Pass, and that current attendance rules have been followed.

2.1.10 Rhythm and Coordination Teaching Practice – Supplement

For students with Children's Music Practice (0 to 6 years) as their main subject.

Objective

The student:

- Has acquired supplementary knowledge and skills with a view to instructing children, adolescents, and adults in rhythm and coordination.
- Is able to identify his/her own learning needs and potential for development in the field.
- Possesses elementary percussion and movement/dancing skills.
- Is able to reflect on practice and choice of methods in relation to various teaching and communication situations.

Content

- Singing games, mainly from Europe, Africa, and Latin America.
- Movement games/rhythm training.
- Ensemble teaching on various percussion instruments.
- Technique on various percussion instruments.
- Improvisation, instrumental as well as vocal, and spontaneous composition/arrangement.
- Sound consciousness.
- A discussion of pedagogical issues including objectives and methods, choice of materials, progression, the teacher role, and motivating pupils.

Tuition and work formats

Class tuition. Particular emphasis is placed on developing the student's ability to plan, organise, execute, and evaluate a rhythm and coordination tuition course.

Scope

2 ECTS towards the degree.

Semesters

2nd to 3rd semester.

Evaluation and examination regulations

After the 3rd semester:

Certificate with the evaluation Approved/Not approved. This certifies that the objectives have been achieved at a level at least corresponding to a Pass, and that current attendance rules have been followed.

2.1.11 Ensemble Teaching with Music Direction

Objective

The student:

- Possesses elementary tuition skills.
- Is able to acknowledge and handle pedagogical challenges.
- Is able to initiate and direct minor pedagogical elements in relation to the various direction subjects.

Content

Tuition is very practice oriented and covers ensemble teaching, various musical roles and their interrelations, learning methods, direction technique, and methodical progression.

Tuition and work formats

Class tuition.

Over the course of the semester, the student gets an introduction to the Music Direction, Choir Conducting, Rhythm and Coordination Teaching Practice, and Children's Music Practice subjects.

Semesters

1st semester.

Scope

6 ECTS towards the degree.

Evaluation and examination regulations

After the 1st semester:

Certificate with the evaluation Approved/Not approved. This certifies that the objectives have been achieved at a level at least corresponding to a Pass, and that current attendance rules have been followed.

2.1.12 Instrument/Vocal Studies special studies subject

Objective

To contribute to the student's development as a complete musician through work on a diverse rhythmic repertoire and to provide the student with the qualifications to teach pupils of various ages at beginning level.

At an elementary level, the student:

- Possesses elementary knowledge of musical and technical practice, repertoire, methods, and theory.
- Is conversant with instrument/singing conventions with a view to performing professionally.
- Is able to reflect on practice and choice of methods in relation to his/her own practice.
- Has acquired and is able to use technical and musical skills and forms of expression.
- Is able to make musical choices and assessments.
- Is able to communicate various forms of musical and artistic expression in a way that is relevant for a given target audience.
- Is able to acknowledge and handle musical challenges in a creative, investigative, and analytical manner.
- Is able to identify his/her own learning needs and potential for artistic development within the field, and to prioritise and structure his/her time and work efforts in relation to e.g.. his/her own practice.

Content

Tuition encompasses development of the student's personal musical expression, technical ability, and tuition skills.

Work may be done on e.g. the following:

- Accompaniment
- Improvisation
- Rhythm and timing
- Phrasing
- Timbre
- Technique
- Sight reading
- Transposition
- Imitation

The student will be offered the opportunity to act as band leader and assume artistic responsibility at an external band leader concert arranged in cooperation with the Academy. The concert programme is chosen by the student in consultation with the teacher. Concert duration is 30 minutes.

Tuition and work formats

One-to-one tuition

Semesters

1st to 6th semester

Scope

15 ECTS towards the degree.

Evaluation and examination regulations

After the 6th semester: examination

Examination content:

- Concert: 15-20 minutes.
- Sight reading: 5 minutes.
- Discussion: 10 minutes.
- Interview: 5 minutes.

Examination format:

- Concert: The student performs tunes chosen by the student him/herself demonstrating a certain diversity as regards style and tempo. For melody instruments, the test must comprise the following: theme, ensemble teaching, and improvisation. For harmony instruments and drums/percussion, the test must comprise the following: Accompaniment and improvisation.
- Sight reading. Max. duration 5 minutes.
The sight reading assignment is set by the examiner

Marking and evaluation:

Internal marking. One overall grade for the concert and sight reading assignments. The assessment must reflect to what extent the objectives have been achieved.

2.1.13 Mandatory joint projects/courses

Objective

To provide students with an opportunity to enhance their education through a varied offering of courses covering all degree relevant subjects.

