



Det Jyske
Musikkonservatorium
**The Royal Academy
of Music**

CURRICULUM

Bachelor of Music (BMus) programme

GENERAL MUSIC TEACHER

Effective as of 2019

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1 Introduction

General Music Teacher is a 3-year BMus programme giving students the knowledge, skills, and qualifications necessary to work as music teachers and musicians. The programme offers a wide selection of classes, projects, concerts, and teaching training.

Students develop their musical and artistic skills and participate in creative collaboration with others.

Programme structure

From the start, the programme is structured with a focus on the student's teaching and instrumental skills. The programme is a general music teacher course focusing on class tuition of children, adolescents, and adults.

The main study area, Music Pedagogy and Teaching, combines several disciplines: Teaching practice for choirs, groups, and ensembles based on various vocal and instrumental constellations and forms of expression, in collaboration with the general pedagogical subject Basic music education which focuses on creating a musical experience and encouraging musical development irrespective of participant prerequisites or level. Being able to create music and relations with target audiences varying from infants with no prerequisites to well-trained and experienced adults is absolutely central, as is the ability to put oneself at the musical service of the given target audience. This creates the foundations for the student's continued professional and personal development and the consequent choices and specialisation options. The General Music Teacher programme concludes with a Bachelor project which is chosen and defined by the student based on his/her interests and needs and constitutes his/her specialisation.

Throughout the programme, the student's creative and individual development as a musician, creative artist, and communicator is emphasised.

The programme is divided into the following fields:

- Main study area. Subjects and courses in which the student focuses on his/her development as a music teacher, leader, and artist through a variety of work formats
- Electives with a pedagogical and artistic focus
- General studies. Support subjects contributing a historical and theoretical perspective
- Joint module. A module aiming to provide the best possible start to the programme and qualify student artistic choices and assessments
- Artistic entrepreneurship. Subjects and projects where students gain experience as entrepreneurs and managers of dynamic processes and in addition acquire career management tools
- Bachelor project. The project itself as well as tuition in the form of guidance and subjects that prepare the student for project work

2 Programme content, individual subjects, and examinations

BMus General Music Teacher	1st sem	2nd sem	3rd sem	4th sem	5th sem	6th sem	Total ECTS
Music Pedagogy and Teaching*	10	10	10	10	5	5	50
Development as a music teacher	X	X	X	X			
Choir conducting	X	X					
Group and ensemble teaching practice			X	X			
Basic music education					X	X	
Main instrument	5	5	5	5	5	5	30
Joint module	5						5
Ear training and piano**	5	5	5	5	5		25
Music theory and music history	5	5	5				15
Electives		5		5	10	10	30
Artistic entrepreneurship			5	5	5		15
Bachelor project						10	10
Total ECTS	30	30	30	30	30	30	180

* Music Pedagogy and Teaching consists of several subject elements.

They are scheduled as indicated by an x on the chart.

** Ear training and piano. Ear training is concluded after the 2nd semester. Piano is concluded after the 5th semester.

2.1 Main study area

2.1.1 Music Pedagogy and Teaching

The Music Pedagogy and Teaching subject is divided into four subject elements:

- Development as a music teacher
- Choir conducting, jazz/pop and classical
- Group and ensemble teaching practice
- Basic music education

The objectives of the four subject elements are described separately below, while the evaluation and examination regulations are described as one for the entire Music Pedagogy and Teaching subject.

Objective

Upon completion of the course, the student:

- Possesses knowledge of elementary class-based music education practice at preschool, school, and adult level, and of accompanying relevant repertoire, methods, and theory
- Is able to reflect on practice and choice of methods in relation to his/her own teaching practice
- Has acquired and is able to use musical skills and forms of expression. This includes developing increased responsiveness to and awareness of communication and ensemble playing during classes
- Is capable of making artistic and pedagogical choices and assessments
- Is able to communicate musical and artistic expression in a way that is relevant for children and adults
- Is able to lead choirs, instrumental ensembles, and communal singing within classical and jazz/pop traditions
- Is conversant with the work of choir conductors and choir singers
- Is able to acknowledge and handle artistic and pedagogical challenges in a creative, investigative, and analytical manner
- Is able to identify his/her own learning needs and creative potential for development within Music Pedagogy and Teaching, and to prioritise and structure his/her time and work efforts in relation to these

