



Integrating artistic research in the undergraduate curriculum

Approaches from current practice at the Royal College of Music

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Underpinning this presentation



WHY integrate
practice research?



WHAT skills are
required?



HOW can we do it?

How, why & what to assess?

- ✓ Make it inclusive & flexible (form & content)
- ✓ Keep it focussed & relevant (delivery & content)
- ✓ Assess progress & process (manifestations of...)



Two examples today

Year 3 (Level 6)

Core Module

[10 credits]

Researching Practitioner

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Year 4 (Level 6)

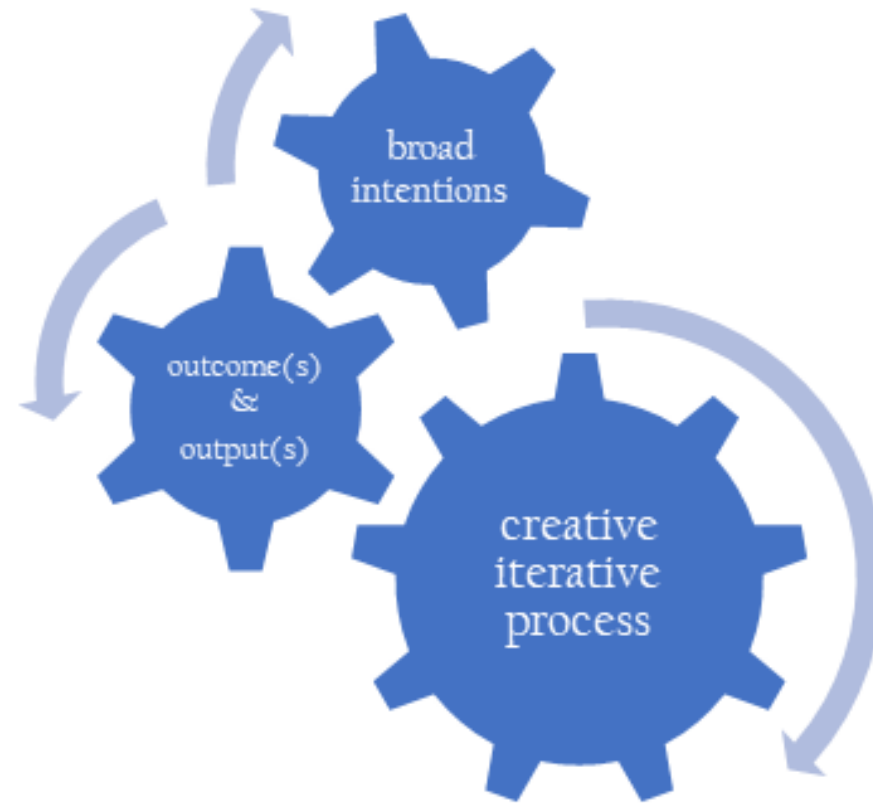
Optional Module

[30 credits]

Open Project

The priorities of research *potential* in undergraduate artistic research

Guillaumier, 2023.



Example from Year 3 module @RCM

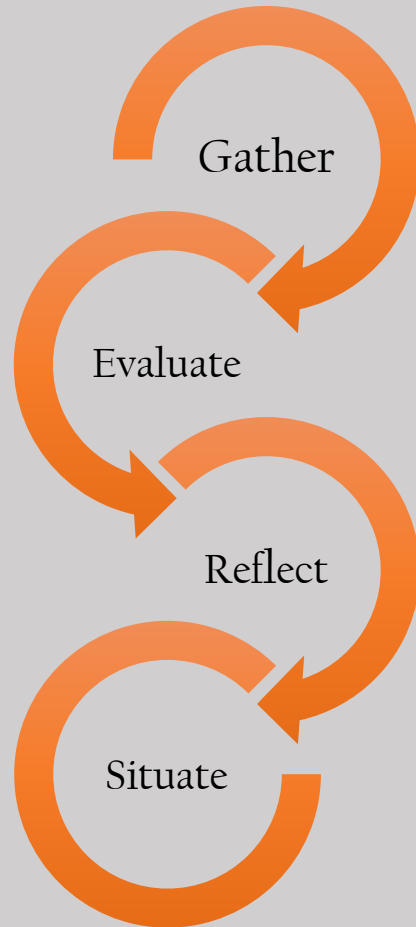
- Range and relevance of materials gathered
- Critical evaluation of materials
- Quality of reflection on own practice
- Ability to situate the project within the individual's current artistic development
- Impact of the project on the individual's artistic development
- Synthesis of practical knowledge with contextual and/or theoretical understanding

