



**THE ROYAL DANISH
ACADEMY OF MUSIC**

CURRICULUM

PIANO

Kandidat i musik (MMus) / Master of Music (MMus)

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GENERAL RULES

AUTHORITY

The curriculum for the Master's study programme in Music is laid down under the authority of Executive Order no. 1324 of 23.11.2023 concerning the Danish Academies of Music and the Royal Opera Academy in the area of the Danish Ministry of Culture. This curriculum applies to all current students enrolled after 01.08.2018. Students enrolled at an earlier time may be subject to transitional rules.

ECTS

The Master's programme in Music is a full-time course of study corresponding to 120 ECTS credits. 60 points in the European Credit Transfer System (ECTS) corresponds to one year of full-time studies. The programme is organised as a full-time study programme within a two-year timeframe.

ENTRANCE REQUIREMENT AND ENTRY EXAMINATION

The entrance requirement for the Master's programme is a passed Bachelor degree:

- Bachelor of Music as instrumentalist/singer or the equivalent from a Danish academy of music
- Bachelor of Music as instrumentalist/singer or the equivalent from a foreign institute of higher education, at a level corresponding to that of the Royal Danish Academy of Music.

In addition to holding a Bachelor's degree in music, external applicants must also pass an entrance examination. For the specific requirements with regard to the entrance examination, please see the Academy website: www.dkdm.dk. The decision on whether to admit an applicant is taken by the Academy on the basis of a concrete assessment of the applicant's abilities and skills. The requirements of the music profession are also taken into consideration, as well as the need to attain an appropriate balance of instruments and voices.

Applicants shall be considered internal if the student has passed a Bachelor examination at the Academy. Internal applicants are guaranteed a study place in the Master's programme that corresponds to their completed Bachelor's degree.

In the case of applicants who wish to take the Master's programme without pedagogy, study places will be allocated by audition, corresponding to the entrance examination for external applicants.

Applicants who have concluded a Master's programme or Soloist programme (Advanced Postgraduate Diploma) at the Academy or the Royal Opera Academy can only be admitted to a new Master's or Soloist programme if a study place is vacant. The same applies to applicants who have been enrolled twice previously in a Master's or Soloist programme without having taken the final examination.

INTERNATIONAL FEE-PAYING STUDENTS

Prior to the commencement of studies, a legally binding agreement must be entered into between the Royal Danish Academy of Music and the student. (Contract determining the Conditions set for the Provision of Education for International Students at the Royal Danish Academy of Music.)

TITLE AWARDED

Graduates of the Master's programme in Music are entitled to use the title Master of Music (MMus) (piano). The title in Danish is: cand.musicae (MMus) (klaver).

PURPOSE AND COMPETENCY PROFILE OF THE PROGRAMME

The purpose of the programme is, on the basis of the individual student's talent and capabilities, to strengthen and further develop the student's competencies with a view to employment as a musician and teacher of instrumental music, and in related professional areas.

At the conclusion of the programme, the graduate will be qualified to undertake a wide range of highly specialised functions in music, and will be able to meet the professional requirements of both the institutional and non-institutional employment market in national and international contexts.

Knowledge

- In-depth knowledge and understanding of artistic performance on the basis of internationally-recognised artistic practice and artistic research, and the ability to independently reflect on and identify challenges and issues of an artistic nature.
- Thorough understanding of studied works, on the basis of extensive repertoire knowledge, which supports and develops the student's artistic profile.
- Broad knowledge of music teaching methods and tools to solve artistic and instrumental technical challenges.
- Knowledge based on leading research in artistic reflection and music teaching theories.
- Broad knowledge of the music industry and cultural life, together with an understanding of music performance at a high professional level, and the ability to reflect on one's own career possibilities.

Skills

- Mastery, at a high professional level, of instrumental-technical, rehearsal-related and artistic skills associated with employment as a performing musician.
- Skills to convey a comprehensive, reflective and convincing artistic expression with imagination and empathy.
- Skills to apply relevant scientific tools and methods in selected areas, as well as to analyse and assess issues of artistic practice, artistic developmental work or research.
- Skills to communicate and discuss artistic expressions and professional issues with both peers and non-specialists.