Content

Every year, a number of courses are organised: Study courses, year courses, class courses, and possibly instrument-specific courses.

Tuition and work formats

Tuition format and organisation depends on the course content.

Semesters

1st to 6th semester.

Scope

9 ECTS towards the degree.

Evaluation and examination regulations

After the 6th semester:

Certificate with the evaluation Approved/Not approved. This certifies that current attendance rules have been followed.

2.1.14 Elementary Singing

(Students with Vocal Studies as their main subjects take Ensemble Singing instead.)

Objective

The student:

- Has acquired knowledge of and experience using voice functions for speaking and singing.
- Is capable of using his/her speaking and singing voice appropriately.
- Possesses elementary knowledge of relevant pedagogical concepts and methods in relation to voice work.
- Possesses well-developed breathing and supporting technique.
- Is capable of assured intonation.

Content

Work is done on the following:

- Elementary vocal technique (speaking and singing voice), an introduction to children's voices, caring for the voice, speaking exercises, and warming-up exercises.
- Creating awareness of register functions, lyrics pronunciation (Danish and foreign languages).
- Phrasing, sound variations, dynamics, vibrato, etc.
- Singing repertoire in e.g. jazz, rock, Latin, pop, folk songs, children's songs, etc.
- Microphone singing.
- Ensemble singing with or without accompaniment.
- Intonation.
- Sound treatment and rhythmic phrasing.
- Text immersion and communication.
- Presence and focus.

Scope

4 ECTS towards the degree.

Semesters

1st to 2nd semester.

Tuition and work formats

- 1st semester: One-to-one tuition.
- 2nd semester: Class tuition.

Evaluation and examination regulations

After the 2nd semester: Examination

Examination content:

- Practical test: 15 minutes.
- Discussion: 10 minutes.
- Interview: 5 minutes.

Total examination duration: 30 minutes.

Examination format:

Test of student skills. At the examination, the student sings two songs from a repertoire list of 10 songs.

One song is selected by the student and one by the external examiner. The examination must include microphone singing and improvisation. The student is notified of the title of the assignment chosen by the external examiner at least 24 hours prior to the examination. The student is obliged to find accompanists for the examination.

Marking and evaluation

Internal marking: Grade. The assessment must reflect to what extent the objectives have been achieved.

2.1.15 Ensemble Singing

For BMus students with Vocal Studies as their main subject.

Objective

The student acquires solid singing skills in relation to choirs and vocal ensembles, and gains knowledge of a diverse repertoire within rhythmic vocal music based on traditional as well as contemporary forms of expression within rhythmic music.

Content

- A capella choir
- Choir with rhythm section
- Experimental forms of expression, e.g. circle songs
- A stylistically diverse repertoire within rhythmic music: jazz, pop, rock, afro, gospel, etc.
- Improvisation based on a traditional approach
- Microphone amplification

Scope

4 ECTS towards the degree.

Semesters

1st to 2nd semester

Tuition and work formats

Class tuition.

Evaluation and examination regulations

After the 2nd semester:

Certificate with the evaluation Approved/Not approved. This certifies that the objectives have been achieved at a level at least corresponding to a Pass, and that current attendance rules have been followed.

2.1.16 Singing, Dancing and Playing

Objective

Developing the student's musical and dance-related expression as well as his/her understanding of and skills in the field of rhythmic singing, playing, and dancing in relation to working as a performer and teacher.

The student:

- Possesses elementary knowledge of musical and technical practice, repertoire, and methods.
- Is able to reflect on practice and choice of methods in relation to his/her own practice.
- Has acquired and is able to use technical, musical, and bodily skills and forms of expression.
- Is able to make artistic choices and assessments.
- Is able to communicate various forms of musical and artistic expression in a way that is relevant for a given target audience.
- Is able to acknowledge and handle artistic challenges in a creative, investigative, and analytical manner.
- Can participate independently in various musical contexts, including ensemble teaching.
- Is able to identify his/her own learning needs and potential for artistic development within the rhythm and coordination field, and to prioritise and structure his/her time and work efforts in relation to own instrument practice and ensemble rehearsals.
- Possesses elementary technical and musical percussion skills.

Content

Work is done on e.g. the following:

- Musical and bodily expression
- Motor skills and coordination
- Body consciousness
- Movement and dancing, singing, and phonetics
- Percussion
- Sense of tempo, pulse, and subdivisions
- Polyrhythms and polymetrics
- Musical and bodily memory
- Period and form
- Knowledge of styles
- Improvisation

Tuition and work formats

Class tuition. Work is done on musical forms of socialising and corresponding bodily expressions based on dancing/movement, singing, and percussion. The individual disciplines are included in tuition when deemed appropriate and to an appropriate extent.

