



DET KONGELIGE
DANSKE
MUSIKKONSERVATORIUM

MASTER'S PROGRAMME IN AURAL TRAINING

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

CURRICULUM (VOL. II)

Teaching and examination regulations

August 2011

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SCHEMA (ECTS AND THE STUDY PROGRAMME)

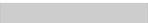
AURAL TRAINING

Subject	1st Year	2nd Year	
Principal study	35	22	
Master's project			15
Aural training methodology	5		
Methodology course	5		
Reflection assignment		10	
Optional subjects*		5	5
Instrument/singing	10		
Observation – practical training			3

*An optional subject is taken in the 2nd, 3rd and 4th semesters, respectively. In the course of the programme, the student chooses at least two different optional subjects from the following list: piano song accompaniment, auditory analysis, theory.

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.

1. PRINCIPAL STUDY

AURAL TRAINING: TEACHING PROFICIENCY AND OWN SKILLS

(1st-4th semester)

AIM AND CONTENT OF THE PROGRAMME

Teaching proficiency

The aim is for the student to acquire sufficient knowledge and skills to allow him or her to teach aural training.

The contents consist of aural training methodology (see the subject 'Aural training methodology') as well as a teaching internship in which the student teaches aural training at various levels. In relation to internship, the student chooses:

either the A-LINE:

- Aural training of children and/or adults at beginner level, e.g. in choirs, ensembles or music schools.
- Aural training of children and/or adults at intermediate level, e.g. in music schools and preparatory classes for music academies, main subjects in teacher training colleges, evening classes or folk high schools.

or the B-LINE:

- Aural training of children and/or adults at beginner level, e.g. in choirs, ensembles or music schools.
- Aural training of children and/or adults at intermediate level, e.g. in music schools and preparatory classes for music academies, main subjects in teacher training colleges, evening classes or folk high schools.
- Aural training at tertiary level, e.g. at an academy of music.

The internship is comprised of observation and teaching practice, respectively. The student's own teaching classes outside the Academy may possibly be approved as an internship class.

Own skills

Development of skills in the various disciplines of aural training, including rhythm, melody, practical piano playing, score playing, accompaniment, transposition, auditory analysis, notation, etc., with the aim of equipping the student with sufficient skills to be able to provide aural training classes in these disciplines in various genres, and in styles from medieval to modern.

RULES FOR EXAMINATIONS AND TESTS

Principal study: Teaching proficiency

After the 2nd semester.

Examination content

Students demonstrate their skill at teaching their own internship classes, with at least five pupils at beginner or intermediate level.

The teaching demonstration must take the form of a normal lesson and have a duration of 40 minutes. After the examination, the examinee comments on the progress of the lesson, and answers any questions from the moderators in relation to this.

Examination materials

For use in the assessment of the demonstration of teaching proficiency, students must submit a report on their approach to teaching the various disciplines and a list of musical works, teaching materials, etc., with which the student is familiar. The student must also provide a description of the pupils, including information on the previous and next lessons for these pupils.

Form of examination

Practical examination

Duration and scope

The examination with the student's own internship class has a total duration of 60 minutes (40 minutes teaching, 10 minutes interview, 10 minutes 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.

Responsibility and deadlines

The student is responsible for ensuring the presence of the student's own internship class.

The Study Administration is responsible for ensuring that the examination room is large enough for the internship class, pupils and examiners, and that it contains the necessary equipment for the examination.

Principal study: Teaching proficiency

Master's project

After the 4th semester.

Examination content

Students demonstrate their skill at:

A-LINE:

- Teaching their own internship classes, with at least five pupils, at a level corresponding to that of the internship class at the examination after the second semester.
- Teaching an allocated internship class at beginner or intermediate level.

B-LINE:

- Teaching their own internship classes, with at least five pupils, at an advanced level.
- Teaching an allocated internship class at an advanced level.

Both teaching demonstrations must take the form of normal lessons, and should each have a duration of 40 minutes. After each lesson, the examinee comments on the progress of the examination, and answers any questions from the moderators.