Competencies

- Competency to undertake artistic activities in complex and unpredictable work situations with professional discipline, both individually and in ensembles of various sizes.
- Competency to take independent responsibility for one's own professional development and to expand one's own artistic perspective and identity.
- Competency to initiate, implement and lead artistic projects across professional boundaries and styles and, in the encounter with complex challenges, develop new solutions or artistic expressions.
- Competency to reflect on and communicate one's practice of music in writing and speech, and to place this in a broader social context.
- Competency to apply musical, pedagogical and instrumental knowledge, and to independently undertake teaching on several levels.

STRUCTURE OF THE PROGRAMME

SCHEMA (ECTS AND TEACHING)

PIANO

Subject complex	Subject	1st year	2nd year	
Principal study	Principal study and career-related principal studies <i>(including chamber music, accompaniment and possible focus area/supplementary subjects)</i>	35 ECTS	20 ECTS	20 ECTS
Other/ general subjects	Entrepreneurship	6 ECTS		
	Principal study-specific pedagogy	9 ECTS	5 ECTS	
Reflection assignment	Methodology and reflection assignment:	5 ECTS	15 ECTS	
	Elective subjects	5 ECTS	5 ECTS	
	TOTAL	60 ECTS	60 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.

1. PRINCIPAL STUDY AND CAREER-RELATED PRINCIPAL STUDIES

(1st-4th semester)

LEARNING CONTENT

Principal study

The aim of the teaching is to further develop the student's maturity and musicality in the principal study, as a basis for the practice of professional work.

The teaching is arranged individually, according to each student's capabilities, needs and repertoire knowledge, and consists mainly of individual lessons, which may be supplemented with joint classes, projects, etc. Emphasis is placed on the student's ability to combine personal artistic expression with a solid technical foundation. A wide range of works/pieces and styles relevant to the instrument from the Baroque period and up to contemporary times are worked on and rehearsed.

Chamber music

The purpose of the teaching is to enable the student to participate in professional chamber music ensembles, and to develop the student's repertoire knowledge and capacity for interpretation at an advanced level. The teaching in chamber music also aims to assist the student's integration into the cross-disciplinary musical milieu via co-operation with other students and instrument groups at the Academy. The teaching is organised with the participation of students from the Academy's other instrument groups. Students should as far as possible also establish relevant ensembles and develop ensemble activities themselves, as part of their independent professional specialisation.

Accompaniment

The teaching in accompaniment aims to further develop the student's ability to work with:

1. Singers, in a broad classical song/lieder repertoire. In this connection, emphasis is placed on interpretation, lyrics comprehension, understanding and awareness of the specific issues relating to singing (breathing, voice volume, etc.). The training in lieder accompaniment takes place with allocated voice students, in collaboration with the vocal department.
2. Instrumentalists, in a broad classical instrumental concert repertoire. Emphasis is placed on the reproduction of an accompanying orchestral movement by piano score. The teaching in instrumental accompaniment takes place with allocated instrumentalists in co-operation with the subject teacher.

Focus area/ supplementary subjects

In the third and fourth semesters, the student chooses a focus area (supplementary subjects) in consultation with the department head/teachers on the basis of artistic skills leading to professional work as a pianist – usually within the principal study areas of chamber music, accompaniment, or related professional skills. This focus area should reflect the student's artistic choices and interests, and must be approved by the department head and head of studies.



At least one of the two core disciplines chamber music and accompaniment must be included in the student's focus area as supplementary subjects. The subject not chosen is examined after the second semester, as described below under Examination Regulations.

TEACHING AND LEARNING METHODS

Principal study

Individual teaching and joint projects.

Chamber music

Class teaching.

Accompaniment

Individual and class teaching.

EXAMINATION REGULATIONS

PROFICIENCY TEST, PRINCIPAL STUDY COMPLEX

After the second semester

Learning Objectives

By the end of the course, it is expected that the student, with an additional year of studies at a high professional level:

- Can realize musical intentions using instrumental technical methods and skills, including rhythmic and harmonic understanding, equality, flexibility, and the ability to vary tone and dynamics.
- Can convey a cohesive and reflective artistic expression with a sense of style, phrasing ability, empathy, imagination, and tonal creativity both alone and in ensemble.
- Has extensive knowledge of the subject's repertoire and a deep understanding of studied works within solo piano as well as collaborative piano disciplines (accompaniment/chamber music).
- Has practice-based knowledge of methods for rehearsal work with singers and instrumentalists and can apply these within selected areas.
- Can handle the psychological and physiological demands associated with public performance.
- Can manage their time and effort in practice, rehearsal, and study settings independently and with professional discipline.

