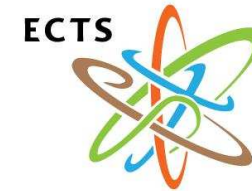


Guidelines for Competence Development

Subject Area: MUSIC

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February 28, 2011
Vilnius



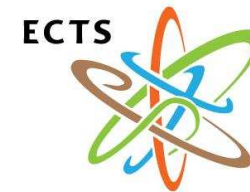
1. Introduction to Art studies:

nature

- > highly individualised
- > need continuous renewal
- > search for undiscovered forms
- > artists create by developing and contradicting tradition
- > art studies faced to constant creative development and intellectual challenges

therefore:

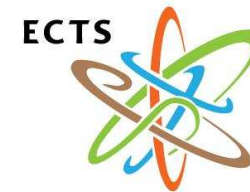
art studies often stands in opposition to regulations and norms; key principles should be applied with certain reservation, creatively, and promote the new forms of art



1.1. Higher music education in the Bologna context

Seven key differences

1. artistic individuality (need one-to-one teaching)
2. includes formal and non-formal teaching methods
3. artistic maturity takes longer – 4 years of 1st cycle studies
4. activities include academic, research and artistic – additional criterion to insitutional evaluation
5. employability indicators do not reflect the reality (free lancers)
6. admission procedures. General admission system is harmful: art insitutions should be able to select the most talented students
7. need of developed comparable qualification requirements (standards) and standard assessment criteria

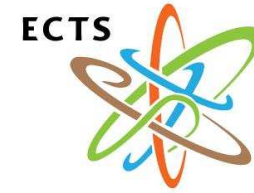


1.2. Specific features of music

Music subject benchmark statements

interdisciplinary, multidisciplinary,
international, multicultural; fosters creativity,
develops practical skills, provides liberal
education; links with mathematics, science and
technology

Encompass artistic, technical, interpretative,
reproductive, improvisatory, social and
aesthetical, philosophical as well as historical,
chronological, geographical and social **aspects**



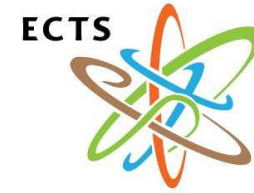
1.3. Typical qualifications and degree programmes

Lithuanian Law on HE:

qualifications – professional bachelor **of music** (1st cycle)
bachelor **of music** (1st cycle)
master **of music** (2nd cycle)
doctor **of arts** (3rd cycle)

Qualifications regulated by documents developed at national and international level:

- 1) national benchmark of study field (reindrafted)
- 2) national qualification/degree profiles (reindrafted)
- 3) EQF (European Qualification Framework)
- 4) LQF (Lithuanian Qualification Framework)
- 5) EHEA – Dublin Descriptors
- 6) Polifonia-Dublin Descriptors (PDD)



Study programmes according to **nature** of music studies:

- 1) focus on practical musical/artistic activities (music performance)
- 2) based on music creation (composition)
- 3) based on analysis of musical texts and music in various contexts - music theory and history (musicology, ethnomusicology)

Typical study programmes in Music

Music Performance (classical, rock, pop & jazz, folk); **Composition**;

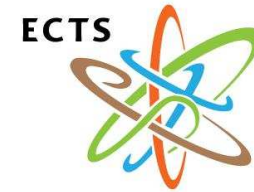
Musicology (music theory and history, music criticism),

Ethnomusicology

Music related programmes: **Music Pedagogy**; **Sound**

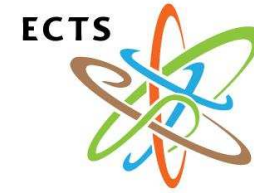
Design/Directing; **Music Technology**, **Music (Arts) Management**

Other music programmes (in Europe): **Music Therapy**; **Sound Engineering**



Distinctive features of music studies:

- 1) focused on music specialist training
- 2) main teaching form – one-to-one studies
- 3) main learning form – individual practicing
(singing, playing, conducting, composing, etc.)
- 4) continuous mastering of artistic and creative skills
- 5) music studies are interdisciplinary and multinational



1.4. Degree profiles and typical degree programmes in music

Description of a degree profile – what does it mean?

Academic and **professional** profiles;

Main elements of the **degree profile**

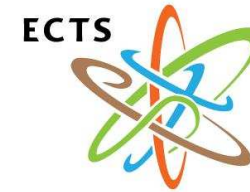
Template of **degree programme** profile

(explanations and examples)

(need to be revised according to the newest developments)

Descriptions of qualifications in the field of music – **PDD**

Opportunities: new music programmes (combined profiles)



2. Learning outcomes and competences

General statements > Learning Outcome
> Competence

(need to develop by giving examples or explaining difference)

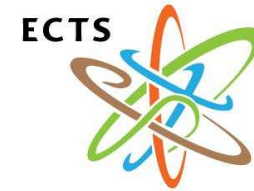
2.1. Competencies in higher music education

(reference to AEC developments)

2.2 Generic competences

8 key generic competences

list of 31 generic competencies (appendix)



Generic competences (bachelor and master studies)

Independence

Psychological Understanding

Critical Awareness

Communication skills

Subject specific competences (bachelor and master studies)

will be linked more to survey results

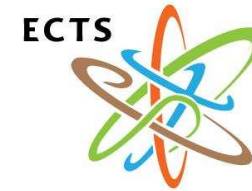
Skills and artistic abilities

Repertoire skills

Concert skills

Theoretical competences

Pedagogical skills



2.4. ECTS

Description of general ECTS credit concept

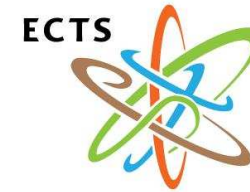
2.5. Learning outcomes and levels

academic year of study cycle (I-II-III-IV)

progress possibilities:

- list of electives

- testing current level and selecting higher level
(theoretical subjects only)



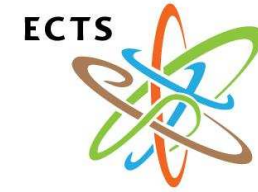
3. Characteristics of student workload in higher music education and its calculation

Complex exercise: hypothetic ratio of time input; relative time; balance of programme elements

3.1. Learning outcomes and credits

3.2. Recommendations for modular or course-unit based structure

4. Design methodology of learning outcome and competence-based degree programme



4.1. Effective degree programme

six features: harmonized components, optimal scope, flexibility, progressiveness; student centered; emphasis on learning

4.1. Degree programme design principles

Professional field study

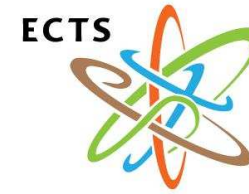
Competences

Programme Aims



disciplines/modules ← **Degree programme** → teaching/learning
aim of discipline/module ↓↑ assessment criteria

Learning outcomes



4.3. Competence map

Subject-specific competences
Generic competences

4.4. Determining the level of module learning outcome

from year I to year IV

4.5. Programme proportions and priorities compulsory and optional modules

5. Teaching, learning and assessment

typical teaching and learning forms; assessment of module and programme learning outcomes; assessment criteria

Annexes:

I. Rating of generic and subject specific competences – sociological survey

bachelor and master levels

II. List of current degree programmes and qualifications in music, branches and specializations, typical professions and workplaces

1st and 2nd cycle