Examination materials

For use in the assessment of the demonstration of teaching proficiency, students must submit a report on their approach to teaching the various disciplines and a list of musical works, teaching materials, etc., with which the student is familiar. The student must also provide a description of the pupils, including information on the previous and next lessons for these pupils.

Form of examination

Practical examination

Duration and scope

The examination with the student's own internship class has a total duration of 60 minutes (40 minutes teaching, 10 minutes interview, 10 minutes assessment).

The examination with the allocated internship class has a total duration of 60 minutes (40 minutes teaching, 10 minutes interview, 10 minutes assessment).

The two teaching demonstrations are held on the same day.

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 the presence of the student's own internship class.

The teacher is responsible for the allocated class. The teacher and external moderator jointly set the examination task.

Students can obtain information on the topics for the teaching demonstration, as well as on the level of the allocated pupils, from the Study Administration at 10.00 am on the day before the teaching demonstration is given with an allocated internship class.

The Study Administration is responsible for ensuring that the examination room is large enough for the internship class, pupils and examiners, and that it contains the necessary equipment for the examination.

Principal study: Own skills

Master's project

After the 4th semester.

Examination content

The student demonstrates his or her individual skills in the following disciplines:

1. Aural analysis:
 - a. Written examination by CD: Notation of, for example, the melody, bass and figuration or functions in a vocal, orchestral or chamber music work.
 - b. Oral examination: Aural analysis of the form, structure and functions of a pre-played piece of music.
2. Correction test: The student is given a song/instrumental movement with accompaniment, and after a brief study of this, accompanies an allocated pupil and corrects and guides the pupil along the way.
3. Rhythmic recognition:
 - a. Execution of two advanced rhythmic tasks with time marking, of which at least one task must be drawn from the musical literature. Preparation time is allowed for the first task, while the other must be performed by sight reading (*prima vista*).
 - b. Performance of a polyphonic combination task. Preparation time is allowed for the task.
4. Melody reading: Performance of two vocal scores with and without accompaniment. All styles from medieval to contemporary music may occur. Preparation time is allowed for the first task, while the other must be performed by sight reading (*prima vista*). The teacher will provide the accompaniment for the accompanied task.
5. Test at the piano.

A-LINE:

- Transposition of a simple piano accompaniment.
- Harmonisation of melody from score.
- Task with transposed instruments.
- Singing to own accompaniment.

B-LINE:

- Transposition of a simple piano accompaniment.
- Harmonisation of melody from score.
- Task with transposed instruments.
- Singing to own accompaniment.
- Reduction of piano accompaniment.
- Score playing in the form of a slow movement from a string quartet.
- Four-part movement written in four systems (soprano, alto, tenor and bass clefs).

Preparation:

A-LINE: 45 minutes' of preparation time is allowed, with a piano, for the prepared tasks under points 3 and 4, as well as for the tasks in point 5.

B-LINE: 60 minutes' of preparation time is allowed, with a piano, for the prepared tasks under points 3 and 4, as well as for the tasks in point 5.

Examination materials

The student will be provided with relevant materials for preparation.

Form of examination

Practical and written examination.

Duration and scope

The oral part of the examination has a total duration of 60 minutes (45 minutes examination, 15 minutes assessment).

The written part of the examination under point 1 has a total duration of 75 minutes (60 minutes examination, 15 minutes 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 internal moderator is responsible for the choice of examination tasks, in consultation with the teacher.

The teacher is responsible for allocating a pupil for the correction test.

The written examination must take place before the oral examination, and may be held up to one week before the first oral examination day.

The examination in the student's own skills and the pedagogical examination must take place on two consecutive days.

The Study Administration is responsible for ensuring that the necessary equipment is available in the examination room.

The teacher is responsible for the written assignments.

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 (advanced level for B-line students) in aural training.
- The student understands and can reflect upon pedagogical practices and methods, and identify pedagogical challenges relating to teaching pupils at beginner and intermediate level in aural training.