Exam Form and Duration

60-minute practical exam including deliberation. Total playing time: 45 minutes.

Grading and Assessment

The exam is assessed by an external examiner, an internal examiner, and the student's own teacher. For the accompaniment exam, both teachers (instrumental accompaniment and vocal accompaniment) are present. One overall grade is given according to the current grading scale.

Permitted Aids

Not applicable.

Special Regulations

The purpose of the exam is to provide the student with an assessment of their current level in solo performance and to ensure stylistic breadth in the content of the main subject.

During the exam, the student is also assessed in the main subject-related discipline that the student will not continue with at the advanced level as a supplementary subject in KA2:

a) Chamber Music and b) Accompaniment

The discipline tested after KA1 will be binding for which supplementary subject can be chosen in KA2. By March 1, the student must inform the Study Administration which discipline they will be tested in.

The student submits an exam program clearly indicating which of the disciplines a or b they are registered for in addition to solo performance.

At the same time, a selection of supplementary subjects for KA2, certified by the subject group leader and the education leader, is submitted.

The student presents a program with a total of 25 minutes of solo repertoire, where at least one of the following three styles must be represented: Baroque, Viennese Classicism, contemporary music written after 1960.

The program also includes, depending on the chosen examination discipline:

a. Chamber Music - works or parts of works from the Viennese classical period or later. Total duration: 20 minutes.

or

b. Accompaniment

- 1) Classical song/lieder program – a prepared program with singer(s) from the Classical period or later, lasting 15-20 minutes.
- 2) If the course "Instrumental Accompaniment" does not have at least 80% attendance – perform a fast movement of a Classical, Romantic, or modern solo concerto, where all tutti sections are played completely. Duration 5-10 minutes. The piano score is used.

The student is responsible for the presence of other participants in the exam in disciplines a) and b).

It is the student's responsibility to have the exam program certified by the teacher and submitted on time to the Study Administration.

MASTER'S PROJECT, PIANO

After the fourth semester

Learning outcomes

At the conclusion of the subject, it is expected that the student, to a high professional standard, will:

- Be able to independently express artistic intentions with natural authority and take responsibility for initiating, implementing and managing complex artistic projects, both alone and in interaction with others
- Be able to realise musical intentions through the application of instrumental techniques and skills, including rhythmic and harmonic understanding, equality, flexibility and the capacity to vary tone and dynamics
- Possess extensive knowledge of the subject area's repertoire and an in-depth understanding of studied works, and be able to independently seek out relevant new knowledge about repertoire and artistic practice
- Be able to convey a coherent and reflective artistic expression with a sense of style, phrasing ability, empathy, visualisation and tonal imagination which demonstrates a clear artistic profile and identity
- Be capable of handling the psychological, physiological and communicational demands associated with public performance
- Be capable of allocating time and effort in relation to practice, tests and rehearsals independently and with professional discipline
- Be able to communicate artistic content and issues to both peers and non-specialists through independent programme planning and oral or written presentation, on the basis of knowledge and skills relating to the general subjects of the study programme
- Possess extensive knowledge of relevant repertoire in chamber music and an in-depth understanding of rehearsed chamber music works (*if a focus area in chamber music has been chosen*)
- Possess extensive knowledge of relevant accompanied repertoire and an in-depth understanding of rehearsed, accompanied works (*if a focus area in accompaniment has been chosen*)

Examination form and duration

75-minute practical test, including assessment.

Moderation and assessment

The test is assessed by an external moderator, an internal moderator, and up to two of the student's own teachers. The composition of the assessors must reflect the student's focus areas during the Master's programme. A single grade is awarded under the currently applicable marking scale.

Permitted examination aids

Not relevant.

Special provisions

The test takes the form of a public concert of approximately 60 minutes' duration, at which the students present their own programmes with written or oral programme notes. Under the guidance of the student's own teacher and the teachers in supplementary subjects, the student compiles a programme that reflects the student's focus areas during the Master's programme. The programme must include solo playing. The programme must be certified by the student's own teacher, and the overall composition of the programme must be approved by the department head. The programme is then submitted to the Study Administration, along with a list of works/projects rehearsed or completed during the Master's programme, which must also be certified by the student's own teacher.

