



CEMPE
Centre of Excellence in
Music Performance Education

AEC-SMS Learning and Teaching

Snapshot session

45th AEC Annual Congress and
General Assembly
9th November 2018



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The Working group

- **Jon Helge Sætre** - CEMPE, Norwegian Academy of Music Oslo (Chair)
- **Stefan Gies** - AEC (Co-chair)
- **Anna Maria Bordin** - Conservatorio Paganini, Genoa
- **Lars Brinck** - Rhythmic Music Conservatory Copenhagen
- **Susanne van Els** - Conservatorium Maastricht
- **Karine Hahn**, Conservatoire National Supérieur de Musique et de Danse de Lyon
- **Siri Storheim** - Norwegian Academy of Music Oslo (Student representative)
- **Ellen M. Stabell** - CEMPE, Norwegian Academy of Music Oslo (Working Group Coordinator)



Activities

- Two working group meetings per year
- Conferences - Vienna May 2020
- Upcoming publication (2019)
- Engagement in ongoing discussions on learning and teaching





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LATIMPE

The AEC & CEMPE Platform for *Learning and Teaching in Music Performance Education*

LATIMPE's goal is to strengthen the ability of higher music education institutions to **explore and discuss learning and teaching models that meet the demands of the 21st century**, by active collaboration between students, teachers, and researchers in all relevant fields of higher music education. Through facilitating a platform for collaboration through events, an expert working group and online, LATIMPE aims to:



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AIMS

- facilitate institutional networks in the global field of music performance education
- gather information on and investigate learning and teaching practices in music performance education
- share knowledge through workshops, conferences, presentations, publications and online media
- collaborate with existing projects on learning and teaching carried out by AEC member institutions
- stimulate the development of new projects on learning and teaching in music performance education

Working methods

- A researching, **dialectical** process going back and forth between practice and analysis
- Collecting, analysing and discussing **interesting practices**
- Look for **new** interesting practices
- Invite the higher music education field to **think along with us**
- Invite the higher music education field to **propose** their interesting practices for publication on the LATIMPE webpage



The LIED project



The KUA class



The Hammerfest project



The GEO-orchestra



Analysis of first practices

- Student ownership, responsibility and freedom
- Safety and safe environment
- Freedom to experiment, to take risks
- Some degree of inter- and transdisciplinarity
- Learning and collaborating in a community of practice
- Building on student's strengths
- Tangible outcomes
- Teachers who are willing to be facilitators, supervisors, and not having all the answers
- Holistic and authentic contexts
- Diversity
- Projects evoking the learning muscle



The student as artistic researcher

- Captures an active student with artistic and professional agency at the centre of her learning process.
- Is more student-centred than for example student involvement.
- Changes the relationship of power between student work and curriculum design. The conceptualization is more in line with a holistic curricular logic than a strictly encyclopaedian logic, but does not rely on project-based curricula.
- Underlines the active, explorative, curious, innovative, reflective, methodical, improvisational, questioning, knowledge-seeking, powerful role of the student.

Alternative conceptualizations

The music student as a:

- designer of learning
- future musician
- portfolio musician
- protean musician
- musical entrepreneur