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 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.

AURAL TRAINING METHODOLOGY

(1st semester)

AIM AND CONTENT OF THE PROGRAMME

The programme aims to develop and refine the student's methodological, pedagogical and theoretical foundation for his or her work as a teacher of aural training.

The content of the course includes an examination of various teaching methods and textbooks within the main disciplines of the subject: melody, rhythm and ear training, such that the student acquires a general impression of the literature available in the subject and can undertake a qualified selection of appropriate educational materials. In relation to the internship, skills are acquired in conducting methodical and continuously structured teaching, including the preparation of own teaching materials.

RULES FOR EXAMINATIONS AND TESTS

Form of examination

The subject is a certification subject, and is documented on the basis of at least 80% attendance. If the student's rate of absence exceeds 20%, the student must take a written or oral examination, by the student's own choice.

Duration and scope

The written examination takes the form of a one-week paper.

The oral examination has a duration of 30 minutes (20 minutes examination and 10 minutes assessment).

Moderation and assessment

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

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

Responsibility and deadlines

The internal moderator is responsible for selecting and preparing the assignments.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of teaching methods, teaching materials and practices relating to teaching pupils in aural training.
- The student understands and can reflect upon teaching methods and identify pedagogical challenges relating to teaching pupils in aural training.

Skills

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- 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.

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.

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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.

INSTRUMENT/SINGING

(1st-2nd semester)

AIM AND CONTENT OF THE PROGRAMME

The aim and content of the course is to further develop the student's individual musical vocal/instrumental identity, in terms of technical, musical and improvisational skills of expression.

RULES FOR EXAMINATIONS AND TESTS

Special instrument/singing

After the 2nd semester.

Examination content

At the examination, on the basis of the repertoire list, the student presents a self-selected programme in musical/stylistic variation, of 20 minutes' duration.

Examination materials

The student submits a list, approved by the teacher, of the repertoire studied. The repertoire list must contain musical/stylistic variation.

Form of examination

Practical examination

Duration and scope

The examination has a total duration of 30 minutes (20 minutes examination, 10 minutes assessment).

Moderation and assessment

The examination is assessed by an internal moderator and the student's own teacher. A single grade is awarded under the currently applicable marking scale.

Responsibility and deadlines

The student is responsible for the presence of any other participants, including the accompanist.

The Study Administration is responsible for ensuring that there is a piano available in the examination room (but not the accompanist).

The Study Administration will issue notices of deadlines for the submission of repertoire.

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 instrument/voice.
- The student understands and can reflect upon artistic practice and methods of solving technical issues in relation to the instrument/voice, and identify artistic and technical challenges.

Skills

- The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.

Competencies

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

OPTIONAL SUBJECT: THEORY

AIM AND CONTENT OF THE PROGRAMME

The optional subjects aim to refine and supplement the student's practical, pedagogical and theoretical foundation for his or her work as a teacher of aural training.

An optional subject is taken in the 2nd, 3rd and 4th semesters, respectively, and in the course of the programme the student chooses at least two different optional subjects. The teaching focuses on the student's needs, and the teacher organises the teaching in close collaboration with the student.

The course in Theory is a tool subject which may include harmonic analysis, form and structural analysis, and musical history aspects relating to the work of a teacher in aural training. It is not the intention that the subject should be based on technical part-writing disciplines, but these can be included in the teaching.

RULES FOR EXAMINATIONS AND TESTS

Optional subject: Theory

After the 2nd-4th semester

Form of examination

The subject is a certification subject, and is documented on the basis of at least 80% attendance. If the student's rate of absence exceeds 20%, the student must take a written or oral examination, by the student's own choice.

Duration and scope

The written examination takes the form of a 24-hour paper.

The oral examination has a duration of 30 minutes (20 minutes examination and 10 minutes assessment).

Moderation and assessment

The examination is assessed by an internal moderator and the student's own teacher. A single grade is awarded under the currently applicable marking scale.

