

Parallel Session

**Challenging Traditions**

**Communicating Artistic Research as an integral part of the final Master performance**

As an inside-out approach to the conference's topic, we propose with this presentation the perspective and challenges of Higher Music Education from the perspective of the master's degree of ArtEZ University of the Arts.

Until 2019, research was for many of our students still a (compulsory) end in itself within the curriculum, in which they did not see the added value. Students often chose safe topics, laterally related to their practice and/or topics that have already been widely published. However, to better prepare students for an unknown or uncertain future, it was important to give research a different value and charge. Integrated into one's own artistic practice, it becomes a means to further development and from there contribute to the innovation and broadening of the professional field and their own practices. We adjusted the curriculum drastically and even went a step further. Research is not only an integral part of their curriculum, it is a mandatory part of their final concert/exam. We ask students to explicitly share their insights with the audience. In a creative way, so that it does not automatically become a lecture recital. The output is, besides the final performance, not a traditional thesis - unless they want to - but a collection of all their written and recorded material in a portfolio.

To ensure that their research meets the required quality standards and is relevant to the musical and artistic field, students are coached and assessed from different angles. Our assessment committees therefore consist of at least three members: a mentor (process), an expert (content) and a research coach (investigative capacity).

Assessment takes place using the rubric method based on four categories:

- production/performance
- contextual focus
- exploration and reflection
- communication and organization.

Linking research to their own artistic practice, appears to work well for most students. However, there is also resistance from teachers and students, especially about the integral final assessment. We would like to challenge conference attendees to help think about an optimal integration of (artistic) research in the curriculum. How can we change 'mandatory' into 'naturally and organically'?



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Steven Faber is research supervisor at the ArtEZ Master of Music program, specifically for students of classical music. He is coordinator of the collaborative program for the master students,

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and piano coach of the vocal department. Steven studied classical piano in Utrecht and Master of Education in Arts in Amsterdam.

Annemarie Reitsma has been head of the Master of Music at ArtEZ since 2016. She studied Cultural Studies at the University of Amsterdam. After her studies, she worked mainly as a creative producer. In 2007, she founded Kameroperahuis, a production house for coaching young talent in opera and music theater.