It is the student's responsibility to ensure that the repertoire list/examination programme is certified and submitted on time to the Study Administration.

Depending on the chosen focus area, the written or oral programme notes may be supplemented with a brief oral or written account of specific technical issues and considerations in relation to the focus area (maximum 5 mins.).

2. GENERAL SUBJECTS

(1st-4th semester)

ENTREPRENEURSHIP

(1st-2nd semester)

Learning content:

The starting-point for the teaching is the student's independent artistic and musical work. The student will gain insight into entrepreneurship as a mindset that supports a viable working life and career planning. The teaching focuses on selected subjects within the field of entrepreneurship, and is based on business models that can be useful in artistic work. In the teaching, the student is introduced to basic tools and knowledge that can be used in professional life as a musician in a non-formalised employment market.

Teaching and learning methods:

Class teaching, presentations and exercises. Parts of the teaching may take the form of project tuition.

Examination regulations:

After the second semester

Learning outcomes

At the conclusion of the subject, it is expected that the student will:

- Possess basic knowledge of the field of entrepreneurship, and be able to reflect on the link with one's own work as a musician/entrepreneur
- Be able to analyse and identify artistic innovative and value potential in one's own future work, and develop new solutions in this
- Be able to evaluate and apply selected entrepreneurial tools in order to act professionally in musical life
- Be able to independently assume responsibility for the development of musical projects and communicate these to peers and non-specialists
- Be capable of taking independent responsibility for one's own professional development and career

Examination form and duration

Written assignment of 6-10 standard pages. **One week** is allowed for the assignment.

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.

**Permitted examination aids**

All examination aids are permitted.

Special provisions

The student is responsible for ensuring that the assignment is collected on time from the Study Administration and submitted on time. The assignment must be submitted electronically.

PRINCIPAL STUDY-SPECIFIC PEDAGOGY I

(1st-2nd semester)

Course Content

The aim is for the student to acquire professional competencies, artistic and technical skills, and pedagogical insight to teach and instruct beginner-level students. Teaching skills are developed and strengthened through the instruction of their own student(s) and pedagogical evaluation during joint classes, etc. The student is introduced to group methodology and various principal study-relevant teaching methods and materials (textbooks/instrumental schools/ensemble materials/materials for elementary music theory, etc.). Part of this teaching may be in the form of courses. As part of the course, the student also attends a series of lectures on learning theory, which expand the student's understanding of music pedagogy based on scientific theories and methods.

Teaching and Working Methods:

Teaching their own student and groups of students, joint classes, lectures, etc.

Examination Regulations:

After the 2nd semester

Learning Objectives:

By the end of the course, it is expected that the student:

- Has a broad knowledge of a suitable teaching repertoire, exercises, and methods and can assess and choose among these and critically evaluate teaching materials.
- Can plan and conduct teaching situations based on knowledge of pedagogical methods, including group methodology, and practices related to the principal study.
- Can plan and conduct coherent teaching sequences at the beginner level in 1:1 situations as well as in groups.
- Can describe coherent teaching sequences and communicate pedagogical issues related to their own instrument to peers both in writing and orally and can reflect on their own music pedagogical practice based on knowledge of relevant scientific theories and methods.
- Has knowledge of the music pedagogical job market and can communicate professionally about teaching organization with students/parents.
- Can identify their own learning needs and structure their own learning in the principal study pedagogical area.

Exam Form and Duration:

75/85 minutes practical/oral exam including deliberation.

Grading and Assessment:

The exam is assessed by an external examiner, an internal examiner, and the student's own teacher. The exam is graded with one overall mark covering point A and B as well as the written report according to the current grading scale.

Permitted Aids:

Not applicable.

Special Regulations

The student submits a report of 8-10 standard pages (excluding appendices) prior to the exam. The report must include:

- A description of the student's specific technical-methodological and musical guidance of their pupil/group in the form of a logbook of selected teaching sessions with/without supervision by the subject teacher.
- Pedagogical considerations regarding the pupil's/pupils' further development.
- Reflections on group teaching and other general pedagogical reflections.
- As an appendix, a progressively ordered list of teaching materials (schools, other collections, independent compositions, practice materials, and ensemble repertoire) and literature at the beginner level, with which the student is familiar, may be included.
- Additionally, examples of exercises or repertoire used in the conducted teaching practice may be included as appendices.