Development as a music teacher

Objective

Upon completion of the course, the student:

- Is able to reflect on practice and choice of methods in relation to his/her own practice as a teacher and leader
- Possesses knowledge of elementary class-based music education practice, and of accompanying relevant repertoire, methods, and theory
- Is able to acknowledge and handle artistic, pedagogical, and leadership challenges in a creative, investigative, and analytical manner
- Is able to identify his/her own learning needs and creative potential for development within Music Pedagogy and Teaching, and to prioritise and structure his/her time and work efforts in relation to these

Content

Development as a music teacher is a subject element which focuses on strengthening the student's capacity for reflection on his/her pedagogical practice, and on his/her ability to create pedagogical development. The objective is to improve the student's understanding of the role as a musical leader. As a consequence, subject element planning and tuition is handled jointly by teachers from Basic music education, Choir conducting (jazz/pop and classical), Group teaching practice, and Ensemble teaching practice.

Tuition is linked to individual student training courses and other classes on pedagogics. Tuition includes short courses during which the entire class teaches groups under teacher supervision. These groups can be identical with groups from other training courses or can be set up for each particular tuition course.

Tuition may include the following:

- Didactic reflection
- Artistic creative skills in a music teaching context
- Methods – development of tuition methods and knowledge of existing methods
- How pupils experience and recognise musical phenomena through creation and participation
- Arranging tuition courses for various age groups
- Improvisation as a teaching method

Tuition and work formats

Class tuition. Guidance during training courses supported by online-based technology where reflection on the student's own pedagogical practice and those of others is central.

Semesters

1st to 4th semester

Scope

20 ECTS

Choir conducting**Objective**

Upon completion of the course, the student:

- Is able to lead choirs and communal singing within classical and jazz/pop traditions
- Is able to reflect on practice and choice of methods in relation to his/her own teaching practice
- Has acquired musical skills and forms of expression in the choir field
- Is capable of making artistic and pedagogical choices and assessments
- Is able to communicate musical and artistic expression in a way that is relevant for a given target audience
- Is able to identify his/her own learning needs and creative potential for development within choir conducting and to prioritise and structure his/her time and work efforts in relation to these

Content

Tuition may include the following:

- Direction and conducting technique for choir conductors
- Didactics
- Learning methods
- Warm-up and vocal formation
- Intonation, choir voicing, and timbre perception
- Framing of improvisation and composition

Tuition includes courses during which the entire class teaches choirs under teacher supervision.

Tuition and work formats

Class tuition. Guidance in connection with training courses and tuition may also be carried out in the subject element Development as a music teacher.

Semesters

1st to 2nd semester

Scope

10 ECTS

Group and ensemble teaching practice

Objective

Upon completion of the course, the student:

- Is able to lead ensembles in performing music from a score within various traditions and genres
- Is able to lead jazz/pop groups with vocals
- Is able to reflect on practice and choice of methods in relation to his/her own teaching practice
- Has acquired elementary arranging skills
- Has acquired musical skills and forms of expression within group teaching practice
- Is capable of making artistic and pedagogical choices and assessments
- Is able to identify his/her own learning needs and creative potential for development within group teaching practice and to prioritise and structure his/her time and work efforts in relation to these

Content

Tuition may include the following:

- Arrangement
- Direction and conducting technique for ensemble leaders
- Didactics
- Learning methods
- Groove and bodily rhythm communication
- Warm-up
- Intonation and timbre perception

Tuition and work formats

Class tuition. Guidance in connection with training courses and tuition may also be carried out in the subject element Development as a music teacher. Tuition includes courses with an orchestra.

Semesters

3rd to 4th semester

Scope

10 ECTS

Basic music education

Objective

Upon completion of the course, the student:

- Possesses knowledge of repertoire, methods, and theory for a class-based music education practice at preschool and elementary school level
- Is able to reflect on practice and choice of methods in relation to his/her own teaching practice
- Has developed an increased responsiveness to and awareness of the interplay between children and teachers in class tuition
- Is capable of making artistic and pedagogical choices and assessments
- Is able to communicate musical and artistic expression in a way that is relevant for children
- Is able to identify his/her own learning needs and creative potential for development within Basic music education, and to prioritise and structure his/her time and work efforts in relation to these

Content

Tuition may include the following:

- Developing a varied tuition repertoire within basic music education
- Communicating musical experiences in practice
- Developing an awareness of basic musical elements, for example through improvisation
- Methods – development of tuition methods and knowledge of existing methods and various forms of learning with due consideration for progression and stylistic variation
- Arranging tuition courses at preschool and elementary school level

Tuition includes short courses during which the entire class teaches groups under teacher supervision.

