



DET KONGELIGE  
DANSKE  
MUSIKKONSERVATORIUM

# MASTER'S PROGRAMME IN ACCORDION

cand. musicae / Master of Music (M.Mus.)

## ACCORDION

### CURRICULUM (VOL. II)

Teaching and examination regulations

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## **FOREWORD**

Curriculum Volume II, *Teaching and Examination Regulations*, contains a detailed description of the teaching and examination activities associated with a specific discipline/instrument. Curriculum Volume II is an appendix to Curriculum Volume I, which provides a general description of the aim and contents of the Academy education as a whole.

The curriculum has been laid down with authority in Danish Ministry of Culture Executive Order no. 1245 of 11 December 2009 on Study Programmes at the Academies of Music and the Opera Academy, which sets out the general guidelines governing the curriculum.

All relevant information on teaching methods, examination forms, deadlines, etc., is available under the general examination regulations on the Academy's intranet.

## SCHEMA (ECTS AND THE STUDY PROGRAMME)

### ACCORDION

Subject	1st Year	2nd Year	
Principal study	30 ECTS	10 ECTS	
Master's project			20 ECTS
Chamber music	10 ECTS	10 ECTS	
Methodology course	5 ECTS		
Reflection assignment		10 ECTS	
Learning theory	5 ECTS		
Principal study-related pedagogy	10 ECTS	5 ECTS	
Practical training		5 ECTS	

The marking  indicates that the ECTS credits are triggered by certificate.

The marking  indicates that the ECTS credits are triggered by examination.

The marking  indicates the duration of the teaching.

# **PRINCIPAL STUDY (ACCORDION)**

(1st-4th semester)

## **AIM AND CONTENT OF THE PROGRAMME**

### **Own skills and chamber music**

Teaching in the principal study, own skills, is intended to further develop the students' artistic and technical mastery of the instrument, with a view to working as a professional musician. Principal study teaching is arranged individually, on the basis of each student's capabilities. For accordion students, training in chamber music is a very important part of their development, as it aims at achieving versatility in professional work. Tuition in own skills takes the form of private lessons, supplemented by joint classes. In addition to the student, students from the Academy's other instrument groups also participate in the chamber music classes.

## **RULES FOR EXAMINATIONS AND TESTS**

### **Principal study (accordion), including chamber music**

Master's project

After the 4th semester.

### **Examination content**

The objective of the Master's examination is to document that the student has achieved a high level of technical and musical maturity in the principal study. The examination takes place in a concert-like form with a duration of approximately 60 minutes, at which students present their own programmes with written or oral programme notes. Of the approximately 60-minute programme, 35 minutes is selected by the student, and 25 minutes by the external moderator on the basis of the submitted programme list. The assignment(s) chosen by the moderator will be communicated to the student on the weekday before the examination. The programme presentation must have a maximum duration of five minutes, or a maximum size of three standard pages.

### **Examination materials**

The student submits a programme list of examination repertoire of at least 75 minutes' duration, of which chamber music must comprise around 20-25 minutes.

The programme list must include at least one work written before 1900. The programme list is certified by the teacher and submitted to the Study Administration.

At the same time, the student indicates whether the programme presentation will be written or oral.

### **Form of examination**

Practical examination

### **Duration and scope**

The examination has a duration of 80 minutes, including assessment.

### **Moderation and assessment**

The examination is assessed by an external moderator, an internal moderator, and the student's own teacher.

A single grade is awarded under the currently applicable marking scale.

The grade is supplemented by a written statement on the student's level of proficiency.

### **Responsibility and deadlines**

The student is responsible for ensuring that the programme list is submitted on time to the Study Administration, and for any fellow participants.

The student may obtain information on the assignment(s) chosen by the moderator on the weekday before the examination day.

The Study Administration will announce the deadline for submitting the repertoire list/ programme notes, etc.

## **GOALS FOR LEARNING OUTCOME**

After concluding the subject:

### *Knowledge and understanding*

- The student possesses knowledge of artistic practice, repertoire and methods of solving technical issues in relation to the principal study.
- The student is capable of understanding and reflecting upon artistic practice and methods of solving technical issues in relation to the principal study, and identifying artistic and technical challenges.

### *Skills*

- The student masters principal study-related methods, tools and modes of expression, and general skills related to employment within the discipline.
- The student can evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss professional issues.

### *Competencies*

- The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.
- The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.
- The student is able to take independent responsibility for his or her own professional development and specialisation.