Scope

8 ECTS towards the degree.

Semesters

1st to 5th semester.

Evaluation and examination regulations

After the 5th semester

Examination format:

One week prior to the examination, the student hands in an arrangement chosen for the examination. The arrangement must include all three elements: singing, playing, and movement. In addition, an annex of no more than one A4 page is handed in, describing how the arrangement relates to the direction or main subject.

Test duration: 10 minutes plus 10 minutes of discussion

Marking and evaluation

Internal marking. One grade based on the 7 step scale. The evaluation expresses the degree to which the student

- displays technical and musical skills within Singing, Playing and Dancing
- uses his/her body in a way that is appropriate and conducive to the situation
- acts and expresses him/herself in a musical fashion

2.1.17 Piano Accompaniment

Pianists receive automatic credit for this subject.

Objective

The student:

- Possesses elementary experience and knowledge of musical and technical practice regarding the piano as an accompanying instrument.
- Is able to identify his/her own learning needs and potential for artistic development.
- Has acquired and is able to use technical and musical skills and forms of expression.
- Is able to use the piano as a teaching tool.
- Is able to use the piano as an accompanying instrument.
- Is able to use the piano/keyboard in connection with music technology (computers, sequencers, etc.).

One overall grade is given comprising the following elements:

1. The student's piano skills
2. The student's use of the piano as a teaching tool
3. The student's secunda vista and programming skills

Content

Tuition provides an elementary introduction to the piano and keyboards as a practical tool in the student's future work as a musician, teacher, and arranger.

1st to 2nd semester.

- Groove playing with a focus on coordination
- Time and rhythm in various styles
- Elementary chording for the right and left hand
- Score reading
- Improvisation
- Reduction/transformation: "from band to piano". The student works on transforming music examples to piano strums/figures.

The repertoire will primarily be based on grooves, providing the student with solid skills in basic piano accompaniment with a focus on time, rhythm, simplicity, and an overview of the material.

3rd to 4th semester.

Tuition is targeted towards the student's major subject, minor subject, and own wishes.

Work is done on the role of the piano as accompaniment in relation to the student's major subject, improvisation, keyboards/computers, learning minor (notated) works, secunda vista performance, etc.

Scope

8 ECTS towards the degree.

Semesters

1st to 4th semester.

Tuition and work formats

1st to 2nd semester: Class tuition with 3 students per class

3rd to 4th semester: One-to-one tuition.

Evaluation and examination regulations

After the 2nd semester:

Certificate with the evaluation Approved/Not approved.

After the 4th semester: Examination

Examination content:

- Performance of one tune from the repertoire list chosen by the student and two tunes chosen by the external examiner
- Secunda vista accompaniment, melody playing, and transposition
- Recording of a backing track

Preparation: 50 minutes.

Examination: 30 minutes.

Discussion: 10 minutes.

The total duration of the examination is 40 minutes plus preparation.

Examination format:

Performance of tunes from the repertoire list:

14 days prior to the date of the examination, the student hands in a list of 15 tunes covering a stylistically wide rhythmic repertoire. The list is drawn up in consultation with the teacher.

The list must contain the following:

- At least 2 tunes accompanying the student's own main instrument. The student must provide a practice pupil or a fellow student who plays the student's main instrument. (If the student is a bass player, the student must accompany a bass player.)
- At least 3 tunes featuring ensemble teaching (at least bass and drums).
- At least 4 tunes performed as melody with figuration.
- At least 4 tunes where the student accompanies his/her own singing (possibly with a band).
- At least 4 tunes that include improvisation.
- 3 minor works performed from a two-stave score (G and F clef).

The tune chosen by the student must be marked on the list, and it must be clear which tunes encompass which elements. The same tune may encompass several of the elements above. The student is notified of the 2 tunes chosen by the external examiner the day before the examination.

Secunda vista accompaniment, melody playing, and transposition:

- The student performs an accompaniment from figuration. The assignment is transposed.
- The student performs a melody from a score. The assignment is transposed.

Recording of a backing track:

Based on the score of a minor work, the student must record a backing track. The recording is played back during the examination.

For the secunda vista accompaniment and backing track recording examination, 50 minutes of preparation time are given in total.

Marking and evaluation:

Internal marking: Grade. The assessment must reflect to what extent the objectives have been achieved.

2.1.18 Classical Piano Technique – Supplement

For students with piano as their main subject.

Objective

The student acquires elementary piano technique supporting his/her development as a musician and work as a teacher.

Content

Tuition comprises the following: Stamina exercises, movement patterns and combinations thereof, relaxation techniques, studying attack forms, attaining independent motor skills, strength, speed, agility, suppleness, etc. supplemented by creating bodily awareness in general.

