



**Royal
Conservatoire
The Hague**

Curriculum Handbook
**Master of Music – New Audiences and
Innovative Practice (NAIP)**

Royal Conservatoire The Hague

2019-2020

The information contained in this Curriculum Handbook is, beyond errors and omissions, correct at the time of publication, but may be subject to change during the academic year. Therefore, always make sure you are referring to the latest version of this document which can be found on our website.

This is version 1, July 2019

If you have any suggestions for improvement of this Curriculum Handbook, please send an email to curricula@koncon.nl. For questions about courses, you can get in touch with the contact person mentioned in the course description.

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ABOUT THIS PUBLICATION

The Master Specialisation New Audiences and Innovative Practices (NAIP) is a programme designed for enterprising musicians who want to reach new audiences with excellent music through experimentation and research. During the programme you prepare for a future musical career by developing a striking portfolio.

The Music Master NAIP does not conclude with the usual recital, but with a Professional Integration Project, which can take various forms depending on your ambitions and qualities. Some examples of Professional Integration Projects can be found at www.musicmaster.eu.

In addition to lessons in your own main subject, you will prepare for your Professional Integration Project (PIP) with lessons in some highly practical subjects, including Performance & Communication, Leading & Guiding and Project Management & Entrepreneurship. During the first year of the course you will write a project plan and a research plan for the PIP. Another crucial element of the programme is the intensive supervision in the form of mentoring. You will compile your own study programme of electives and will be able to follow courses at partner institutes in the Netherlands and abroad. The Music Master NAIP has been developed in association with conservatories in Europe and the United States, and is taught in Reykjavik, Groningen and Stockholm as well as in The Hague.

This Curriculum Handbook aims to provide you with all necessary information related to the curriculum and courses of the master's programme NAIP. After Programme Objectives and a schematic overview of the curricula, you will find descriptions of all courses, including learning goals (called 'objectives'). We would advise you to also read the Royal Conservatoire's Study Guide, which includes the Education and Examination Regulations (EER).

CURRICULUM OVERVIEW

NEW AUDIENCES AND INNOVATIVE PRACTICE

| code | form | Music Master for New Audiences and Innovative Practice | Year 1 | Year 2 |
|-----------------|------|---|-----------|------------|
| | | Master of Music 2019-2020 | | |
| KC-M-NA- | | Artistic Development and Musicianship Skills | | |
| IW | g | Intensive Week | 3 | |
| LG | g | Leading and Guiding | 7 | |
| | | Subtotal | 10 | 0 |
| KC-M-NA- | | Professional Preparation | | |
| ME | i | Mentoring | 6 | 6 |
| PCB | g | Performance and Communication | 7 | |
| EMPB | p | Professional Integration and Project Management | 7 | |
| PIP | p | Professional Integration Project | | 26 |
| | | Subtotal | 20 | 32 |
| KC-M- | | Research | | |
| AL-TRIP | | Introduction to Research in the Arts | 1 | |
| | g | Practice Based / Artistic Research | 6 | 4 |
| | | Subtotal | 7 | 4 |
| KC-M-NA- | | Individual Development | | |
| EL | q | A variety of chosen modules, courses and minor-subjects connected to the student's personal pathway | 23 | 24 |
| | | Subtotal | 23 | 24 |
| | | Total per year | 60 | 60 |
| | | Total | | 120 |

COURSE DESCRIPTIONS

ARTISTIC DEVELOPMENT AND MUSICIANSHIP SKILLS

INTENSIVE WEEK

This course description will be completed as soon as possible.

For more information, please contact Isa Goldschmeding (i.goldschmeding@koncon.nl).

