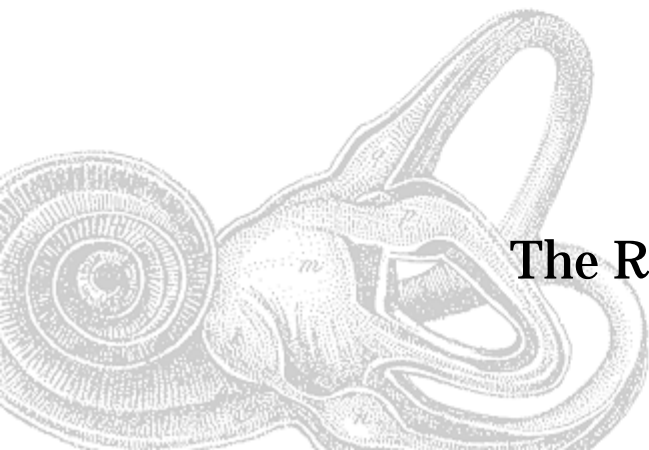




Electronic Music Degree Programme

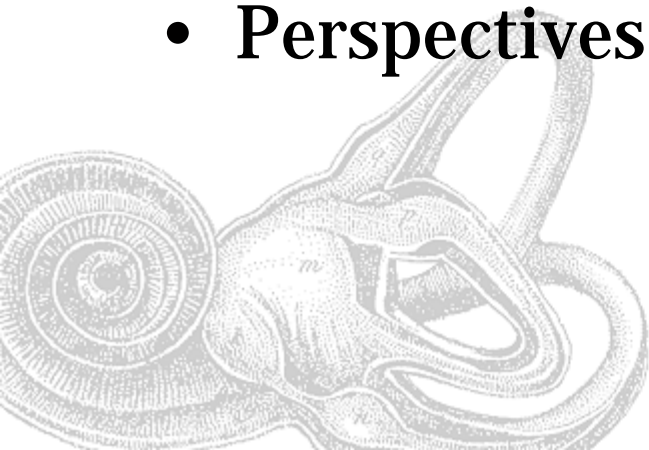
Keld Hosbond,
The Royal Academy of Music, Aarhus





Presentation

- Historical background
- Facts
- Curriculum Content
- Internal effects and challenges
- Perspectives





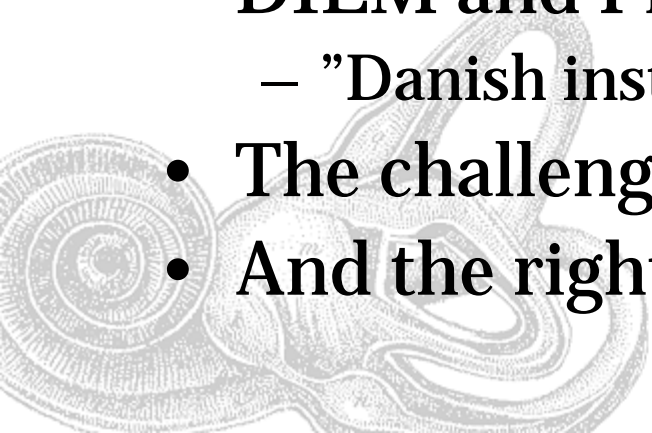
What it is all about ?!





The historical background

- The music was there – a need for formal education
- Genre fighting
 - electro acoustic >< electronica
 - Academic >< Non academic approach
 - Possible to be inclusive? (new hybrids?)
- DIEM and Prof. Wayne Siegel
 - "Danish institute for Electronic Music"
- The challenge of finding teachers
- And the right students





Facts

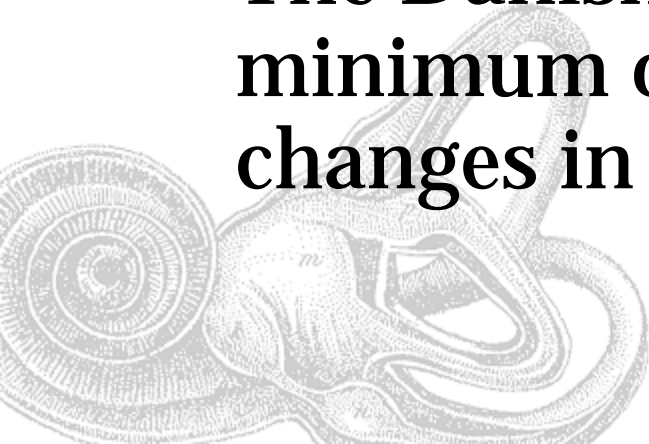
- **Start- up august 2004**
 - 1.st Bachelors 2007
 - 1.st Masters 2009
- **Professional Master**
 - one environment
- **In average 4 degree students each year**
- **In average 3 professional master students each year**