Scope

No ECTS points.

Semesters

1st to 2nd semester.

Tuition and work formats

One-to-one tuition.

Evaluation and examination regulations

None

2.1.19 Rhythmic Ear Training/Theory of Improvisation

Objective

The student:

- Develops his/her hearing and reading skills further with a view to his/her future work as a teacher and musician.
- Acquires practical, theoretical, and pedagogical knowledge of various forms of improvisation.
- Is able to identify his/her own learning needs and potential for artistic development, and to prioritise and structure his/her time and work efforts.

Content

- Scale and chord training.
- Instrumental/vocal repetition of phrases.
- Scat/sight singing in relation to chord progressions.
- Harmonic analysis.
- Music dictation – rhythmically, melodically, and harmonically.
- Development of strategies for practising improvisation.
- Coordination exercises.
- Notation.
- Transcription of solos and arrangements. Transcription and notation of rhythmic, melodic, and harmonic progressions based on instructions. The student hands in a total of 4 to 5 transcription assignments created unassisted over the four subject semesters. The teacher sets the assignments and grades student work. In order to enter for an examination all of the student's assignments must have been handed in and approved.

Scope

8 ECTS towards the degree.

Semesters

1st to 4th semester

Tuition and work formats

Class tuition.

Evaluation and examination regulations

After the 4th semester: examination

- Written examination
- Oral examination

Examination content:

- Written examination: hearing test and theoretical test
- Oral examination

Examination format:

- Written examination

Hearing test comprising the following:

- Intervals (notes played separately and simultaneously, including more than one octave apart).
- Triads.
- Hearing chords.
- Notation of a rhythmic progression.
- Identification of scales played.
- Notation of a melody progression with accompanying harmonies.

Theory of improvisation test: Harmonic analysis and determining scales for improvisation based on a given chord sequence. A piano is available for the examination. The student may also take his/her own instrument along.

Test duration: Hearing test: 60 minutes. Theory of improvisation: 30 minutes

- Oral examination.

With preparation time (30 minutes):

Performance of one-part rhythmic sequence from score.

Performance of two-part rhythmic sequence from score.

Vocal improvisation over chord progression.

Without preparation time:

Vocal reproduction of melodic phrases played.

Reproduction of rhythmic phrases played.

Sight singing.

Test duration: 20 minutes.

Discussion: 10 minutes

Marking and evaluation:

Internal marking. One overall grade for the oral and written test. The assessment must reflect to what extent the objectives have been achieved.

2.1.20 FLEX subject – elective course module

The FLEX subject may be incorporated in the degree course in one or more of the following ways depending on the student.

Objective

Upon completion of the subject, the student has acquired knowledge of a series of subjects chosen by the student him/herself that augment his/her degree course.

Content

The content varies depending on the student's choice of subjects. The content may

- address special needs that arise in connection with the chosen subject area.
- provide an insight into closely related subject areas (e.g. FLEX Choir if the student's major subjects are Vocal Studies and Music Direction).
- provide an insight into particular subjects (e.g. new fields bordering on subjects other than music).
- provide a greater insight into one of the minor subjects.

Scope

8 ECTS towards the degree.

Tuition and work formats

Tuition may be set up in three ways:

- The student joins a class that is already studying the subject according to the curriculum.
- Several students form a group studying a particular subject.
- The student receives one-to-one tuition.

The student chooses FLEX subjects for a year at a time. If the head of studies deems it practically feasible, the student may split up his/her FLEX subject into two courses lasting one semester each or two parallel courses. Teacher suggestions for FLEX subjects to be offered must be handed in at the studies office no later than December 1st. In January, the head of studies sets up a joint meeting where the FLEX subjects are presented and the students may coordinate wishes with a view to setting up classes. The subsequent course of actions is described under "Procedure for choosing FLEX subjects". Transportation benefits are not available in connection with FLEX subject tuition.

Procedure for choosing FLEX subjects

March 1st. The student hands in an application for FLEX subjects. There are three options:

1. The application concerns a subject described in the curriculum taught by a subject teacher who is already approved. This is pre-approved pending organisation of subject lessons. The director of studies may, however, get involved if the student is to join a class that has already been set up (regarding

- level, resource distribution, etc.).
2. The application concerns a subject from the teacher idea catalogue. The director of studies must approve the description and title and may call for an in-depth explanation.
 3. The application concerns a subject not described in the curriculum, to be taught by an internal or external teacher. This is done by means of an application to the director of studies. The application is to be handed in at the studies office by March 1st. The procedure for this is described below.