6th semester training course: A Basic music education training course is set up with a group of children. The course can be executed individually or in two-student teams. The scope and arrangement of the course are decided by the teacher and students.

Tuition and work formats

Class tuition. Guidance during training courses, possibly supported by online-based technology where reflection on the student's own pedagogical practice and those of others is central.

Semesters

5th to 6th semester

Scope

10 ECTS

Evaluation and examination regulations for the subject Music Pedagogy and Teaching

After the 2nd semester: evaluation of 1st year

Examination content

Practical test and oral presentation on Development as a music teacher.

- The student carries out a 15-minute Choir Conducting tuition demonstration.
- Oral presentation: 15 minutes. The student accounts for the theory used and related reflections in connection with the tuition demonstration. In addition, the student accounts for his/her development as a music teacher during the programme and sets new goals for his/her future development.
- Interview: 10 minutes. The examiners and the student discuss perspectives for the student's development based on the tuition demonstrations and the oral presentation.

Total duration including deliberation: 55 minutes.

Marking and evaluation

Internal marking. Pass/fail.

The assessment must reflect to what extent the overall objectives of the programme are expected to be achievable for the main study area over the three years of study.

After the 4th semester: examination

Examination content

Practical test and oral presentation on Development as a music teacher.

- Tuition demonstration: 30 minutes. By the deadline set by the Study Administration, the student must choose at least 15 minutes of tuition demonstration within group or ensemble teaching practice and also the content of the remaining 15 minutes of tuition demonstration.
- Oral presentation: 10 minutes. The student accounts for his/her pedagogical and artistic choices for two ensemble arrangements created by the student. The arrangements are to be handed in by the deadline set by the Study Administration.
- Interview: 10 minutes. The examiners and the student discuss perspectives for the student's development based on the tuition demonstration and the arrangements created.

Total duration including deliberation: 65 minutes.

Marking and evaluation

External marking. Grade.

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

After the 6th semester: examination

Examination content

At the examination, students demonstrate their Basic music education tuition skills with their own training class.

Students can carry out the training course individually or in two-student groups. The examination is carried out at the training site and must have the same characteristics and duration as a normal lesson (at least 25 minutes). If students take over from one another during the lesson, each student gets at least 25 minutes. The examination must include a selection of the disciplines of the subject.

Interview

During an interview after the tuition skills test, the student accounts for his/her work and answers any questions regarding the report.

Written report. The report must include the following:

- An account of the work done with the class used for the examination, including class make-up, pupil descriptions, objective, planning, and methods
- A description of one or more lessons
- An evaluation of the teaching course
- Annex:
 - Examples of materials
 - Repertoire list
 - Bibliography

Examination format

Practical test and written report

Duration of the practical test: 25 minutes

Interview: 15 minutes

Scope of the written report: 4 to 6 pages. The report must be handed in no later than 14 days prior to the examination.

Deliberation: 15 minutes.

Total duration including deliberation: 55 minutes.

For two-student groups, the practical test is prolonged by 25 minutes, and the interview by 10 minutes. Deliberation is prolonged by 5 minutes. Total test duration for two-student groups: 95 minutes.

Marking and evaluation

External marking. Grade.

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

2.1.2 Main instrument, classical or jazz/pop, instrumental or vocal

Objective

Upon completion of the course, the student:

- Possesses elementary knowledge of musical and technical practice
- Possesses elementary knowledge about relevant repertoire in relation to his/her main instrument
- Possesses knowledge of relevant methods for learning new material
- Possesses knowledge on topics such as improvisation, composition, instrument technique, and communication
- Is able to reflect on practice and choice of methods in relation to his/her work as a musician
- Possesses technical, musical, and artistic skills that support his/her musicianship
- Is able to make artistically relevant choices and assessments
- Is able to work in an investigative, analytical, and creative manner in an artistic context
- Can participate independently and constructively in various musical contexts
- Is able to identify his/her own learning needs and potential for creative development, and to prioritise and structure his/her time and work efforts in relation to these

Content

Tuition may include development of the student's personal musical expression, technical ability, and creative skills through work on aspects of ensemble playing. Examples include accompaniment, improvisation, rhythm and timing, phrasing, interpretation, timbre, instrument/vocal technique, soloist skills, sight reading, learning by ear, imitation, transposition, composition, and transcription.

