

# Subject - Music

Music is found in all cultures and it touches us physically, mentally and emotionally. Music is an aesthetic form of expression used in many contexts, which have different functions and which mean different things to each of us. The subject of music has its foundations in artistic expression, musical craftsmanship and musicology.

## Aim of the subject

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Teaching in the subject of music should aim at helping students to develop knowledge in music and ability to perform music, both as a soloist and in ensembles. Students should also be given the opportunity to develop the ability to communicate with co-musicians and an audience. The teaching should contribute to students developing the ability to analyse and interpret experiences of music. Through the teaching, students should be given the opportunity to reflect on and evaluate their own and others' musical performance in order to increase artistic creation. The teaching should contribute to students developing creativity and understanding of relationships between details and the whole.

The teaching should also give students the opportunity to actively contribute through their practice of music to a rich cultural life in society. Through the teaching, students should be given the opportunity to try different methods of studying music for performance. By working with music from the perspectives of both technique and interpretation, students should be given the opportunity to develop a personal expression of high artistic quality. The teaching should also aim to strengthen students' motivation and self-confidence in their practice of music.

The ability to collaborate and the taking of responsibility for group work are important in music. Students should therefore be given the opportunity to play music with others.

The teaching should give students the opportunity to develop knowledge of the design and characteristics of musical instruments, and of the physiology of the voice. The teaching should also contribute to students developing knowledge of the work environment's importance to individuals and society. By studying and practising music from different times, cultures and styles, students should be given the opportunity to broaden their range of genres.

**Teaching in the subject of music should give students the opportunities to develop the following:**

1. Skills in playing music instrumentally or vocally, both by notes and by ear, and skills in using an artistic and musical expression.
2. Knowledge of music, concepts and stylistic features from different times and cultures.
3. The ability to improvise.
4. Knowledge of studying music for performance, individually and in groups, and the ability to take responsibility for the personal development of musical skill.

5. Knowledge of the design and characteristics of musical instruments, voice physiology and voice care.
6. The ability to create music and arrange music for one or more selected ensemble types.
7. The ability to evaluate, collaborate and take responsibility in musical performance and when playing music before and in communication with an audience.
8. Skills in using music technology equipment and knowledge of how music can be produced and handled digitally.
9. Knowledge of work environment issues.

## **Courses in the subject**

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- Applied music skills and accompaniment, 100 credits.
- Ensemble with choral singing, 200 credits. Grades in the course cannot be included in the student's diploma together with grades in the course Ensemble 1, the course Choral singing 1 or the course Music.
- Ensemble 1, 100 credits. Grades in the course cannot be included in the student's diploma together with grades in the course Ensemble with choral singing.
- Ensemble 2, 100 credits, which builds on the course Ensemble with choral singing or the course Ensemble 1. The course can be studied several times with different contents.
- Ensemble conducting, 100 credits.
- Instrument or song 1, 100 credits. The course can be studied several times with different contents.
- Instrument or song 2, 100 credits, which builds on the course Instrument or song 1. The course can be studied several times with different contents.
- Instrument or song 3, 100 credits, which builds on the course Instrument or song 2. The course can be studied several times with different contents.
- Choral singing 1, 100 credits. Grades in the course cannot be included in the student's diploma together with grades in the course Ensemble with choral singing.
- Choral singing 2, 100 credits, which builds on the course Ensemble with choral singing or the course Choral singing 1. The course can be studied several times with different contents.
- Music, 100 credits. Grades in the course cannot be included in the student's diploma together with grades in the course Ensemble with choral singing.
- Music for professional dancers, 50 credits. The course may only be provided in the Professional dancer programme.
- Music improvisation, 100 credits.
- Music production 1, 100 credits.
- Music production 2, 100 credits, which builds on the course Music production 1.
- Rhythm, 100 credits.

# Music for professional dancers, 50 credits.

Course code: MUSMUK0

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The course Music for professional dancers covers points 1–3 and 5 under the heading Aim of the subject, with particular emphasis on points 2–3 and knowledge of voice care. The course covers basic skills in the subject. The course Music for professional dancers may only be provided in the Professional dancer programme in accordance with the Ordinance (2011:7) on dancer education.