The student initially contacts the desired teacher. In consultation with the teacher, a brief description of the content (at least six lines) and a plan for the execution of the course are drawn up. The plan must specify where the lessons are to take place and whether they are to be scheduled ahead or on a lesson-to-lesson basis by the student and the teacher. The student must make it clear that this is an application and that the teacher will be contacted by the Academy regarding formal employment.

The content description and plan must be confirmed by the teacher by post or e-mail and must subsequently reach the studies office no later than March 1st.

If no application is handed in, FLEX subject lessons will automatically be awarded to the student's Main Instrument teacher (Instrument/Vocal Studies special studies subject for students with two direction subjects).

Evaluation and examination regulations

Certificate with the evaluation Approved/Not approved. This certifies that the objectives have been achieved at a level at least corresponding to a Pass, and that current attendance rules have been followed.

2.2 Pedagogics

2.2.1 Pedagogics special studies subject

Objective

The student:

- Possesses an elementary knowledge of relevant pedagogical, didactic, and psychological theories, concepts, and methods.
- Is conversant with ethics and responsibilities in relation to the teaching/communication role.
- Is able to reflect on practice and choice of methods in relation to various teaching and communication situations.
- Possesses elementary tuition skills.
- Is able to organise progressive pedagogical courses.
- Is able to communicate verbally and musically with pupils and other non-specialists.
- Is able to acknowledge and handle pedagogical challenges in a creative, investigative, and analytical manner.
- Is able to identify his/her own learning needs and potential for artistic development in the field of pedagogics, and to prioritise and structure his/her time and work efforts in relation to organisation of teaching courses.
- Is able to communicate in a musically stimulating and relevant manner.

Work is done on providing the student with the qualifications to teach his/her Instrument/Vocal Studies special studies subject. In consultation with the Pedagogics teachers, the student carries out two independent tuition courses.

Scope

4 ECTS towards the degree.

Semesters

5th to 6th semester.

Individual training with beginning level solo pupil and an internal training supervisor. The training course consists of at least 12 lessons. The student may not give more than one lesson in one day.

The training course is organised in cooperation between the student, teacher, and training coordinator following the procedure for organising vocal studies/instrument main subject training courses. Academy students and members of family may not be used as training pupils.

Evaluation and examination regulations

After the 6th semester: examination

Examination content:

- Tuition demonstration: 25 minutes.

Approved by the Board of Studies on April 1st, 2011. Version: Aug 2014

- Interview: 10 minutes.
- Discussion and oral account: 25 minutes.
- A4 page detailing student considerations regarding the planning of the tuition demonstration.

Total examination duration: 60 minutes.

Examination format:

Practical test during which the student demonstrates that he/she has acquired elementary tuition skills using a beginning level solo pupil. One week prior to the examination, the student hands in one A4 page detailing student considerations regarding the planning of the tuition demonstration at the studies office. A copy of the teaching material may be included.

Marking and evaluation:

Internal marking. Grade and a short oral account. The assessment must reflect to what extent the objectives have been achieved.

2.2.2 Communication, Learning, and Psychology (FLP)

Objective:

The student:

- Has acquired elementary knowledge of relevant theories, concepts, and methods in the fields of pedagogics, didactics, socio-cultural trends, aesthetics, and education as a tool for recognising and handling teaching and education challenges in a creative, investigative, and analytical manner.
- Has acquired a broad insight into **psychology** giving the student an understanding of the phases of developmental psychology including emotions and needs, and an understanding of expression and relational competencies.
- Is conversant with ethics and responsibilities in relation to the teaching/communication role.
- Has attained a level of self-knowledge and personal development enabling the student to combine subject knowledge, professionalism, self-management, and personal dedication in his/her tuition.
- Has acquired relevant **communication** tools.
- Is able to reflect on his/her own **learning processes** as well as those of others, furthering his/her independence, purposefulness, creativity, and identity formation.
- Exhibits independence and command during the project and the oral presentation thereof and is able to account for his/her reflections, arguments, and conclusions and put them into perspective.
- Is capable of relating the theories used to relevant practice, e.g. work as a musician or music teacher.

Content:

Pedagogics and learning processes:

- Study and discussion of pedagogical theories with a focus on aesthetics and education and covering views of man and society
- Study of various theories of learning
- An insight into the learning and change processes of the students themselves and others
- Discussion of pedagogical approaches and traditions within music
- Relevant musical and socio-cultural themes
- The teacher role
- Learning and ages
- Practice analysis training
- Study planning and study technique
- Formation of a professional identity

Communication

- Forms of communication

Approved by the Board of Studies on April 1st, 2011. Version: Aug 2014

- Relational competencies
- Training in planning and organising tuition
- Cooperation with parents
- Methods for self-evaluation and colleague reactions including interview training

Psychology:

- Psychological learning processes including the psychology of motivation
- General psychological theories relevant to musical activities
- Developmental psychology
- Group psychology
- Music as a tool in socio-psychological and therapeutic settings

Scope

8 ECTS towards the degree.

Semesters:

1st to 4th semester.