Tuition emphasises that the student must develop a personal musical expression and acquire knowledge and skills through work on a varied repertoire and in varied contexts.

Part of the tuition takes the form of preparation for and evaluation of student performances at internal and external concerts. The student is required to act as band leader and assume artistic responsibility for at least one concert annually.

Projects

Participation in Academy projects is an important part of the student's main study area activities. Projects can be initiated by the Academy and by the student.

For wind players, participation in a big band is mandatory. Mandatory participation for wind players may not exceed two big band projects per semester, equivalent to 3 ECTS.

Other students can apply for participation or be appointed by the big band leader.

A big band project normally corresponds to 1.5 ECTS. By participating in at least 3 big band projects, students can receive merit for a 5 ECTS elective, for example. Students must apply for merit to the head of studies.

Tuition and work formats

Class tuition, one-to-one tuition.

Work in group contexts.

Projects and modules arranged by the Academy.

Evaluation of concerts, courses, and projects.

Semesters

1st to 6th semester

Scope

30 ECTS

Evaluation and examination regulations

After the 6th semester: main instrument skill examination

Examination content

The student performs tunes chosen by the student him/herself at a concert.

For a significant part of the concert, the student must play with at least two other performers. The test may include performances on minor instruments or singing.

Examination format

Concert. Duration: 30 minutes.

Total duration including deliberation: 60 minutes.

Marking and evaluation

External marking. Grade.

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

2.1.2 Ear Training and Piano

Objective

Upon completion of the course, the student:

- Can express himself/herself musically on the piano within a wide spectrum of styles
- Can use the piano as a tool in music education disciplines and in practical teaching situations as well as for composition, arrangement, and theory purposes
- Is capable of transforming forms of notation (scores, melodies with figuration, and chord charts, for example) into musical entities
- Possesses knowledge of relevant methods for learning new material
- Possesses knowledge of ear training
- Possesses ear training skills supporting a diverse pedagogical practice
- Possesses ear training skills supporting professional work as a performer and creator
- Is able to identify his/her own learning needs and creative potential for development within Ear Training and Piano, and to prioritise and structure his/her time and work efforts in relation to these

Content

- Melody playing within a diverse repertoire from notation with figuration
- Chord accompaniment from figuration to the student's own singing/playing and that of others
- Improvisation
- Transposition
- Elementary score playing
- Elementary scores from jazz/pop and classical piano repertoire
- Fundamental knowledge of music, notation, writing notes, and basic concepts and terminology from music theory and analysis relevant to ear training
- Rhythm and rhythmic performance within various rhythmic genres
- Sight singing, including solmisation, training musical memory, instrumental/vocal repetition, and improvisation
- Correction
- Coordination
- Chord and function theory, identification of chords, and figuration
- Form

Tuition and work formats

Class tuition, one-to-one tuition

Semesters

1st to 5th semester

Scope

25 ECTS

Evaluation and examination regulations

After the 2nd semester: ear training examination

Objective

- Possesses knowledge of relevant methods for learning new material
- Possesses knowledge of ear training
- Possesses ear training skills supporting a diverse pedagogical practice
- Possesses ear training skills supporting professional work as a performer and creator
- Is able to identify his/her own learning needs and creative potential for development within Ear Training, and to prioritise and structure his/her time and work efforts in relation to these

Examination content

Oral examination:

- Secunda vista with 10 minutes of preparation time
 - Monophonic rhythm. Any time signature (including mixed time signatures) and polyrhythms may be used. Performed while marking the tempo
 - Two-handed rhythm
 - Sight singing. The student is given a melody to be sung without accompaniment
- Singing with rhythmic accompaniment
 - One song is performed from a lyrics sheet to the student's own percussive accompaniment
- Sight reading
 - Singing and playing. The student is given a two-part movement and must sing the melody while playing the counter-melody on the piano
 - Singing and hand gestures. The student is given a two-part movement noted using solmisation and must sing the melody using solmisation while demonstrating the counter-melody using hand gestures (to be sung by the teacher)
 - Two-part swing rhythm. Performed as a two-hand rhythm. The top part is performed with finger snaps on 2 and 4

Examination format

Oral examination. Duration: 30 minutes. In addition, 10 minutes of preparation time.