Example from Year 4 module @RCM

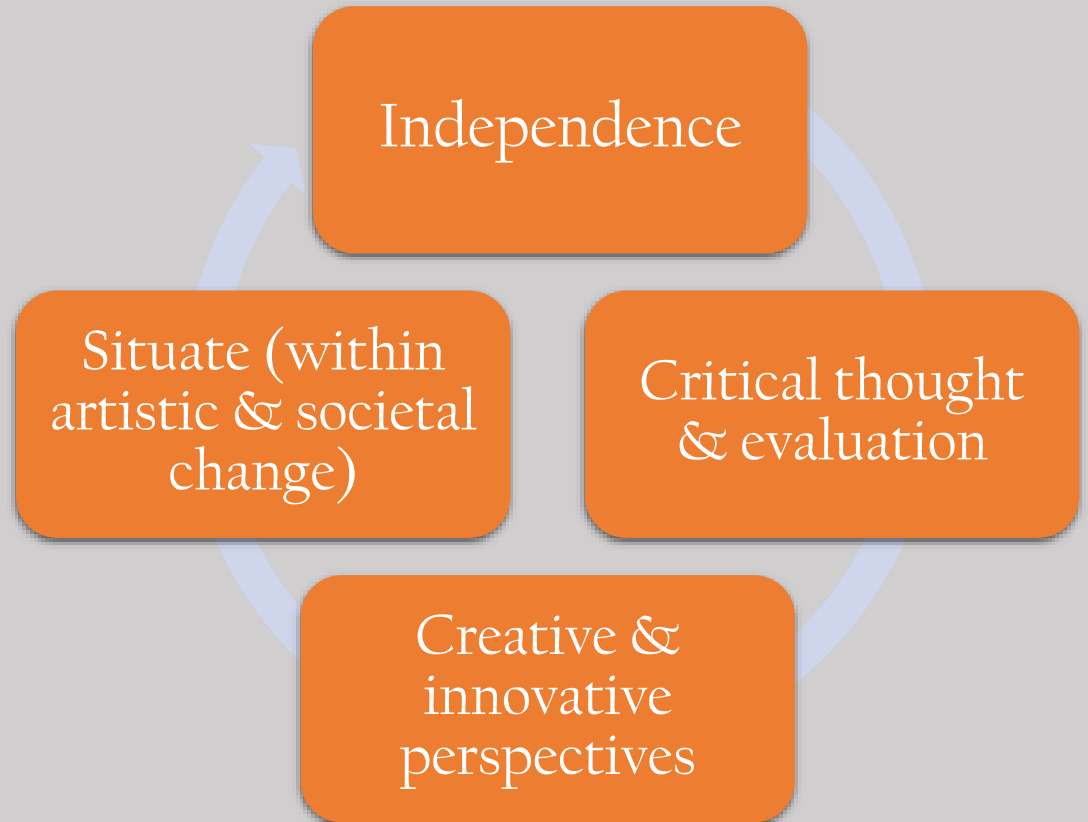
- Independence and critical thought in chosen area
- Creative, original and innovative perspectives in specific specialism
- Critical evaluation and engagement with source materials, as appropriate to the subject under investigation
- Clarity and quality of presentation
- Critical reflect on current issues in the area under scrutiny withing the context of established principles and societal change

Evolution from year 3 to year 4

Year 3



Year 4



How can the institution support?

- Spaces for practice & collaborative work
- Small amounts of (seed) funding to support more unusual projects
- Partnerships with other institutions
- Staff understanding, expertise & capacity

Selected references

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Thank you

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Q&A

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