More detailed templates for the appropriate structure of the report may be prepared by each subject group for distribution in connection with the teaching.

The student demonstrates their teaching skills through the following exam:

A. Teaching a pupil or a group at the beginner level. This teaching demonstration should last 30 minutes for an individual pupil and 40 minutes for group teaching and should include examples of:

- Musical and technical instruction in one or more pieces that the pupil(s) are studying.
- Review of a piece that the pupil(s) are about to start working on (including guidance on practice methods).
- Accompaniment by the student to the pupil's/pupils' playing.

The teaching may also include:

- Separate attention to one or more technical issues (possibly through exercises and/or etudes).
- Guidance in ear training, aural skills, and sight-reading.

B. The student comments on the course of the exams and the submitted report and answers any questions from the examiners related to these (duration approximately 15 minutes).

Responsibilities and deadlines:

The student is responsible for the timely submission of information regarding the choice of teaching format (individual pupil or group) to the study administration. The student is responsible for the presence of the pupil(s) at the exam and for bringing sufficient teaching materials. It is the student's responsibility to submit the report on time. The report is submitted electronically.

The study administration is responsible for providing suitable rooms with the necessary equipment (e.g., a grand piano and music stands) for the exam.

Principal Study-Specific Pedagogy II

(3rd semester)

Course Content

The purpose is for the student to acquire professional competencies, artistic and technical skills, and pedagogical insight to teach and instruct students at the intermediate level. Teaching skills are developed and strengthened through teaching their own pupil and pedagogical evaluation in connection with group lessons, etc. The student is introduced to various subject-relevant teaching methods and materials (textbooks/instrumental schools/ensemble materials/materials for elementary music theory, etc.). Part of this instruction may be in the form of courses.

Teaching and Working Methods

Teaching their own student, joint classes, lectures, etc.

Examination Regulations

After the 3rd semester

Learning Objectives

By the end of the course, it is expected that the student:

- Have a broad knowledge of a suitable teaching repertoire, exercises, and methods, and be able to evaluate and select among these and critically assess teaching materials.
- Be able to plan and conduct teaching sessions based on knowledge of pedagogical methods and practices related to the main subject.
- Be able to plan and conduct coherent teaching sequences at the intermediate level in one-on-one situations.
- Be able to describe coherent teaching sequences and communicate pedagogical issues related to their own instrument to peers both in writing and orally, and reflect on their own music pedagogical practice based on knowledge of relevant scientific theories and methods.
Have knowledge of the music pedagogical job market and be able to communicate about teaching planning with students/parents in a professional manner.
- Be able to identify their own learning needs and structure their own learning in the main subject pedagogical area.

Exam Form and Duration

90 minutes practical/oral exam including deliberation.

Grading and Assessment

The exam is assessed by an internal examiner and the student's own teacher. The exam is graded with one overall mark covering point A to C as well as the written report according to the current grading scale.

Permitted Aids

Not relevant.

Special Regulations

The student submits a report of 7 standard pages (excluding appendices) prior to the exam. The report must include:

- A description of the student's specific technical-methodological and musical guidance of their pupil in the form of a logbook of selected teaching sessions with/without supervision by the subject teacher.
- Pedagogical considerations regarding the pupil's further development.
- Reflections on general pedagogical topics.
- As an appendix, a progressively ordered list of teaching materials (schools, other collections, independent compositions, practice materials, and ensemble repertoire) and literature at the intermediate level with which the student is familiar.
- Additionally, examples of exercises or repertoire used in the conducted teaching practice may be included as appendices.

More detailed templates for the appropriate structure of the report may be prepared by each subject group for distribution in connection with the teaching.

The student demonstrates their teaching skills through the following exams:

A) Teaching a pupil at the intermediate level (talent line/MGK level). The teaching should last 30 minutes and include examples of:

- Musical and technical instruction in one or more compositions that the pupil is studying.
- Review of a composition that the pupil is about to start working on (including guidance on practice methods).
- Ensemble playing with the pupil.

The teaching may also include:

- Guidance in ear training or theory.
- Separate attention to one or more technical issues (possibly through exercises and/or etudes).