Total duration including deliberation: 45 minutes.

Marking and evaluation

Internal marking. Grade.

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

After the 5th semester: piano examination

Objective

- Can express himself/herself musically on the piano within a wide spectrum of styles
- Can use the piano as a tool in music education disciplines and in practical teaching situations as well as for composition, arrangement, and theory purposes
- Is capable of transforming forms of notation (scores, melodies with figuration, and chord charts, for example) into musical entities
- Is able to identify his/her own learning needs and creative potential for development within Piano, and to prioritise and structure his/her time and work efforts in relation to these

Examination content

- 2 tunes selected by the student. May include the student's own compositions and may include improvisation
- Accompaniment to the student's own singing
- Two set assignments with 14 days of preparation time
 - Reproduction/reduction of 4-part choir movement
 - Reproduction/reduction of ensemble score

Secunda vista:

- Accompaniment from figuration at an ensemble playing assignment where the teacher plays the melody
- An elementary choir movement (noted as 4 parts in 2 or 3 systems)
- An elementary piano movement

The student is given 40 minutes of preparation time.

Examination format

Practical test. Duration: 20 minutes. In addition, 40 minutes of preparation time

Total duration including deliberation: 35 minutes.

Marking and evaluation

Internal marking. Grade.

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

2.1.4 Joint module

Objective

Upon completion of the course, the student:

- Is capable of making artistic choices and assessments
- Is able to search for and acquire relevant information
- Can participate independently in cooperation with fellow professionals

Content

Tuition may include the following themes:

- Study technique
- An overview of music history
- Critical reflection
- Knowledge of artistic citizenship
- Knowledge of the Academy as a place of study, including digital platforms
- Musical interventions
- Co-creation projects
- An introduction to artistic entrepreneurship

Tuition and work formats

Class tuition and group work

Semesters

1st semester

Scope

5 ECTS

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 General studies

2.2.1 Music theory and music history

Objective

Upon completion of the course, the student:

- Has acquired knowledge of the elementary theoretical foundations of jazz/pop music; a knowledge which is applicable in practice and can support the student's work as a musician, creator, and teacher
- Possesses knowledge of significant styles in the history of jazz/pop music
- Understands and is able to reflect on general terms and concepts of music theory as used in Denmark and abroad
- Is able to acknowledge and handle challenges in the fields of music history and music history in an investigative and analytical manner
- Is able to communicate in writing and verbally to peers and non-specialists
- Can participate in musical interaction and cross-disciplinary cooperation based on his/her knowledge of music history and music theory
- Is able to identify his/her own learning needs in the fields of music history and music theory
- Can apply various critical and analytical approaches to music and musical practice
- Is able to search for and acquire relevant information

Content

Content may include the following:

A study of significant periods and stylistic phenomena in the history of jazz/pop music from a culture historical, social, and sociological perspective. Examples from other musical cultures and styles and other cultural forms of expression can be included to illuminate various musical development trends.

Tuition emphasises auditive analyses from a historical perspective, knowledge of styles, an overview of the 'roots' of contemporary styles, differences and mutual relations, and different musical parameters.

A study of the figuration system as well as chord notation, note notation/creating lead sheets, chord scales and extensions, harmonic analysis, harmonising, and reharmonising.

Principles of voice leading for vocals and instruments, and principles of voicing and chording.

Tuition and work formats

Class tuition. The class can be split according to student level regarding the theoretical issues.

Choice of level is done in consultation with the teacher.

Semesters

1st to 3rd semester

Scope

15 ECTS

Evaluation and examination regulations

After the 3rd semester: Music Theory examination

Examination content

- Written examination. 4-6 minor assignments testing the student's ability within a selection of the following subject areas:
 - Notation
 - Harmonic analysis
 - Figuration
 - Voice leading/voicing
 - Chord scale analysis
 - Form analysis
 - Harmonising/reharmonising
 - Theory of improvisation

Examination format

Proctored written examination.

The student gets 4 hours to complete the assignment in a room with a piano.

Marking and evaluation

Internal marking. Grade.