Tuition and work formats

Class tuition coordinated with the training courses of the degree course.

Tuition takes place in a practice related context, providing an interplay between theory and practice. Tuition consists of reading, discussions, presentations, individual and group exercises and guidance, and observation training.

Final project:

On the 4th semester, the student prepares a written project. The subject is chosen in consultation with the teacher and is based on one or more theories covered during tuition, possibly supplemented with training cases and/or other relevant literature. Project scope: 35,000-44,000 characters including spaces in 12 point Arial or Times New Roman, equivalent to approx. 15-18 normal pages.

Guidance: 1.5 hours of project guidance is provided for each student on the 4th semester. The written assignment may be carried out jointly by two students: The written assignment is accompanied by a note detailing who has written the individual sections. Each student must be responsible for at least one third of the assignment. In other words, no more than one third of the assignment may be written jointly.

Evaluation and examination regulations

After the 4th semester: Examination

Examination content:

- Project
- Oral examination: individual presentation followed by an interview. 40 minutes total.
- Discussion: 20 minutes.

Total examination duration: 60 minutes.

Examination format:

2 signed copies of the written project are handed in on the first Monday of May.

The project forms the basis of the oral examination during which the student elaborates on the written statements. The oral presentation is followed by an interview during which the external examiners may ask further questions.

The examination may not be a group examination but is executed individually following current examination regulations.

Marking and evaluation:

Internal marking. Grade. The assessment must reflect to what extent the objectives of the subject have been achieved.

2.3 General studies

2.3.1 IT and Music

Objective

The student:

- Possesses elementary knowledge of music technology and the possibilities of this tool in the field of music.
- Is able to identify his/her own learning needs in the IT field.
- Has acquired a foundation that may be improved in other subjects such as Arrangement and Ear Training.

Content

- An introduction to notation (Sibelius) including: Entering notation using recording or the keyboard/mouse, partiture layout, graphical editing, printing, preparation of teaching materials, and sound export.
- Using sequencing software.
- The use of the computer as a creative platform for preparing for meetings with other musicians or pupils in tuition on rehearsal settings through an interplay between real-time jamming with oneself and MIDI/wave sound editing.
- An introduction to production including importing sounds, editing, mixing, using effects, etc.

Scope

2 ECTS towards the degree.

Tuition and work formats

Class tuition. Tuition takes place in the IT lab. Assignments in the various subjects are handed out regularly, to be graded and approved by the teacher.

Semesters

1st semester.

Evaluation and examination regulations

After the 1st semester:

Certificate with the evaluation Approved/Not approved. This certifies that the objectives have been achieved at a level at least corresponding to a Pass, and that current attendance rules have been followed.

2.3.2 Theory, Arrangement, and Composition/Songwriting

Objective:

The student:

- Understands and is able to reflect on general terms and concepts of music theory that are used domestically and abroad.
- Has acquired knowledge of arrangement in a variety of styles.
- Is capable of creating independent, well-sounding/well-swinging arrangements through rearrangement.
- Can compose/write material of his/her own and arrange it for relevant instruments/voices.
- Has acquired knowledge of instrument idiom as well as correct, complete notation for rhythm section instruments, wind instruments, and vocals.
- Is capable of using correct, relevant, and consequent terminology.
- Can arrange for musicians/students at various levels and create awareness of this.
- Can arrange for various types of instruments/voices.
- May apply various critical and analytical approaches to music theory.
- Is able to identify his/her own learning needs in the music/arrangement theory field.

Content:

Work is done on the following:

- Instrument idiom.
- Developing rhythm section structures (grooves) at various levels of difficulty and in various styles. Jazz and pop/rock reharmonisation.
- Rearranging.
- Composition/songwriting.
- Voicing of backing vocals and wind sections in various styles.
- Notation in simple, pedagogical form (with lead sheets and rhythm section scores) as well as using full scores.
- Notation of transposing instruments.
- Standard technical literature, compendia, and working papers will be used during tuition.

Tuition and work formats:

Class tuition (the aim is to have classes of 6 students each).

Tuition changes between teacher presentations, individual work on minor set assignments, and trying out full arrangements/compositions.

