



DET KONGELIGE
DANSKE
MUSIKKONSERVATORIUM

MASTER'S PROGRAMME RECORDER

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

RECORDER (WITH PEDAGOGY)

CURRICULUM (VOL. II)

Teaching and examination regulations

August 2011

CONTENTS

Schema (ECTS and the study programme)	4
Principal study	5
Recorder	5
Aim and content of the programme	5
Rules for examinations and tests.....	5
Master's project.....	5
Goals for learning outcome.....	6
Principal study-related pedagogy	8
Aim and content of the programme	8
Rules for examinations and tests.....	8
Principal-study-related pedagogy	8
Goals for learning outcome.....	10
Performance practice I + II	11
Aim and content of the programme	11
Rules for examinations and tests.....	11
Performance practice I.....	11
Performance practice II	11
Goals for learning outcome.....	12
Methodology course for reflection assignment	14
Aim and content of the programme	14
Rules for examinations and tests.....	14
Methodology course for reflection assignment.....	14
Goals for learning outcome.....	14
Reflection assignment	16
Aim and content of the programme	16
Rules for examinations and tests.....	16
Reflection assignment.....	16
Goals for learning outcome.....	17
Learning theory	18
Aim and content of the programme	18
Rules for examinations and tests.....	18
Goals for learning outcome.....	18
Practical training (external)	20
Aim and content of the programme	20
Rules for examinations and tests.....	20
Practical training (external)	20
Goals for learning outcome.....	21

SCHEMA (ECTS AND THE STUDY PROGRAMME)

RECORDER WITH PEDAGOGY

Subject	1st Year	2nd Year	
Principal study	35	15	
Master's project			20
Methodology course	5		
Reflection assignment		10	
Principal study-specific pedagogy	10	5	
Learning theory	5		
Performance practice	5	5	
Practical training		5	

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 RECORDER

(1st-4th semester)

AIM AND CONTENT OF THE PROGRAMME

Own skills and chamber music (semesters 1-4)

Teaching in the principal study is intended to further develop the students' artistic and technical mastery of the instrument, with a view to working as a professional musician and music teacher.

Principal study teaching is arranged individually, according to each student's capabilities, needs and repertoire knowledge, with the aim of further developing the student's technical level and providing insight into a wide repertoire, emphasising the characteristics and performance practice of the various stylistic periods. Tuition in own skills takes the form of private lessons, supplemented by joint classes.

As the recorder is primarily an ensemble instrument, a high priority is given to teaching ensemble playing. The aim of the tuition is for the student to learn to master a broad selection of the ensemble playing repertoire for his or her main instrument.

RULES FOR EXAMINATIONS AND TESTS

Master's project

After the 4th semester.

Examination content

At the examination, students must demonstrate that they have achieved:

- a sound technical foundation
- insight into and mastery of basic musical expression in phrasing, rhythm, formal structure, ornamentation and tonality
- A fundamental knowledge of the characteristics and performance practice of various style periods.

The examination takes the form of a public concert, at which the students present their own programmes with written or oral programme notes.

The programme presentation must have a maximum duration of five minutes, or a maximum size of one standard page.

Examination materials

In advance of the examination, the student submits a repertoire list, certified by the teacher of the principal study, of works studied during the Master's programme. On the basis of the repertoire list, the student selects a programme of 60 minutes' duration, which is presented at the examination.

The programme must consist of a mixture of solo works and works for ensemble. At least one of the works must be from after 1945. At least two different types of instruments must be played (descant - treble - tenor - bass).

The programming is part of the examination material, and is therefore included in the assessment. The programme should be submitted to the Study Administration.

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, the student's own teacher, and an internal moderator.

The examination is assessed according to 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 repertoire list and the programme are certified by the teacher and submitted on time to the Study Administration.

If the student chooses a written programme presentation, it is the student's own responsibility to ensure that the programme notes are submitted punctually to the Study Administration.

The student is responsible for ensuring the presence of other participants at the Master's examination.

The student is responsible for filling in a requisition form for moving a harpsichord in accordance with the applicable rules.

The Study Administration will issue a notice of the deadline for submission of the certified repertoire list and the examination programme, and the deadline for submission of any written programme notes.

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 understands and can reflect upon artistic practice and methods of solving technical issues in relation to the principal study, and can identify artistic and technical challenges.

Skills

- The student masters principal study-related methods, tools and modes of expression, as well as general skills relating to employment within the discipline.
- 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 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.

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 plan and organise teaching at beginner and intermediate level.

The ratio between the beginner and intermediate level teaching will be established by agreement between the student and the student's teacher, so as to take into account any previous teaching experience the student may have, and any other relevant prerequisites. However, the student must teach at each level for at least one semester.

Content for beginner level

Beginner-level pedagogy refers to teaching one or more pupils aged 6-10 years. The pupil or pupils should as far as possible be novices on the recorder.

The teaching aims to develop the student's personal ability to communicate the musical material to the pupil or pupils in an inspirational and dynamic manner, including using the methods and teaching materials with which the student has been presented in the subject "Principal study-specific pedagogy" during the sixth semester of the Bachelor programme.

Content for intermediate level

Intermediate-level pedagogy refers to teaching a pupil who masters without difficulty both the descant and treble recorder, such that the teaching can include such topics as basic performance practice and more advanced recorder technique (corresponding approximately to GRADE 4 and 5 for the descant and treble recorder, respectively).¹

The student acquires knowledge of and becomes familiar with etudes, sonatas and other relevant repertoire and literature appropriate for the intermediate level. Moreover, the student works to further develop the pupil's musicality and technical skills. To the extent appropriate for the pupil, various types of articulation are presented (both single and double-tongued), as well as vibrato and dynamics (slides, forte and piano techniques).