MM NAIP / MODULE LEADING AND GUIDING

| | |
|--------------------------------------|---|
| <i>KC-M-NA-LG</i> | MM NAIP / Module Leading and Guiding |
| Osiris course code: | KC-M-NA-LG |
| Course content: | <p>This module introduces the student skills and knowledge necessary to be a competent workshop/laboratory practitioner and creative leader. It gives the student the opportunity as an ensemble member to explore the combined role of composer, leader and performer within a creative, participatory workshop environment. The student is expected to engage convincingly in all the following activities as a professional practitioner:</p> <ul style="list-style-type: none"> ▪ Voice, body and percussion work; coordination and communication. ▪ Improvisation as a group, generic activity; developing your own musical voice within the group; organically building on the ideas of peer group members. ▪ Group composition skills; conceiving and creating ideas within a collaborative environment. ▪ The psychology of leadership; the different levels of facilitating and guiding within a team; leading and being lead. |
| Objectives: | <p>At the end of this course you are able:</p> <ul style="list-style-type: none"> ▪ to demonstrate an understanding of and capacity for music-based activity in a variety of ensemble performance contexts and in facilitating group creative work both within exclusively musical contexts and in various cross-arts, intercultural and community situations; ▪ to demonstrate skills of leadership in relation to the facilitation of ensemble and/or group participation in specialist and non-specialist environments; ▪ with the use of your imagination, intuition and emotional understanding, demonstrate an ability to make decisions in a variety of contexts and situations; ▪ to demonstrate effective communication and social skills for working with others on joint projects as well as being able to lead, negotiate with and organise others; ▪ to demonstrate an ability to engage with a variety of musical styles and genres. |
| Programme objectives: | |
| Type of course: | Compulsory |
| Level: | Master I |
| Duration: | |
| Prior qualifications/ prerequisites: | Admission to the Master's programme. Compulsory for students MM NAIP and MA Pedagogy. Elective program for other Master students or professional musicians. If more elective students apply than places are available, a selection will be made based on a written motivation of the applicant. |
| Teachers: | Renee Jonker and others |
| Credits: | 7 ECTS |

| | |
|------------------------|---|
| Literature: | <p>Animarts. (2003) <i>The Art of Animateur: An investigation into the skills and insights required of artists to work effectively in schools and communities</i>. Animarts: in partnership with the Guildhall School and LIFT, London International Festival of Theatre.</p> <p>Green, L. (2002) <i>How popular musicians learn: A way ahead for Music Education</i>. Ashgate.</p> <p>Odam, G. and N. Bannan. (2005) <i>Lifelong Learning for Musicians: The place of mentoring</i>. Prince Claus Conservatoire and Royal Conservatoire The Hague.</p> <p>Robinson, K., (2001) <i>Out of our minds – Learning to be a Creative</i>. Capstone – Oxford.</p> <p>Small, C. (1996) <i>Music, Society and Education</i>. Wesleyan University Press.</p> <p>Booth E. (2009) <i>The Music Teaching Artist's Bible</i>. New York: Oxford University Press (ISBN 978-0-19-536839-0)</p> |
| Work form: | Laboratory, field study, tutorial, individual study |
| Assessment: | An end of term peer-assessment based on filmed footage of the students leading and guiding fellow students in laboratory sessions as well as a written self-reflection, submitted at the end of the module, which draws on personal learning and peer feedback. |
| Grading system: | Pass/fail |
| Language: | English |
| Schedule, time, venue: | <p>A. Introduction Course (two days, 10:00 till 16:00)</p> <p>B. Intensive week of workshops (Monday thru Friday from 10:00 till 17:00)</p> <p>C. 8 three hour LAB's</p> |
| Information: | Isa Goldschmeding, email i.goldschmeding@koncon.nl . Please note this course can only accept a limited number of participants; early registration is recommended |

PROFESSIONAL PREPARATION

MENTORING

| | |
|---|---|
| <i>KC-M-NA-ME</i> | Mentoring |
| Osiris course code: | KC-M-NA-ME |
| Course content: | A series of individual meetings and group sessions about coaching, feed-back and mentoring as tools for supporting a learning process. |
| Objectives: | At the end of this course you are able to apply self-reflection to your own learning process and you are able to function as a mentor for other musicians. |
| Programme objectives: | |
| Type of course: | Compulsory |
| Level: | Master I-II |
| Duration: | |
| Prior qualifications/ prerequisites: | Admission to MM |
| Teachers: | t.b.a. |
| Credits: | 6 ECTS per academic year |
| Literature: | Renshaw P. – Lifelong Learning in Music – the place of mentoring www.lifelonglearninginmusic.org REFLECT – Co-mentoring framework, Creative Partnerships, The Sage Gateshead Smilde, R. (2008) Musicians as Lifelong Learners: discovery through biography. Delft: Eburon. |
| Work form: | Individual meetings and group lessons |
| Assessment: | 80% attendance |
| Grading system: | Attendance sufficient/insufficient |
| Language: | English or Dutch |
| Schedule, time, venue: | t.b.a. |
| Information: | Isa Goldschmeding, email: i.goldschmeding@koncon.nl |