B) An extemporaneous teaching session with an assigned pupil representing the intermediate level. Duration approximately 15 minutes.

C) The student comments on the course of the exam and the submitted report and answers any questions from the examiners related to these. Duration approximately 15 minutes.

Responsibilities and deadlines:

The student is responsible for the presence of the pupil at the exam and for bringing sufficient teaching materials. It is the student's responsibility to submit the report on time. The report is submitted electronically.

The teacher is responsible for both the sight-reading assignment and the assigned pupil for the extemporaneous teaching session during the exam.

The study administration is responsible for providing suitable rooms with the necessary equipment (e.g., grand piano and music stands) for the exam.

3. METHODOLOGY AND REFLECTION ASSIGNMENT

(1st-4th semester)

METHODOLOGY

(1st-2nd semester)

Learning content:

The tuition includes guidance in idea development, critical reflection, documentation and problem formulation. During the course, the student submits a small number of brief written assignments.

Teaching and learning methods:

Lectures and classes. Minor assignment submissions are included as a mandatory element in the teaching.

Examination regulations:

After the second semester

Learning outcomes

At the conclusion of the subject, it is expected that the student will:

- Be able to understand and apply critical reflection in an artistic context, and identify artistic issues
- Be able to work in a structured and methodical manner with issues relating to artistic practice
- Possess knowledge of the scientific methods relevant to the chosen subject area
- Be capable of independently and critically identifying project-relevant knowledge as well as assessing and applying relevant methods in relation to the project

Examination form and duration

The student submits a description of the reflection assignment in the form of a topic, problem statement and documentation form, and a proposal for an internal supervisor.

Moderation and assessment

The topic, problem statement and documentation form must be approved by the Head of Studies and the subject teacher.

Permitted examination aids

Not relevant.

Special provisions

The student is responsible for submitting the reflection assignment description to the Study Administration on time. The report description must be submitted electronically.

REFLECTION ASSIGNMENT

(3rd-4th semester)

Learning content:

The purpose of the reflection assignment is for the student to demonstrate skills in illuminating the artistic, musical, professional and/or music teaching issues associated with a particular topic. Reflection assignments may vary a great deal in design, but through its documentation form, the assignment must provide an account of the background, assignment formulation, objective, method and procedure, as well as contextualisation.

Teaching and learning methods:

Individual assignment guidance.

Examination regulations:

4th semester

Learning outcomes

At the conclusion of the subject, the student is expected to:

- Understand and be able to independently reflect on artistic and musical issues
- Be capable of discussing and communicating professional issues with peers and non-specialists
- Be capable of taking independent responsibility for his or her own professional development and specialisation
- Be capable of applying critical reflection in relation to the chosen topic
- Be able to evaluate and choose between the methods and tools of the discipline, and propose new expressions and solution models within the chosen topic

Examination form and duration

Written assignment and oral examination.

The duration and scope will vary, depending on the type of assignment. A purely written assignment comprises 15-20 standard pages, excluding notes and references. It is possible to include other elements, such as recordings, scores and the like. If the reflection assignment takes the form of a combination of a written part and another form of communication (recording, web-based, teaching materials, documented performance/demonstration, lecture, etc.), the written part may take up less space, depending on the extent of other dissemination. However, the written part must be a minimum of 5 standard pages.

The oral examination normally has a total duration of 30 minutes, including assessment time. If the student wishes to include a performance/demonstration, the examination will be extended to 45 minutes, including assessment. It is the student's responsibility to ensure that the Study Administration is informed of this at least **two months** before the examination.



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.

Permitted examination aids

All examination aids are permitted.

Special provisions

It is the student's responsibility to ensure that the assignment and any documentation are submitted on time. The assignment and documentation must be submitted electronically.

4. ELECTIVE SUBJECT

(3rd -4th semester)

Learning content:

The purpose of the subject elements is to make expansion or perspectivation of the artistic objects field possible. This is obtained through theoretical or practical work with the subject areas within or related to music, or by acquiring knowledge or competencies in a subject area beyond music, that is still relating to the students study course.

Elective subjects can be attained from RDAM or on other educations. The possible elective subjects will be described in the Catalogue of Elective Subjects.