# **METHODOLOGY COURSE FOR REFLECTION ASSIGNMENT**

(1st-2nd semester)

## **AIM AND CONTENT OF THE PROGRAMME**

The aim of the subject is to provide the student with knowledge and guidance in relation to the design of the reflection assignment. The tuition is designed to enable the student to delimit a topic and formulate an assignment description.

The tuition includes guidance in idea development, research, documentation and assignment formulation. The teaching is initially provided in the form of lectures for all students in the year group, and subsequently for smaller groups.

## **RULES FOR EXAMINATIONS AND TESTS**

### **Methodology course for reflection assignment**

After the 2nd semester.

### **Examination content and materials**

At the end of the course, the student submits a description of the reflection assignment in the form of a topic, assignment formulation and documentation form, and a proposal for an internal supervisor.

### **Moderation and assessment**

The topic, assignment formulation and documentation form must be approved by the Department Head, the Head of Studies and the subject teacher.

### **Responsibility and deadlines**

The student is responsible for submitting the reflection assignment formulation to the Study Administration on time.

The Study Administration will post notices of the deadlines for submitting the reflection assignment formulation.

The assignment formulation must be submitted in five copies.

## **GOALS FOR LEARNING OUTCOME**

After concluding the subject:

### *Knowledge and understanding*

- The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges.

### *Skills*

- The student can communicate and discuss professional issues.

### *Competencies*

- The student is able to take independent responsibility for his or her own professional development and specialisation.

# REFLECTION ASSIGNMENT

(4th semester)

## AIM AND CONTENT OF THE PROGRAMME

The aim of the reflection assignment is for the student to demonstrate skills in illuminating the artistic, musical, professional and/or pedagogical issues associated with a particular topic.

Reflection assignments may vary a great deal in form, but through its documentation form, the assignment must provide an account of the background, assignment formulation, objective, method and procedure, as well as a contextualisation.

## RULES FOR EXAMINATIONS AND TESTS

### Reflection assignment

After the 4th semester.

### Examination content and materials

The topic, assignment formulation and documentation form are subject to prior approval, cf. the examination regulations for “Methodology course for the reflection assignment”.

### Form of examination

The form of the examination may vary, depending on the character of the reflection assignment. Common to all types of examinations is that they must be described in advance in the assignment formulation that concludes the subject “Methodology course for the reflection assignment”, and must include a written presentation. The examination concludes in a 10-15 minute interview with the moderators. The interview begins with an oral presentation by the student of the main points of the assignment.

### Duration and scope

The duration and scope varies, depending on the type of assignment. A purely written project must contain 15-20 standard pages, excluding notes and references. If the reflection assignment takes the form of a combination of a written part and another form of communication (performance, web-based, lecture, etc.), the written part must comprise 5-10 standard pages. (1 standard page = 2,000 characters)

The examination normally has a total duration of 30 minutes, including assessment.

### Moderation and assessment

The reflection assignment is assessed by an external moderator, an internal moderator, and the assignment supervisor. A single grade is awarded under the currently applicable marking scale.

### Responsibility and deadlines

The student is responsible for ensuring that the written part of the reflection assignment and other relevant materials are submitted on time to the Study Administration.

The student is responsible for ensuring that any other participants are present at the presentation of the reflection assignment.

The Study Administration will announce deadlines for submitting the written part of the reflection assignment.

The assignment must be submitted in five copies.

## **GOALS FOR LEARNING OUTCOME**

After concluding the subject:

### *Knowledge and understanding*

- The student understands and can reflect upon artistic, professional and/or pedagogical issues, and identify artistic challenges.

### *Skills*

- The student can evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss artistic, professional and/or pedagogical issues.

### *Competencies*

- The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.
- The student is able to take independent responsibility for his or her own professional development and specialisation.

# **PRINCIPAL STUDY-RELATED PEDAGOGY**

(1st-3rd semester)

## **AIM AND CONTENT OF THE PROGRAMME**

The aim of the course is to equip the student with professional, pedagogical and psychological skills which will enable the student to independently organise and carry out teaching at beginner and intermediate level.

The teaching consists of joint seminars, assignments and pupil teaching.

## **RULES FOR EXAMINATIONS AND TESTS**

### **Principal study-related pedagogy I (beginner) + II (intermediate)**

After the 3. semester.

### **Principal study-related pedagogy I**

#### **Examination content**

The examinee demonstrates his or her teaching skills via the following examination:

- A. Teaching a pupil (or a group) at beginner level. The teaching demonstration must have a duration of 30 minutes for a single pupil, or 40 minutes for a group lesson, and must contain examples of:
- Musical and technical instruction in one or more compositions that the pupils are studying
  - Analysis of a composition on which the pupil is to begin work (including instructions on the rehearsal method)
  - Own accompaniment to performance by the pupil(s)

The lesson may also include:

- Special work with one or more technical problems (possibly by means of exercises and/or etudes)
- Guidance in aural studies, ear training and score reading.