Responsibility and deadlines

The internal moderator is responsible for selecting and preparing the assignments.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of harmonic analysis, form and structural analysis, and musical history aspects relating to the work of a teacher of aural training.

- The student understands and can reflect upon harmonic analysis, form and structural analysis, and musical history aspects relating to the work of a teacher of aural training.

Skills

- The student masters harmonic analysis, form and structural analysis, and musical history aspects relating to the work of a teacher of aural training.
- The student can evaluate and choose between the subject area's methods and tools.

Competencies

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

OPTIONAL SUBJECT: PIANO

AIM AND CONTENT OF THE PROGRAMME

The optional subjects aim to refine and supplement the student's practical, pedagogical and theoretical foundation for his or her work as a teacher of aural training.

An optional subject is taken in the 2nd, 3rd and 4th semesters, respectively, and in the course of the programme the student chooses at least two different optional subjects. The teaching focuses on the student's needs, and the teacher organises the teaching in close collaboration with the student.

The subject of Piano is a tool subject which aims to enable the student to use the piano as a tool to illustrate musical phenomena, and as an accompaniment and ensemble instrument.

The contents may for example include: Piano repertoire, especially in relation to the principal study: chorales (Bach chorales, Romantic chorales), melody and chord playing by ear and lead sheet in a broad repertoire (children's songs, ballads, folk music, popular music, etc.), classical piano movements for use in auditory analysis, accompaniment by score and lead sheet to own singing and the singing/playing of others. Sight reading.

RULES FOR EXAMINATIONS AND TESTS

Optional subject: Piano

After the 2nd-4th semester

Form of examination

The subject is a certification subject, and is documented on the basis of at least 80% attendance. If the student's rate of absence exceeds 20%, the student must take a practical examination.

Duration and scope

- Seconda vista playing of a piano piece of a moderate degree of difficulty, e.g. "Frühlingsgesang" (no. 15) from Robert Schumann's "Album für die Jugend op.68" or "Arietta op.12, no.1" from Edvard Grieg's "Lyriske Stykker I".
- Seconda vista playing of an easier Bach chorale, e.g. "Freu dich sehr, o meine Seele" from Bach cantata BWV 70.
- Seconda vista playing of a melody with figuration, e.g. "Land of Hope and Glory" from Songbook I (blue book).

A total preparation time of 15 minutes is allowed for the three tasks.

The examination has a duration of 15 minutes (10 minutes examination and 5 minutes assessment).

Moderation and assessment

The examination is assessed by an internal moderator and the student's own teacher. A single grade is awarded under the currently applicable marking scale.

Responsibility and deadlines

The teacher is responsible for selecting the assignments.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of practice and methods in relation to using the piano as a tool to illustrate musical phenomena, and as an accompaniment and ensemble instrument.
- The student understands and can reflect upon practice and methods in relation to using the piano as a tool to illustrate musical phenomena, and as an accompaniment and ensemble instrument.

Skills

- The student can use the piano as a tool to illustrate musical phenomena, and as an accompaniment and ensemble instrument.
- The student can evaluate artistic challenges and practical and theoretical issues, and justify and select relevant expressions and solution models.

Competencies

- The student can utilise the piano in an ensemble playing or accompaniment situation.
- The student can identify his or her own learning needs and structure his or her own studies.

OPTIONAL SUBJECT: AUDITORY ANALYSIS

AIM AND CONTENT OF THE PROGRAMME

The optional subjects aim to refine and supplement the student's practical, pedagogical and theoretical foundation for his or her work as a teacher of aural training.

An optional subject is taken in the 2nd, 3rd and 4th semesters, respectively, and in the course of the programme the student chooses at least two different optional subjects. The teaching focuses on the student's needs, and the teacher organises the teaching in close collaboration with the student.

The subject of auditory analysis aims to train and develop the student's skills in auditory analysis as a supplement to the principal study's "individual skills". The subject includes analysis of form and structure, harmonic analysis, dictation, etc.