The student must decide whether elective subjects are on 3rd or 4th semester. The student must decide whether elective subjects consists of one 5 ECTS course or 3 ECTS + 2 ECTS.

Teaching and learning methods:

Classes. The exact teaching and learning methods will follow the purpose of the chosen subject.

Learning outcomes

By the end of the module the student is expected to

- Describe relevant terms and themes that are relevant to the chosen subject.
- Describe relevant methodical approaches to the theme of the chosen subject.
- Explain connections, analyse, and, if possible, contribute with new terms and solutions.
- Discuss the elective subjects' themes/problems or interpret and present artistic material relevant to the chosen subject.

The following elements can be considered as an elective subject:

The student shall choose an elective subject on the Royal Danish Academy of Music or another ECTS-awarding conservatoire or university education, e.g. as a part of an exchange semester.

It is also possible to take a course through Global Conservatoire or through other merit giving activities.

Other merit giving activities must be preapproved by the study board at RDAM.

Examination form and duration

The examination can be a practical test, a written home-assignment, a set assignment or set with options. The examination form will be described in the Elective Subject Catalogue. The examination is set from the beginning of the teaching. In a practical test the duration will normally be 30 minutes, In a written assignment 5-10 normal pages. There can be deviations from this, and it will be described in the Elective Subjects Catalogue.



Moderation and assessment

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

Permitted examination aids

Not relevant.

Special provisions

The exam can be held as a group examination, unless something different is described in the specific elective subject. In a group examination the individual student's contribution must be identified in a way that ensures an individual assessment. A smaller part of the examination can be common.

Requirements for participation in examinations: For all elective subjects the student must have a minimum of 80% attendance, still the teaching is based on full attendance. Besides usual preparation there can be special requirements in the elective subjects to assignments during the teachings, prepared speeches or other. It will be described in the Elective Subjects Catalogue what the specific requirements are.

GUIDELINES FOR EXAMINATION AND ASSESSMENT

EXAMINATION GUIDELINES

These examination guidelines apply to the curricula for the Bachelor and Master's programmes.

BEFORE THE EXAMINATION

Examination basis

The examination basis is described in the curriculum that applies to the individual student. All of the curricula may be found at the Academy's website at www.dkdm.dk. All moderators must be familiar with the examination basis in advance of the holding of the examination.

Examination papers

The Study Administration is responsible for ensuring that copies are made of the relevant examination papers in advance of the examination.

An examination folder will typically contain an examination plan, assessment forms, curricula, the Assessment Order, guidelines for the holding of the examination, and possible programmes and repertoire lists. The internal moderator is responsible for collecting these from the Study Administration before the examination commences.

Prima vista tasks and set tasks

The examination regulations state who is responsible for providing a possible prima vista/set task.

Definition of a standard page

A standard page is defined as 2,400 characters, including spaces. Unless otherwise stated, the front page, bibliography, table of contents and any attachments are not included in the page count. Footnotes are included.

Other participants at the examination

The examination regulations state who is responsible for ensuring the presence of other participants at the examination. If this is not stated in the curriculum, the Study Administration and the student's own teacher jointly agree who will be responsible.

Transfer and private student examinations

In the case of transfer examinations from other Danish academies of music, and examinations of private students where the examinee does not have a teacher employed at the Academy, an internal moderator will be appointed by the head of department for the subject.

Submission deadlines for logbooks, programmes, reports, repertoire lists, etc.

Submission deadlines for logbooks, programmes, reports, repertoire lists, etc. may be found on the Academy's intranet. Students who have not submitted compulsory examination materials on time, including the examination programme, may risk having the examination in question administratively cancelled and the student being registered as absent.

DURING THE EXAMINATION

Duration of the examination

It is the responsibility of the internal moderator to ensure that the prescribed normal or maximum duration of the examination is complied with. It is also the responsibility of the internal moderator to ensure that complex examinations with many participants are carried out according to plan by making sure that the timetable is kept to. If an incorrect duration has been given in the examination submissions, the examinee must be prepared to allow the moderator panel to deselect parts of the programme. It is the responsibility of the internal moderator to inform the examinee in the event of the curtailment of the examination.

Access for observers

No observers are permitted in the case of non-final examinations unless the examinee permits this. In the case of final examinations in the principal study, observers are allowed unless the examinee does not permit this.