Semesters

1st to 4th semester

Evaluation and examination regulations

After the 2nd semester: annual test

Examination content:

Two arrangements are handed in

Examination format:

At the end of the semester, each student hands in two arrangements for rhythm section and singer(s) (or another melody instrument). One arrangement must comprise at least three vocal voices. One arrangement must be based on the student's own (re)harmonisation. The arrangements must be stylistically varied. The arrangements must be written on a computer. Along with the arrangements, brief written comments on the level of difficulty of the arrangements and their individual parts are handed in.

Marking and evaluation:

Internal marking: The arrangements are judged by the subject teacher and graded Pass/Fail. The assessment must reflect whether the objectives of the course are expected to be achievable over the two remaining semesters.

After the 4th semester: Examination

Examination content:

- Written assignment
- 24-hour examination

Examination format:

Written assignment:

Two weeks prior to the examination, 3 arrangements/compositions complying with the following requirements are handed in.

- Two of the arrangements must build upon the student's own compositions/songs.
- One arrangement must contain at least 3 wind instrument/vocal voices and a rhythm section.
- One arrangement must incorporate transposing instruments.
- One arrangement must be handed in as a full score.

Along with the arrangements, an audio CD is handed in as well as brief written comments on the level of difficulty of the arrangements.

24-hour examination:

The examination is a written assignment where the student has 24 hours to create a composition/an arrangement based on a set assignment. The assignment is set by the subject teacher.

Marking and evaluation:

Internal marking. One overall grade for all 4 arrangements (the exam assignment + the three handed in)

2.3.3. History of Art/Culture/Music

Objectives

Tuition:

The student:

- Possesses elementary knowledge of the history of popular music/rhythmic music and attains relevant knowledge of repertoires and styles/genres.
- Is able to place music within both a wide culture historical and a sociological context.
- Has acquired knowledge of and is able to reflect on relevant technical literature covering various traditions within music history.
- Has acquired a critical and analytical approach to music.
- Is able to identify his/her own learning needs in the music history field.
- Is able to acknowledge and handle music history challenges in a creative, investigative, and analytical manner.

Project:

The student:

- Is able to work in a project oriented manner with subjects/areas from music history.
- Is able to search for and acquire relevant information.
- Is capable of critical source assessment.
- Is capable of written and oral communication on subjects from music history and music analysis to peers and non-specialists.

Content

The history of styles/genres is covered focusing on central artists and works/songs from popular/rhythmic music of approx. the last 100 years. Work is done on the following:

- The cultural significance of the works/songs/artists in the given periods.
- The historical circumstances surrounding the music.
- The pure content/parameters of the music.

In addition to studying the music, relevant literature will be referenced.

Scope

7 ECTS towards the degree.

Semesters

1st to 4th semester

Tuition and work formats

1st to 3rd semester:

- Class tuition. Oral presentations.

4th semester

- 4 joint meetings on specific methods of music analysis, the projects selected by each student, and student presentations on issues so far.
- Individual project guidance.

The project must include the following content:

1. Title page: title, the name of the student, the name of the supervisor, and the name of the academy.
2. Table of contents.
3. Introduction: assignment approach, problem formulation, subject delimitation, and the main thread of the assignment.
4. History section.
5. Analysis section.
6. Conclusion.
7. Perspectives, if desired.
8. Literature and discography.
9. List of annexes (in a separate binder if possible).
10. Example CD.

The scope of the written project should be 15-18 normal pages, i.e. 35,000-44,000 characters including spaces.

Evaluation and examination regulations

After the 4th semester: examination.

Examination content:

Project

Oral examination: 30 minutes.

Discussion and interview: 20 minutes.

Total examination duration: 50 minutes

Examination format:

Oral presentation of the project. The external examiners ask clarifying questions during the presentation.

Marking and evaluation:

Internal marking. Grade. The grade must reflect to what extent the objectives have been achieved.

2.4 Entrepreneurial Studies

Objective

Upon completion of the subject, the student:

- Possesses elementary knowledge of the music industry and culture in a modern, globalised world.
- Understands and is able to reflect on common practices and relations between the music industry and various players in the cultural sphere.
- Is able to create programmes and communicate with a view to employment in music.
- Is able to appraise challenges and issues in relation to his/her own career.
- Is able to communicate his/her own artistic and pedagogical choices to peers, audiences, and media players.
- Is able to work in a creative, investigative, and analytical manner in relation to the music industry and culture in a globalised world.
- Is able to act with integrity in various professional contexts and participate in relevant cross-disciplinary cooperation.