## Core content

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**Teaching in the course should cover the following core content:**

- Musical communication with movement and voice from different times or cultures.
- Playing music by ear and by notes using the voice or an instrument.
- Songs, or tunes, from different times or cultures.
- Group study of music for performance.
- Basic improvisation. Musical phrasing and movement phrasing.
- Basic music knowledge, such as composers, instruments, the orchestra and the conductor's role.
- The relation of dance to music. How to visualise, interact, contrast, complement or work parallel to the musical expression.
- Basic music theory, such as the constituent parts of music, elementary concepts of form.
- Knowledge of repertoire in relation to dance as a dramatic art. Music history, epochs, genres, styles of music and dance, with an emphasis on artistic performance ideas and musical expression.
- Analysis of live and recorded music.
- Song or voice training. Basic voice care and methods for this. Basic concepts of form and the constituent parts of music, such as pulse, rhythm, meters, phrasing and polyrhythmics.
- Basic work environment in the practice of music, such as hearing care.

## Knowledge Requirements

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### Grade E

Students play music **with some certainty** using the body and using the voice or an instrument, both by simpler notes and by ear. In playing music, students follow **with some certainty** genre-specific requirements. Students take responsibility for studying simple songs or tunes for performance in groups and can perform them within the group. Furthermore, students make **simple** proposals on how the work can be improved.

Students try with **satisfactory** results **some simple** rhythms and dances from different cultures or times, and improvised performance. Students reproduce by ear melodic, harmonic or rhythmic elements with **satisfactory** results. In playing music, students listen to the others in the group and adapt their input to impulses from them, and the musical result is **satisfactory**.

Students give an account **in basic terms** of music theory. Furthermore, students identify **with some certainty** and give an account **in basic terms** of some simple musical forms. In their accounts, students use **with some certainty** common concepts of music theory.

Students give an account **in basic terms** of basic instrumental and vocal repertoire in various styles, genres and epochs, and **in basic terms** of how artistic ideas relate to musical expression. In their account, students identify **with some certainty** different ways in which dance relates to music. Furthermore, students give an account **in basic terms** of the most common musical instruments and of basic voice care.

When consulting the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade D**

Grade D means that the knowledge requirements for an E and the majority of the requirements for a C have been fulfilled.

### **Grade C**

Students play music **with some certainty** using the body and using the voice or an instrument, both by simpler notes and by ear. In playing music, students follow **with some certainty** genre-specific requirements. Students take responsibility for studying simple songs or tunes for performance in groups and can perform them within the group. Furthermore, students make **well-grounded** proposals on how the work can be improved.

Students try with **satisfactory** results **some** rhythms and dances from different cultures or times, and improvised performance **with some different characteristics**. Students reproduce by ear melodic, harmonic or rhythmic elements with **satisfactory** results. In playing music, students listen to the others in the group and adapt their input to impulses from them, and the musical result is **satisfactory**. **Furthermore, students give impulses that affect the musical progression.**

Students give an account **in detail** of music theory. Furthermore, students identify **with some certainty** and give an account **in detail** of some simple musical forms. In their accounts, students use **with some certainty** common concepts of music theory.

Students give an account **in detail** of basic instrumental and vocal repertoire in various styles, genres and epochs, and a **well-grounded** account of how artistic ideas relate to musical expression. In their account, students identify **with some certainty** different ways in which dance relates to music. Furthermore, students give an account **in detail** of the most common musical instruments and of basic voice care.

When consulting the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade B**

Grade B means that the knowledge requirements for a C and the majority of the requirements for an A have been fulfilled.

### **Grade A**

Students play music **with certainty** using the body and using the voice or an instrument, both by simpler notes and by ear. In playing music, students follow **with certainty** genre-specific requirements. Students take responsibility for studying simple songs or tunes for performance in groups and can perform them within the group. Furthermore, students make **well-grounded and balanced** proposals on how the work can be improved.

Students try with **good** results **several** rhythms and dances from different cultures or times, and improvised performance **with some different characteristics**. Students reproduce by ear melodic, harmonic or rhythmic elements with **good** results. In playing music, students listen to the others in the group and adapt their input to impulses from them, and the musical result is **good**. **Furthermore, students give impulses that affect the musical progression, steer and lead the musical progression.**

Students give an account **in detail and in a balanced way** of music theory. Furthermore, students identify **with certainty** and give an account **in detail and in a balanced way** of some simple musical forms. In their accounts, students use **with certainty** common concepts of music theory.

Students give an account **in detail and in a balanced way** of basic instrumental and vocal repertoire in various styles, genres and epochs, and a **well-grounded and balanced** account of how artistic ideas relate to musical expression. In their account, students identify **with certainty** different ways in which dance relates to music. Furthermore, students give an account **in detail and in a balanced way** of the most common musical instruments and of basic voice care.

When consulting the supervisor, students assess **with certainty** their own ability and the requirements of the situation.