Factual errors

If formal errors are found during the course of the examination in relation to the examination regulations, the internal moderator is required to determine whether the examination can be completed. If the choice lies between postponing the examination and implementing it with major or minor deviations from the regulations, efforts should be made to ensure that the examinee is benefited as far as possible, and that the external moderator accepts possible deviations from the regulations. In case of cancellation of the examination (other than in the case of the absence of the student or the unavoidable absence of the moderator), the internal moderator must report this to the Study Administration in writing as soon as possible.

Absence of the examinee

If the student is absent from the examination, this will be noted on the assessment form, after which the examination will count as one of the three examination attempts to which the student is entitled. The assessment form must be signed by all moderators.

Absence of internal or external moderator

If the external moderator is absent without prior notice, it should be investigated whether the moderator can be replaced immediately or within a short space of time by another appointed moderator from the moderator list. In very special cases, an ad hoc appointed moderator may participate. Under normal circumstances, however, the examination will be cancelled. If the internal moderator is absent without prior notice, it should be investigated whether the moderator can be replaced immediately or within a short space of time by another moderator from the subject area. Under normal circumstances, however, the examination will be cancelled.

Absence of the student's teacher

If the student's own teacher is absent (either through unavoidable absence or absence without prior notice), the examination will be cancelled.

Absence of a contributing participant

If a participant is absent whose presence is required to complete the examination, the examination should only be conducted with a substitute if both the examinee and the moderator agree to this.

Absence of a performer

If one of the student's singers or musicians is absent, this will count as an examination attempt, and one attempt at the examination will be deemed to have been used up. If the absence is due to documented illness, this will be regarded as equivalent to the student himself or herself being absent due to illness, and a make-up examination will be planned. If a singer or musician is absent and the student has found a replacement, efforts will be made to hold a re-examination as soon as possible.

Notification of assessment

All assessments will be notified in the examination room/assessment room. It is the responsibility of the internal moderator to inform the examinee of the outcome of the assessment. The grade (or the assessment Pass/Fail) should be communicated first, after which the internal moderator may supplement this with relevant remarks summarising the assessment of the moderators. The other moderators should not comment unless the internal moderator invites them to do so.

AFTER THE EXAMINATION

Appeals

The student is entitled to appeal the assessment awarded. The regulations governing this are stated in the Executive Order no. 1324 of 23.11.2023 concerning the Danish Academies of Music and the Royal Opera Academy. In connection with the examination, it is the responsibility of the internal moderator to inform the examinee of the appeals process, with reference to the Order.

GRADING

Grades are awarded in conformity with Executive Order no. 1244 of 11 December 2009 on Marking Scales and Other Forms of Assessment at Certain Educational Institutions under the Danish Ministry of Culture.

ASSESSMENT OF PRIVATE STUDENTS

Upon application, assessments by the Academy may be undertaken for private students, i.e. persons who have not during the past three years been enrolled as students at one of the music academies or the Opera Academy.

The Academy may charge the private student a fee in full or partial coverage of the expenses incurred in carrying out the assessment.

It is not possible for private students to register for the public concert (debut concert) of the Academy or the Opera Academy, or the like.

CREDIT, INTERNSHIP AND TRANSITIONAL PROVISIONS

CREDIT RULES

In connection with applications for credit, the student is required to obtain and present documentation to the extent required by the Academy.

RULES FOR INTERNSHIP

Internship may be included as a study element in some subjects of the Bachelor study programme, but cannot in itself substitute for an examination.

TRANSITIONAL PROVISIONS

This curriculum shall enter into force on 1 August 2018. Teaching under previous curricula will cease as of 1 September 2020. Examinations may be conducted under previous curricula until 1 September 2021. This time limit may be extended until 1 September 2022 in the case of maternity leave, leave of absence or illness.

EXEMPTIONS

The Academy may grant exemptions from any rules in the curriculum that are determined solely by the Academy.

OTHER REGULATIONS AND DISCIPLINARY MEASURES

Disciplinary measures apply to all students at the Royal Danish Academy of Music, and students are therefore required to be familiar with and keep themselves informed of the rules. In addition, all students are subject to the applicable student regulations, general rules for examinations and concert regulations that describe the specific rules for study activity, study registration, examinations and concert activities at the Academy. These may be found on RDAM's intranet.