MM NAIP / PERFORMANCE & COMMUNICATION

| | |
|---|--|
| <i>KC-M-NA-PCB</i> | MM NAIP / Performance & Communication |
| Osiris course code: | KC-M-NA-PCB |
| Course content: | This module seeks to develop the students' technical, physical, verbal and artistic communicative skills in a variety of formal and non-formal contexts. Students prepare a short performance in which they explore the communicative aspects of a musical performance in various ways. These performances will be presented in three 'open stages'. MM NAIP students will do additional projects in a corporate context. |
| Objectives: | At the end of this course you are able: <ul style="list-style-type: none"> ▪ to communicate about music in word or images; ▪ to let any piece of music example/excerpt, style or musical technique become the starting point for an introductory speech, an educational workshop, a pitch or a project that reaches out to new audiences; ▪ to explore the way music is perceived by presenting the music in different contexts or environments; ▪ to address new audiences in a creative, innovative and binding way ▪ to function as a performing artist in a variety of contexts ▪ to be aware of what your body communicates when you are on stage |
| Programme objectives: | |
| Type of course: | Compulsory |
| Level: | Master I |
| Duration: | |
| Prior qualifications/ prerequisites: | Admission to a Master's programme. |
| Teachers: | Renee Jonker, Juliette van Ingen |
| Credits: | 7 ECTS |
| Literature: | Miles B. (2004) <i>Zappa, a biography</i> . New York: Grove Press – (ISBN 906005556X) Green B. and Gallwey, W. (1986) <i>The inner game of music</i> . New York Viewing: Double Day – (ISBN-13: 9780385231268) Bernstein L. (1976) <i>The Unanswered Question – Six Talks at Harvard</i> . Harvard University Press – Cambridge Massachusetts (ISBN 0-674-92001-5) Goebbels H. (2015) <i>Aesthetics of Absence</i> . Oxford: Routledge (ISBN-13: 978-0415831048) |
| Work form: | Laboratory, field study, tutorial, individual study |
| Assessment: | 80% attendance and performance during one of the open stages |
| Grading system: | Pass/fail |
| Language: | English |
| Schedule, time, venue: | t.b.a. |
| Information: | Isa Goldschmeding (i.goldschmeding@koncon.nl) |

MM NAIP / PROFESSIONAL INTEGRATION & PROJECT MANAGEMENT

| | |
|---|---|
| <i>KC-M-NA-EPMB</i> | MM NAIP / Professional Integration & Project Management |
| Osiris course code: | KC-M-NA-EPMB |
| Course content: | This module seeks to provide the students with the opportunities to develop their entrepreneurial competencies and understanding of the skills required to effectively plan and implement projects and performance events in a variety of contexts. The course consists of two sets of intensive days and online tutorials. At the end of this course, students will have written a project plan for a project to be realized. They will present this project plan in a viva voce presentation. |
| Objectives: | At the end of this course you will be able: <ul style="list-style-type: none"> ▪ to demonstrate an understanding of a variety of project management topics through a series of short assignments set during sessions ▪ to formulate your own professional integration goals ▪ to create a plan for a professional integrated project and give an oral presentation of this plan |
| Programme objectives: | |
| Type of course: | Compulsory |
| Level: | Master I |
| Duration: | |
| Prior qualifications/ prerequisites: | Admission to a Master's programme. |
| Teachers: | Ramon Verberne, Renee Jonker, e.a |
| Credits: | 7 ECTS |
| Literature: | Cutler D. (2010) <i>The savvy musician</i> . Pittsburg: Helius Press (ISBN-13: 978-0-9823075-0-2) Course reader, including different articles/book chapters on Project Management & Entrepreneurship topics. |
| Work form: | Seminars, tutorials, workshops |
| Assessment: | Submission of a written project plan |
| Grading system: | Pass/fail |
| Language: | English |
| Schedule, time, venue: | A. first set of intensive days: t.b.a., October 2019 B. second set of intensive days: t.b.a. November 2019 |
| Information: | Isa Goldschmeding (i.goldschmeding@koncon.nl) |

PROFESSIONAL INTEGRATION PROJECT

This course description will be completed as soon as possible.

For more information, please contact Isa Goldschmeding (i.goldschmeding@koncon.nl).