### **Principal study-related pedagogy II**

#### **Examination content**

The examinee demonstrates his or her teaching skills via the following examination:

A: Teaching a pupil (or alternatively a group) at intermediate level. The lesson must have a duration of 30 minutes, and should include examples of:

- Musical and technical instruction in one or more compositions that the pupils are studying

- Analysis of a composition on which the pupil is to begin work (including instructions on the rehearsal method)
- Ensemble playing with the pupil

The lesson may also include:

- Guidance in aural training and theory
  - Special work with one or more technical problems (possibly by means of exercises and/or etudes)
- B. B. An extemporaneous lesson of approximately 15 minutes' duration, representing the intermediate stage.

The examinee comments on the progress of the examination and the submitted report, and answers any questions from the moderators in relation to these (duration: approximately fifteen minutes).

### **Examination materials (I + II)**

For use in the assessment of the examination, the examinee must provide a full report on the examinee's approach to the pupil at intermediate level, e.g. formulated on the basis of teaching journal notes.

The report must include:

- The student's specific technical-methodological and musical guidance of his or her pupil
- Pedagogical reflections on the pupil's further development
- General pedagogical reflections

There must also be a progressively ordered list of teaching materials (collections, independent compositions and ensemble assignments), with which the examinee is familiar, and which the examinee intends to use in his or her teaching.

### **Form of examination**

Practical examination

### **Duration and scope**

2 hours 30 minutes, including assessment. There is a pause of 15 minutes duration between the examination pedagogy I and pedagogy II .

### **Moderation and assessment**

The examination is assessed by an external moderator, an internal moderator, and the student's own teacher.

A single grade is awarded for Pedagogy I and one single grade is awarded for Pedagogy II under the currently applicable marking scale.

### **Responsibility and deadlines**

It is the student's own responsibility to submit repertoire lists, report, etc. The student's own teacher is responsible for any other tasks.

The Study Administration will announce the deadline for the submission of logbooks.

The logbook must be submitted in four copies.

## **GOALS FOR LEARNING OUTCOME**

After concluding the subject:

### *Knowledge and understanding*

- The student possesses knowledge of pedagogical methods and practices relating to teaching pupils at beginner and intermediate level.
- The student understands and can reflect upon pedagogical practices and methods, and identify pedagogical challenges relating to teaching pupils at beginner and intermediate level.

### *Skills*

- The student masters pedagogical methods and tools, and can apply these as relevant.
- The student can evaluate and choose between pedagogical methods and tools, and propose solution models.
- The student can communicate and discuss pedagogical issues.

### *Competencies*

- The student can manage pedagogical work and development situations that are complex, unpredictable, and require new solution models or expressions.
- The student is able to take independent responsibility for his or her own professional development and specialisation.

# **PRACTICAL TRAINING (EXTERNAL)**

(3rd semester)

## **AIM AND CONTENT OF THE PROGRAMME**

The aim of external practical training is to give the student an opportunity to test his or her abilities and acquired skills as a practising musician and/or teacher by filling such a position on the professional labour market for a period of time. The Academy is responsible for the academic standard of the period of practical training, and for securing a trainee position for the student.

Practical training is a compulsory part of the Master's programme for all students. The trainee period and location will be chosen and organised in line with the student's study programme. Guidance will also be provided during the period of practical training. (See also under 'Responsibility and deadlines'.)

## **RULES FOR EXAMINATIONS AND TESTS**

### **Practical training (external)**

After the 3rd semester.

### **Examination content and materials**

A written statement must be submitted by the training supervisor, and the student must submit a report of 1-3 standard pages describing his or her expectations towards the training period, as well as the actual experiences and lessons learned during the trainee period.

### **Moderation and assessment**

On the basis of the training supervisor's statement and the student's report, the Head of Department and Director of Studies will determine whether the period of practical training can be given final approval.

### **Responsibility and deadlines**

At the end of the 2nd semester, the student submits a brief description of the proposed period of practical training.

The Study Administration will announce the deadline for submitting the description of the period of practical training.

The character of the trainee period determines who issues the provisional approval:

- 1) Practical training as a practising musician/singer must be approved by the Head of Department and the Director of Studies.
- 2) Trainee teaching periods must be approved by the teacher of Pedagogy and the Director of Studies.

## **GOALS FOR LEARNING OUTCOME**

After concluding the subject:

### *Knowledge and understanding*

- The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges.