Content

Tuition on the individual semesters covers various subjects including:

2nd semester: **Personal management**

- Competence assessment
- Self-management
- Learning portfolio
- Study technique
- CV
- Forms of interview

3rd semester: **Environment and communication**

- Networking
- Internal communication, e.g. dialogic communication
- External communication, e.g. press releases, social media, and elevator speeches
- Planning and executing training courses
- An introduction to international activities

4th semester: **Project management and cooperation**

- Development of ideas
- Project management
- Process facilitation
- Fund raising
- Planning and executing a joint class project
- Target audiences and booking

5th semester: **Project**

- Project management
- Career planning
- Communication
- Planning and executing the examination project

Mandatory assignments

To pass each semester, the student must hand in an online learning portfolio containing the work/assignments completed over the course of the semester.

At the start of the tuition course, the teacher announces which online platform is to be used.

The semester can only be passed if the assignments have been handed in and approved by the teacher. All assignments must relate theory and/or method to practice.

At least one of the projects over the course of the BMus degree course must be of an international or intercultural kind.

2nd semester: CV creation Reflection assignment on personal management

3rd semester: Training course Training report (in which the student reflects on the importance of networking)

4th semester: Joint project Assignment on project management

5th semester: Completed project with subsequent examination assignment

Scope of written assignments on the 2nd to 4th semester: 2 to 4 pages.

Scope

12 ECTS towards the degree

Tuition and work formats

Class tuition and seminars.

Semesters

2nd to 5th semester

Evaluation and examination regulations

Examination format:

Oral examination based on the examination assignment.

Duration: 20 minutes.

Scope of the examination assignment: 5-7 pages or corresponding video material/accessible portfolio content.

The examination assignment is handed in using an online learning portfolio.

As a minimum, the examination assignment must cover 2-3 themes from the core areas of the subject with relevant literature (theory and/or method).

During the oral examination, the student relates theory to his/her own practice and uses this as a starting point for a reflection on his/her professional and personal development.

Marking and evaluation:

Internal marking. Evaluation: Grade.

The assessment must reflect to what extent the objectives of the course have been achieved.

2.5 Bachelor project

Objective

Upon completion of the bachelor project, the student:

- Possesses elementary knowledge of practice, methods, and theory within the chosen project area.
- Is able to reflect on his/her practice and choice of methods in relation to the project.
- Is able to use relevant methods, tools, and forms of expression in a creative, performative, and/or pedagogical context.
- Is able to identify and acquire project-relevant knowledge unassisted as well as use relevant project-related solution models.
- Is able to communicate project idea and results orally and in writing.
- Is able to work on a project basis in a creative, investigative, and analytical manner.
- Is able to find relevant cooperation partners and act professionally in vocational and/or cross-disciplinary cooperation.
- Is able to set up and adhere to a realistic schedule.

Content

The bachelor project takes one main area as its starting point but may draw on other, cross-disciplinary approaches.

The student chooses and defines his/her own project. The project must include the following elements:

- a) A creative, performative, and/or pedagogical element.
- b) Communication of the above.
- c) A written reflection. Scope: Max. 20 pages excluding annexes.

Item a) may be in the form of a composition, concert, performance, installation, CD recording, or tuition course.

Item b) may be in the form of a lecture at the final exam which further puts into perspective the materials covered in items a) and c), or it may be a home page/portfolio created unassisted.

Tuition and work formats

Guidance in individual project work as well as study group work.

- By the middle of the 4th semester, a description of the intended bachelor project must be submitted by the student for approval by the project coordinator.
- No later than three weeks hereafter, the student receives the approved preliminary project description from the project coordinator.
- During 5th semester, project descriptions and work plans are presented in study groups (max. 8 members). The groups are created by the project coordinator and convene at least three times during the 5th semester.
- January, 6th semester: Halfway seminar for the study groups. The bachelor projects are presented to the group for joint evaluation and exchange of experiences. The internal supervisor participates.
- By 1 February on the 6th semester, the student, in cooperation with the internal supervisor, drafts the final project description which is submitted to the project coordinator for final approval.

- The project coordinator sends the approved project description to the student and the internal supervisor by 15 February on the 6th semester.

The written part of the project including the project description is handed in to the Student Administration Office by 1 May.

Semesters

5th and 6th semester.

Scope

15 ECTS

Evaluation and examination regulations

Examination content

After the 6th semester: Exam

Presentation in accordance with the approved project description.

Examination format

a. Presentation (30 minutes). Depending on the nature of the project, the presentation may take the following forms:

- A concert incorporating oral communication.
- A teaching situation using a project approach.
- A lecture/presentation of the project including documentation of the artistic/performative dimension in the form of CD/DVD recordings or similar.

b. Interview with the board of examiners (10 minutes).

c. Discussion and preparation of statement (20 minutes).

The exam is organised individually in accordance with the approved project description.

Duration of presentation and interview: 40 minutes. Duration of exam including discussion: 60 minutes.

Marking and evaluation

External marking. Grade and a written statement.