RULES FOR EXAMINATIONS AND TESTS

OPTIONAL SUBJECT: AUDITORY ANALYSIS

After the 2nd-4th semester

Form of examination

The subject is a certification subject, and is documented on the basis of at least 80% attendance. If the student's rate of absence exceeds 20%, the student must take a practical examination.

Duration and scope

The examination has a duration of 30 minutes (20 minutes examination and 10 minutes assessment).

Moderation and assessment

The examination is assessed by an internal moderator and the student's own teacher. A single grade is awarded under the currently applicable marking scale.

Responsibility and deadlines

The internal moderator is responsible for selecting and preparing the assignments.

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of form and structural analysis, harmonic analysis and dictation in relation to teaching aural training.
- The student understands and can reflect upon form and structural analysis, harmonic analysis and dictation in relation to teaching aural training.

Skills

- The student masters principal study-related methods, tools and forms of expression.
- The student is able to 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 is able to take independent responsibility for his or her own professional development and specialisation.

OBSERVATION – PRACTICAL TRAINING

4th semester

AIM AND CONTENT OF THE PROGRAMME

The purpose of the practical training in observation is to give the student an opportunity to observe a number of teaching situations with different teachers of aural training, and thereby help the student to identify his or her own standpoint as a teacher.

The teacher is responsible for arranging observation internship places for the student.

Observation training takes the form of three different observation periods, each of two hours' duration, for a total of six hours. Each individual observation lesson ends with a conversation between the student and the teacher, at which the student has an opportunity to ask detailed questions in relation to the lesson just concluded.

RULES FOR EXAMINATIONS AND TESTS

Observation – practical training

After the 4th semester.

Examination content and materials

The student submits a report of 1-3 standard pages in which the student reflects upon the period of observation training and the experiences the student has acquired from this.

Moderation and assessment

The subject is a certification subject which is passed on the basis of attendance at three two-hour observation sessions (total six hours), as well as the approval of the student's report by the Department Head and the Director of Studies.

Responsibility and deadlines

The student is responsible for submitting his or her report at least two weeks after the final observation session to the teacher of aural training in the student's principal study.

QUALIFICATIONS FRAMEWORK

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

Master's programme in aural training		Principal study
	<i>After the Master's examination</i>	Principal study, including practical training in observation Master's project
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.	X
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.	X
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.	X
Assessment and decision	The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.	X
Communication	The student can communicate and discuss professional issues with colleagues and non-specialists.	X
Competencies		
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.	X

Co-operation and responsibility	The student can independently initiate and implement intradisciplinary and interdisciplinary co-operation, and assume professional responsibility.	X
Learning	The student is able to take independent responsibility for his or her own professional development and specialisation.	X

Qualification framework (continued)

Master's programme as orchestral instrumentalist		Supplementary and optional subjects			
	<i>After the Master's examination</i>	Aural training methodology	Piano	Auditory analysis	Theory
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.	X	X	X	X
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.	X	X	X	X
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.		X	X	X
Assessment and decision	The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.		X	X	X

Communication	The student can communicate and discuss professional issues with colleagues and non-specialists.	X		X	X
Competencies					
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.	X	X	X	
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.	X	X		X

Qualification framework (continued)

Master's programme as orchestral instrumentalist		Other subjects, continued		
	<i>After the Master's examination</i>	Methodology course	Reflection course	Instrument/Singing
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.			X
Level of understanding and reflection	The student understands and can reflect upon the discipline's knowledge field, and identify artistic challenges and academic problems.	X	X	X
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.			
Assessment and decision	The student is able to evaluate and choose between the discipline's methods and tools, and, on an artistic basis, propose new expressions and solution models.		X	X
Communication	The student can communicate and discuss professional issues with colleagues and non-specialists.	X	X	
Competencies				
Sphere of action	The student can manage work and development situations that are complex, unpredictable, and require new solution models or expressions.		X	
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.	X	X	X