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

After the 3rd semester: Music History examination

Examination content

Interview based on the written assignment

The student describes a music history topic pre-approved by the teacher. Scope of the assignment: 6-8 pages. The assignment forms the basis of an interview. Duration: 25 minutes. Deliberation and motivation: 15 minutes

Total duration including deliberation and motivation: 40 minutes.

Examination format

Oral examination based on a written presentation

Marking and evaluation

Internal marking. Grade.

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

2.3 Artistic entrepreneurship

Objective

Upon completion of the course, the student:

- Possesses elementary knowledge of the music industry and culture in a modern, globalised world
- Understands and is able to reflect on artistic practice and the 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 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 may include the following:

- Self-management
- Critical reflection
- Networking
- Internal communication, e.g. dialogic communication
- External communication, e.g. press releases, social media, and elevator speeches
- Planning and execution of training courses
- Development of ideas
- Project management
- Fund raising
- Planning and execution of a joint class project
- Cross-disciplinary artistic collaboration
- Artistic citizenship

The 3rd and 4th semesters are concluded with a written or oral presentation. This can be either a short written assignment (2 to 4 pages) or an oral presentation during class. The assignments are defined by the teacher at the start of the semester.

Scope

15 ECTS

Tuition and work formats

Class tuition and seminars plus individual guidance

Semesters

3rd to 5th semester

Evaluation and examination regulations

Examination format

Oral examination (20 minutes) based on the examination assignment. The assignment must be handed in by the date communicated by the Study Administration.

Scope of the examination assignment: 5-7 pages excluding annexes

The examination assignment must provide a perspective on central issues pertaining to the subject with relevant literature (theory and/or method) as well as a reflection on the student's practical experience with entrepreneurship.

The oral examination elaborates on the assignment, and the student reflects on his/her professional and personal development.

Total duration including deliberation: 35 minutes

Marking and evaluation

Internal marking. Grade.

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

2.4 Electives

Every year, the Academy offers a number of electives within the study areas described in the curriculum. The main focus is on the main study area and the pedagogical area. Out of the total of 30 ECTS to be earned from electives on the General Music Teacher BMus programme, at least 15 ECTS must be related to the pedagogical area.

Content and objectives

The content and related objectives of the electives are stated in the descriptions of each elective.

Tuition and work formats

Electives are primarily executed as class tuition. Where relevant, however, other options are possible; this will be stated in the description of each elective.

Semesters and scope

2nd semester – 5 ECTS

4th semester – 5 ECTS

5th semester – 10 ECTS

6th semester – 10 ECTS

Electives can correspond to 5 or 10 ECTS. This will be stated in the description of each elective.

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.

2.5 Bachelor project

Objective

Upon completion of the course, the student:

- Possesses 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 within the chosen project area
- Is able to independently identify and acquire knowledge that is both project-relevant and generally acknowledged as being valid
- 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

Content

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

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

- 1) One or more of the following subject themes:
 - a) Composition
 - b) Professional artistic performance
 - c) Pedagogy
 - d) Artistic entrepreneurship
- 2) Communication of the above
- 3) A written reflection. Scope: 10-20 pages excluding annexes

Item 1) may for example take the form of a composition, concert, artistic intervention, performance, installation, recording, tuition course, or innovative work with various formats.

Item 2) may for example take the form of a detailed oral presentation at the final examination, or an independently created presentation using digital media.

Tuition and work formats

Guidance in individual project work as well as study group work

- By the start of the 5th semester, a description of the intended bachelor project (including the title and idea of the project as well as the name of the desired supervisor) must be submitted by the student for approval by the head of studies.

- No later than 3 weeks hereafter, the student receives the provisionally approved project description.
- After provisional approval, project descriptions and work plans are presented and developed in study groups.
- By 1 February on the 6th semester, the student in cooperation with the 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 supervisor no later than 15 February on the 6th semester.

The written part of the project including the project description must be handed in by 15 April.

Semesters

6th semester

Scope

10 ECTS

Evaluation and examination regulations

Examination content

After the 6th semester: examination

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 with optional oral communication
- A teaching situation using a project-related approach
- A lecture/presentation of the project based on the chosen subject themes

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

c. Deliberation and preparation of statement (20 minutes)

Total duration including deliberation: 60 minutes.

Marking and evaluation

External marking. Grade and a written statement.

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