Curriculum

- The Programme is widely based on the development of the individual student's compositional and technical skills.
- There is an emphasis on projects and workshops.
- The Danish Ministry requires a minimum of 30 pedagogical ECTS - changes in curriculum



Rediger Vis Indsæt Formater Funktioner Tabel Vindue Hjælp

Skriv et spørgsmål

120% Lees

Default + 10 pkt Arial 10 F K U

Ulyst dokument med ændringer

2 1 1 1 1 2 3 4 5 6 7 8 9 10 12 13 14 15 17

E – Curriculum	1. sem	2. sem	3. sem	4. sem	5. sem	6. sem
Electronic Music Composition (S,C)	9 ects	12 ects	13,5 ects	9 ects	6 ects	10,5 ects
Bachelor Project					3 ects	12 ects
<u>Elective Courses</u>						
<u>Electronic Music Theory (C)</u>	4,5 ects	4,5	4,5	3 ects	3 ects	4,5 ects
<u>Audio Engineering (C)</u>	3 ects	3 ects	3 ects	3 ects		
<u>Seminars (C)</u>	1,5 ects	1,5 ects	1,5 ects	1,5 ects	1,5 ects	1,5 ects
<u>Workshops (C)</u>	1,5 ects	1,5 ects	1,5 ects	1,5 ects	1,5 ects	1,5 ects
<u>History of Electronic Music (C)</u>	3 ects	3 ects	3 ects	3 ects	3 ects	
<u>Introduction to Programming (C)</u>	6 ects					
<u>Employability Aspects (C)</u>					3 ects	
<u>Teaching and Presentation (C, P)</u>				3 ects	3 ects	
<u>Practice periods (P)</u>				6 ects	6 ects	
<u>Educational Theory (C, P)</u>			3 ects			
<u>Practical Observation (C, P)</u>		3 ects				
<u>Culture and communication (F)</u>	1,5 ects	1,5 ects				
I alt	30 ects	30 ects	30 ects	30 ects	30 ects	30 ects
<u>P: Pedagogical subjects</u>						
<u>S: Solo teaching</u>						
<u>C: Class</u>						
<u>L: Lecture</u>						



How does the Programme affect the rest of the Academy?

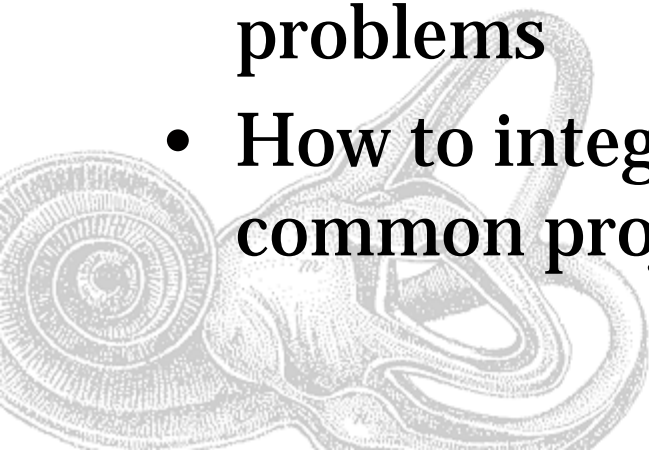
- The external dimension
 - A new face is always interesting!
- The internal benefits
 - Genre provoking, students cooperate across traditions
 - Impact on jazz/pop (would have happened anyway?)
 - International profile (teachers and students) – benefitting international development





How does the Programme affect the rest of the Academy?

- The internal challenges :
 - scepticism – are they really qualified?
 - Should we let every new musical development affect our academies?
 - Some challenging concerts !!
- Busy students (very popular) – attendance problems
- How to integrate the students into the common projects?





The future perspectives

- What are the employability aspects for the students?
- What is the future perspective for the Programme?
- Main advantage – easy to reach coming generations. The children are at the computer already!