### *Skills*

- The student masters musical methods, tools and modes of expression, is able to use relevant tools and methods, and masters general skills relating to employment within the discipline.
- The student can evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.
- The student can communicate and discuss professional issues.

# LEARNING THEORY

(2nd semester)

## AIM AND CONTENT OF THE PROGRAMME

The aim of the subject is to develop the student's awareness and understanding of the various possible approaches to performance, teaching and communication.

The student acquires knowledge of various theories of learning, communication, knowledge, teaching strategies and pedagogy through a number of research-based lectures.

## RULES FOR EXAMINATIONS AND TESTS

The subject is a certification subject, and is documented on the basis of at least 80% attendance.

Students with insufficient attendance must submit a written assignment.

### Examination materials

A written assignment is set by the department heads in consultation with the lecturer(s) at the conclusion of the lecture series.

### Form of examination

Written assignment in the course of a week.

### Duration and scope

Five standard pages, excluding notes and references.

### Moderation and assessment

The assignment is assessed by the relevant lecturer and an internal moderator, and is awarded the grade pass/fail.

### Responsibility and deadlines

The Study Administration will announce the deadline for the submitting the written paper.

The assignment must be submitted in three copies.

## GOALS FOR LEARNING OUTCOME

After concluding the subject:

*Knowledge and understanding*

- The student possesses knowledge of theories of learning, communication and cognition, teaching strategies and pedagogy.

# **QUALIFICATIONS FRAMEWORK**

The qualification framework reflects the skills that the students have acquired in connection with the individual subjects.

Master's programme in accordion		Principal study	
	<i>After the Master's examination</i>	Principal study/Master's project	Chamber music
Knowledge and understanding			
Knowledge field	The student possesses knowledge which, in selected areas, is based on internationally-recognised artistic practices, artistic development and leading research in relevant disciplines.	<b>X</b>	<b>X</b>
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.	<b>X</b>	<b>X</b>
Skills			
Skill type	The student masters musical methods, tools and modes of expression, is able to use relevant tools and methods, and masters general skills relating to employment within the discipline.	<b>X</b>	<b>X</b>
Assessment and decision	The student can evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.	<b>X</b>	<b>X</b>
Communication	The student can communicate and discuss professional issues with colleagues and non-specialists.	<b>X</b>	<b>X</b>
Competencies			
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.	<b>X</b>	<b>X</b>
Co-operation and responsibility	The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.		<b>X</b>
Learning	The student is able to take independent responsibility for his or her own professional development and specialisation.	<b>X</b>	<b>X</b>

## Qualification framework (continued)

Master's programme in accordion		Other subjects		
	<i>After the Master's examination</i>	Learning theory	Principal study-specific pedagogy	Practical training
<b>Knowledge and understanding</b>				
Knowledge field	The student possesses knowledge which, in selected areas, is based on internationally-recognised artistic practices, artistic development and leading research in relevant disciplines.	<b>X</b>	<b>X</b>	
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.		<b>X</b>	<b>X</b>
<b>Skills</b>				
Skill type	The student masters musical methods, tools and modes of expression, is able to use relevant tools and methods, and masters general skills relating to employment within the discipline.		<b>X</b>	<b>X</b>
Assessment and decision	The student can evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.		<b>X</b>	<b>X</b>
Communication	The student can communicate and discuss professional issues with colleagues and non-specialists.		<b>X</b>	<b>X</b>
<b>Competencies</b>				
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.		<b>X</b>	
Co-operation and responsibility	The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.			
Learning	The student is able to take independent responsibility for his or her own professional development and specialisation.		<b>X</b>	

## Qualification framework (continued)

Master's programme in accordion		Other subjects, continued	
	<i>After the Master's examination</i>	Methodology course	Reflection course
<b>Knowledge and understanding</b>			
Knowledge field	The student possesses knowledge which, in selected areas, is based on internationally-recognised artistic practices, artistic development and leading research in relevant disciplines.		
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.	<b>X</b>	<b>X</b>
<b>Skills</b>			
Skill type	The student masters musical methods, tools and modes of expression, is able to use relevant tools and methods, and masters general skills relating to employment within the discipline.		
Assessment and decision	The student can evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.		<b>X</b>
Communication	The student can communicate and discuss professional issues with colleagues and non-specialists.	<b>X</b>	<b>X</b>
<b>Competencies</b>			
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.		<b>X</b>
Co-operation and responsibility	The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.		
Learning	The student is able to take independent responsibility for his or her own professional development and specialisation.	<b>X</b>	<b>X</b>