RESEARCH

INTRODUCTION TO RESEARCH IN THE ARTS

| | |
|--|---|
| <i>M-AL-TRIP</i> | Introduction to Research in the Arts |
| Osiris course code: | KC-M-AL-TRIP |
| Course content: | <p>During the first semester of year one, there will be a series of sessions on research in the arts, compiled by Kathryn Cok, Head of Master Research. These sessions are compulsory for those master's students from the Classical Music, Early Music, Jazz, Vocal, Composition, Conducting, Music Education and Music Theory Departments and the specialisations New Audiences and Innovative Practice (NAIP), Chamber Music, Orchestra Master, Ensemble Academy, Percussion Ensemble, Ensemble Singing and Music Education according to the Kodály Concept. The sessions will cover a range of different types of research, giving you the opportunity to discover which type of research is most suitable for you, as well as introducing you to the various methods of documenting and presenting the research component of your master's project. Questions such as: 'How do I formulate a viable research question that is close to my own artistic practice?' and 'What sources can I use and where can I find them?' will be addressed. Furthermore, you will receive an introduction to the use of the Research Catalogue through a series of workshops by Casper Schipper. The Research Catalogue (www.researchcatalogue.net) is an international online repository for the documentation and publication of artistic research results, which you will use it to document and present your research. At the conclusion of the course, you will need to present your master's project proposal on the Research Catalogue.</p> |
| Objectives: | <p>At the end of the course, you:</p> <ul style="list-style-type: none">▪ are able to demonstrate an understanding of what research in the master's programme of the conservatoire comprises;▪ show an understanding of the use of source material;▪ show and understanding of the skills required to document your research results;▪ are able to demonstrate skills of formulating a project proposal and abstract;▪ are able to document your project process and results on the Research Catalogue. |
| Programme objectives: | 2.A.7, 2.A.9, 2.A.12, 2.A.14 2.B.7, 2.B.8, 2.B.9 2.C.1, 2.C.3, 2.C.5, 2.C.6, 2.C.7, 2.C.8, 2.C.9, 2.C.16 |
| Type of course: | Compulsory |
| Level: | Master I |
| Duration: | 5 meetings during the 1st semester + 1 workshop Research Catalogue |
| Prior qualifications/ Pre-requisites: | - |
| Teachers: | Kathryn Cok, Paul Craenen, Casper Schipper and others |
| Credits: | 1 ECTS |
| Work form: | Seminar, individual study and workshops |
| Assessment: | Attendance results (80%) + a written project proposal and abstract + attendance during 1 workshop Research Catalogue |
| Grading system: | Pass/fail |
| Language: | English |
| Schedule, time, venue: | Via ASIMUT (https://koncon.asimut.net) at the beginning of the school year. Any changes will be communicated via ASIMUT (Planning Department) and/or teacher. |
| Information: | Roos Leeftang, Coordinator Master Research (r.leeftang@koncon.nl) |

MM NAIP / PRACTICE BASED RESEARCH

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|---|---|
| <i>KC-M-NA-AR</i> | MM NAIP / Practice Based Research |
| Osiris course code: | KC-M-NA-AR1 |
| Course content: | This research course focuses on action research and practical research training. It is intended to focus on the application of research skills as well as familiarity with research literature and a variety of methods. Students will design research questions, select appropriate methods with a strong focus on application of the research to their Professional Integration Project. For students in the MM NAIP program, the course will take place in the second study year. |
| Objectives: | At the end of the course, you are able to: <ul style="list-style-type: none"> ▪ demonstrate active inquiry and knowledge growth with regard to research literature, principles, and methods; ▪ formulate research problems relevant to their practice/projects in the master's program; ▪ select appropriate methods of investigation and design a preliminary research plan that includes assessment/evaluation of the project; ▪ analyse data and draw defensible conclusions and recommendations; ▪ share outcomes of research in effective written and oral presentations. |
| Programme objectives: | |
| Type of course: | Compulsory |
| Level: | Master I-II |
| Duration: | |
| Prior qualifications/ prerequisites: | Admission to the Master's programme. Compulsory for students MM NAIP. Elective module for other Master students. If more elective students apply than places are available, a selection will be made based on a written motivation of the applicant. |
| Teachers: | Falk Hübner |
| Credits: | Master I: 6 ECTS; Master II: 4 ECTS |
| Literature: | McNeff, J. and Whitehead, J. (2002) <i>Action Research: Principles and Practice</i> . New York: RoutledgeFalmer,. Renshaw, P. (2010) <i>Engaged Passions: Searches for Quality in Community Contexts</i> . Delft: Eburon Academic Publishers. Renshaw, P. (2013) <i>Being In-Tune forthcoming</i> Sacks, O. (2007) <i>Musicophilia: tales of music and the brain</i> . London: Picador Smilde, R. (2008) <i>Musicians as Lifelong Learners: discovery through biography</i> . Delft: Eburon |
| Work form: | Seminars, tutorials, clinics, individual coaching, individual study |
| Assessment: | A paper or a summary of the research and a viva voce presentation |
| Grading system: | Pass/fail |
| Language: | English |
| Schedule, time, venue: | t.b.a. |
| Information: | Isa Goldschmeding (i.goldschmeding@koncon.nl) |