The pupil is also introduced to basic performance practice, and thereby acquires a knowledge of simple ornaments (e.g. trills, mordents and simple diminutions) and a theoretical and – to the extent that the pupil's level permits – practical knowledge of the styles and ornamentation of various countries.

Work is done on the planning, organisation and assessment of lessons for both the beginner and intermediate level teaching, and on guidance and correction of the written report.

RULES FOR EXAMINATIONS AND TESTS

Principal-study-related pedagogy

After the 3rd semester.

¹ GRADE: see the Associated Board of the Royal Schools of Music www.abrsm.org under syllabus/recorder.

Examination content

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

Examination content – beginner level

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

- Instruction in one or more compositions that the pupil is studying
- Special work with one or more technical problems (possibly by means of exercises and/or etudes)
- Ensemble playing, in which the examinee plays a second voice or otherwise accompanies the pupil
- Analysis of a composition on which the pupil is to begin work (including instructions on the rehearsal method).

Examination content – intermediate level

- A. Teaching a pupil (or alternatively a group) at intermediate level. The teaching demonstration must have a duration of 30 minutes, and may include examples of:
 - Instruction in one or more compositions that the pupil is studying.
 - Special work with one or more technical problems.
 - Guidance in aural training and score reading problems.
 - Analysis of a composition on which the pupil is to begin work (including instructions on the rehearsal method).
- B. An extemporaneous lesson of approximately 15 minutes' duration, representing the intermediate stage, with an allocated pupil.

After the examination, the examinee comments on the progress of the lessons and answers any questions from the moderators in relation to this. Duration: approximately ten minutes.

Examination materials

For use in the assessment of the examination, the examinee must provide a full report on the examinee's approach to pupils at beginner and intermediate level, including any group teaching at beginner level, to the extent that the student has acquired practical experience in this, for example via pedagogical studies and/or the period of practical training. The report may for example be 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, in accordance with the individual pupil's level.
- General pedagogical reflections.

There must also be a progressively ordered list of teaching materials (schools, other collections, independent compositions, practice materials 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

Total duration approx. 100-110 minutes.

Moderation and assessment

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

An independent grade is awarded for the beginner and intermediate level, respectively. For the intermediate grade, a single combined grade is awarded covering points A and B.

The examination is assessed according to the currently applicable marking scale.

Responsibility and deadlines

It is the student's own responsibility to submit all relevant examination materials within the applicable deadlines.

The Study Administration will announce the deadline for the submission of the pedagogical report. The report must be submitted in four copies.

The student's own teacher is responsible for allocating a pupil and a task for extemporaneous teaching.

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.

PERFORMANCE PRACTICE I + II

(1st-4th semester)

AIM AND CONTENT OF THE PROGRAMME

The aim of the subject is to enhance the student's skills in historical performance practice and musical function, in order thereby to support the student's work of providing a musical interpretation that is as convincing, complete and informed as possible.

This is done by giving the student insight into a range of areas, including improvisation, ornamentation, rhetoric and dance. The students become familiar with sources that are important for our understanding of the performance practice of former times. The teaching takes the form of lectures, auditory analysis and practical exercises.

RULES FOR EXAMINATIONS AND TESTS

Performance practice I

(1st-2nd semester)

Examination content

The subject is passed/failed on the basis of attendance. 80% attendance is required to pass.

Students with insufficient attendance must submit a written assignment.

If the student's rate of absence exceeds 20%, the student must take a written examination.

Examination materials

The examination task is formulated by the subject teacher and approved by the department head.

Form of examination

Written assignment. One week is allowed to complete the assignment.

Duration and scope

Seven standard pages, excluding notes and references.

Moderation and assessment

The assignment is assessed by the student's own teacher and an internal moderator, and the grade pass/fail is awarded.

Responsibility and deadlines

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

Performance practice II

(3rd-4th semester)

Examination content

The subject is passed/failed on the basis of attendance. 80% attendance is required to pass.

Students with insufficient attendance must submit a written assignment.

Examination materials

The examination task is formulated by the subject teacher and approved by the Department Head.

Form of examination

Written assignment. One week is allowed to complete the assignment.

Duration and scope

Seven standard pages, excluding notes and references. (1 standard page = 2,000 characters)

Moderation and assessment

The assignment is assessed by the student's own teacher and an internal moderator, and the grade pass/fail is awarded.

Responsibility and deadlines

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

GOALS FOR LEARNING OUTCOME

After concluding the subject:

Knowledge and understanding

- The student possesses knowledge of artistic practice in relation to historical performance practice, including improvisation, ornamentation and rhetoric.
- The student understands and can reflect upon artistic practice in relation to historical performance practice, including improvisation, ornamentation and rhetoric, and can identify artistic and technical challenges.

Skills

- The student masters methods, tools and forms of expression in relation to performance practice.
- 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 issues relating to performance practice.

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.

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.

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.

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.

QUALIFICATIONS FRAMEWORK

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

Master's programme in recorder (with pedagogy)		Subject	
	<i>After the Master's examination</i>	Principal study Master's project	Performance practice
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
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
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
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	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	X

Qualification framework (continued)

Master's programme in recorder (with pedagogy)		Subject		
		Learning theory	Principal study-specific pedagogy	Practical training
<i>After the Master's examination</i>				
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	
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
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
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-		X	X

	specialists.			
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	

Qualification framework (continued)

Master's programme in recorder (with pedagogy)		Other subjects, continued	
	<i>After the Master's examination</i>	Methodology course	Reflection course
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.		
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
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
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