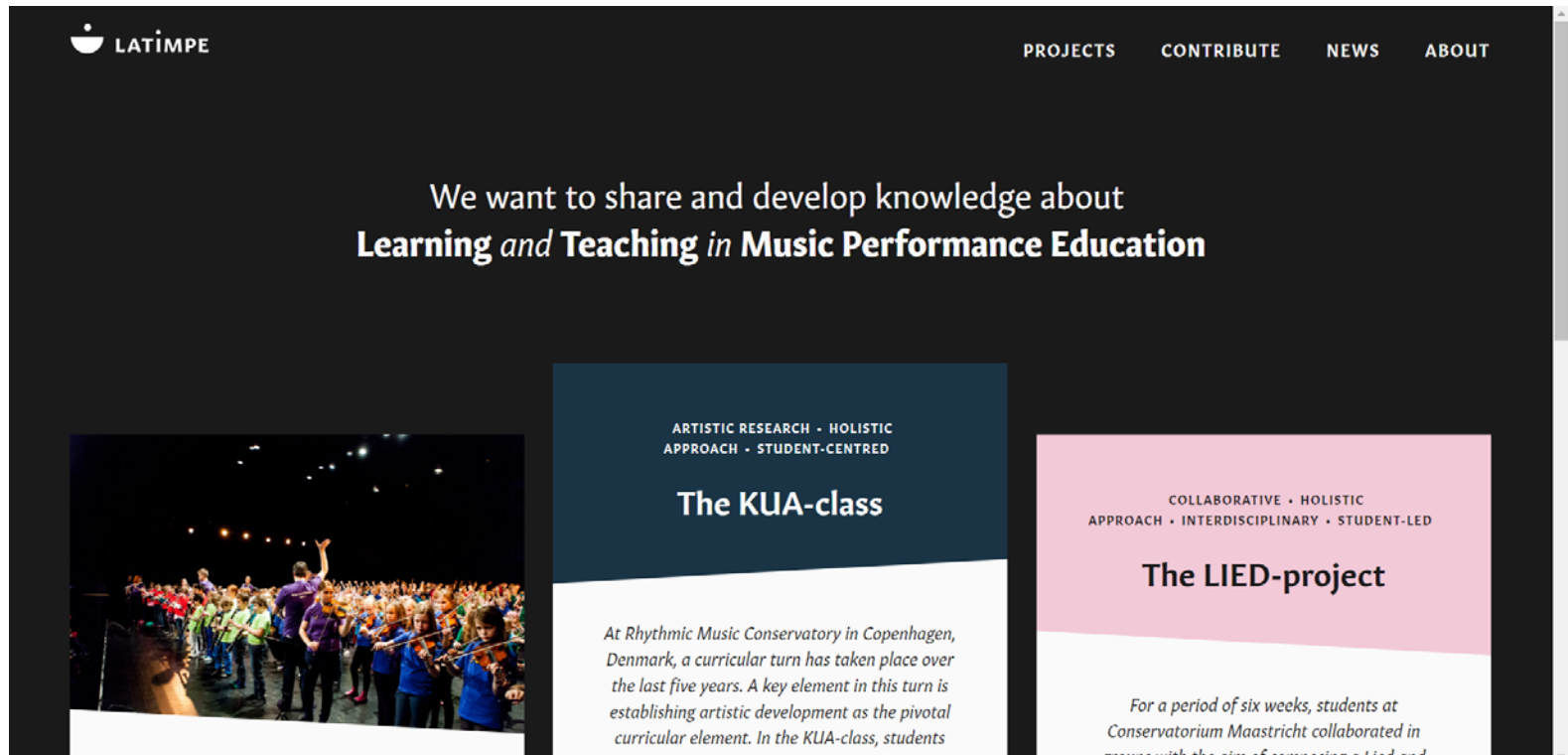


Invitation to contribute

- We invite the field of higher music education to think along with us
- We invite the field of higher music education to submit their interesting practices



www.latimpe.eu



LATIMPE

PROJECTS CONTRIBUTE NEWS ABOUT

We want to share and develop knowledge about
Learning and Teaching in Music Performance Education

ARTISTIC RESEARCH • HOLISTIC APPROACH • STUDENT-CENTRED

The KUA-class

At Rhythmic Music Conservatory in Copenhagen, Denmark, a curricular turn has taken place over the last five years. A key element in this turn is establishing artistic development as the pivotal curricular element. In the KUA-class, students

COLLABORATIVE • HOLISTIC APPROACH • INTERDISCIPLINARY • STUDENT-LED

The LIED-project

For a period of six weeks, students at Conservatorium Maastricht collaborated in groups with the aim of composing a Lied and

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Short questionnaire!



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Thank you!



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