INDIVIDUAL DEVELOPMENT

DESCRIPTION OPTIONS INDIVIDUAL DEVELOPMENT

A variety of chosen courses, modules and minor subjects connected to the student's personal pathway. For more information, please contact Isa Goldschmeding (i.goldschmeding@koncon.nl).

MM NAIP / ELECTIVE MUSIC & DEMENTIA

| | |
|--------------------------------------|--|
| <i>KC-M-NA-MD</i> | MM NAIP / Elective Music & Dementia |
| Osiris course code: | KC-M-NA-MD |
| Course content: | <p>This module introduces the student the skills and knowledge necessary to be a competent workshop practitioner and creative leader in the specific context of working with people with dementia and care workers in residencies for people with dementia. This course is being developed based on research into the practice Music for Life of Wigmore Hall in London, that has been conducted by the research group Lifelong Learning in Music of the Prince Claus Conservatoire in Groningen in collaboration with the Royal Conservatoire in The Hague. Students will be prepared to function as an improvising musician in a context with very vulnerable people and care staff members of the residential home or centres for daycare. The student is expected to engage convincingly in all the following activities as a professional practitioner:</p> <ul style="list-style-type: none"> ▪ Voice, body and percussion work to be used in the setting of workshops with people with dementia and the care people surrounding them; ▪ Improvisation solo or in small groups, generic activity; developing your own musical voice within this setting. ▪ Group composition skills; conceiving and creating ideas within a collaborative environment. ▪ The psychology of leadership; the different levels of facilitating and guiding within a team; leading and being lead. ▪ The psychology of working in a context in which musicians are trying to connect to people with dementia and thus are exposed to fundamental questions about identity. <p>The reflective skills to deal with the challenges of this kind of musical interaction both individually and as a team player.</p> |
| Objectives: | <p>Students will have to be able:</p> <ul style="list-style-type: none"> ▪ to demonstrate an awareness of what is required to communicate with and function well in relation to people with dementia in their everyday environment. ▪ to demonstrate an understanding of and capacity for music-based activity in this very specific context in which the ability to communicate with others through music is at the core of this practice. ▪ to demonstrate skills of leadership in relation to the facilitation of other participants in this setting; ▪ through the use of their imagination, intuition and emotional understanding, demonstrate an ability to make decisions in a variety of contexts and situations; ▪ to demonstrate an ability to engage with a variety of musical styles and genres. |
| Programme objectives: | |
| Type of course: | Elective. Please note this course can only accept a limited number of participants; early registration is recommended. |
| Level: | Master |
| Duration: | |
| Prior qualifications/ prerequisites: | Admission to the Master's programme. Taking part in the module Leading and Guiding (KC-M-NA-LG-14). If more students apply than places are available, a selection will be made based on a written motivation of the applicant. |
| Teachers: | René van Munster, Renee Jonker |

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| Credits: | 7 ECTS |
| Literature: | Sacks, O. (2007) <i>Musicophilia: tales of music and the brain</i> . London: Picador Smilde R., Alheit P. , Paige K. (2013) <i>While the music lasts</i> . Kitwood T. (1997) <i>Dementia reconsidered: the person comes first</i> . Buckingham: Open University Press. Zeisel J. (2009) <i>I'm still here</i> . Penguin Books |
| Work form: | Laboratory, field study, tutorial, individual study |
| Assessment: | An end of term peer-assessment by fellow students in laboratory sessions as well as a written self-reflection, submitted at the end of the module, which draws on personal learning and peer feedback. |
| Grading system: | Pass/fail |
| Language: | English |
| Schedule, time, venue: | 3 introductory workshops, eight sessions in a Residential Home in The Hague. Time and venue t.b.a. |
| Information: | Isa Goldschmeding (i.goldschmeding@koncon.nl) |