

PROGRAM FOR THE COMPOSITION PEDAGOGY SEMINAR

What does creative progression look like, and how do you facilitate it as a composer?

SEPTEMBER 3rd, 2021 from 09.00 - 15.45

AT STARVSFELAGID, "Smæran"

J.H. Schrøtersgøta 7, Tórshavn Faroe Islands

Session one at 9.00 – 12.00

Kl. 9.00 – 9.15 Lars Kynde – Introduction of the subject Creative progression when teaching children and young people.

Kl. 9.15 - 10.00 Markku Klami and Sanna Ahvenjärvi (FI) *The Finnish model* – The rise of composition pedagogy, new curriculum, different paths to becoming a composer and student-oriented approach. The Sibelius Academy has implemented Composition Pedagogy in their curriculum for the composition students. Markku Klami and Sanna Ahvenjärvi give a status on their experiences from the process. How and with what tools do you teach composers/students to educate others in composing?

Kl. 10.05 - 10.30 Daniel Fladmose (DK) talks about his "composer conversion" of piano students. With this experience Daniel has been developing a method and theoretical basis of teaching a composer within the beginning years. The talk includes analytical approaches and a brief cognitive theory.

Kl. 10.30 - 10.55 Bente Leiknes (NO) will focus on newcomers with a special attention on texture and language in composition, when including children and youth in the world of composition.

Kl. 11.10 - 11.40 Lil Lacy (DK) "Play - pause" improvisation. Lil Lacy will talk about how she works with improvisation as a pedagogical tool together with her composition students.

Kl. 11.40 Preparations for session two

Kl. 11.45 -12.25. Lunch break

Session two at 12.25 – 15.45

Kl. 12.25 - 13.00 workshop in groups (2 - 4 pers.)

1) *Identify a specific situation from your own teaching (group tuition or solo), where you were either missing a tool to support a group of students' musical progression or have found a tool that supported the students' progression and describe it in the group.*

Choose a target group, for example 3rd-6th grade students or 7th-9th grade students, beginners, or skilled students.

2) *How could we think of a long-term progression from child to fully educated composer? What elements should this progression contain and at what stages of the students' development would these elements fit and in which order.*

Either present a concrete exercise that you have talked about or present some of your thoughts that you had in your group.

Kl. 13.00-14.00 Group presentations (5,5 min. each)

Kl. 14.00 - 14.15 Coffee break

Kl. 14.15 - 14.45 Clint Randles and Mark Sullivan - Continuity in and Through Composition: Planning for Student Success. This session will be about the role of student choice, leveraging communities of learners in the learning process, and structuring curricula more openly around student interest. The presenters bring decades of experience working with composers, music teachers, and primary/secondary music students, with ideas for how to assist students' progression as composers.

Kl. 14.45-14.55 Questions

Kl. 15.00 - 15.25 Lasse D. Hansen og Mathias Madsen Munch (DK) will share specific examples from their creative workshop with a group of young music school students from Tórshavn Music School, who co-composed a performance based on their own dreams and nightmares during the project *Summerdream, Fall asleep*, before and during the festival. The composers will focus on the ideals and techniques for building and sustaining a creative culture between mentors and mentees and across borders. And they will share video excerpts from the process.

15.25 What does creative progression look like - sum up and discussion

15.45 End of seminar

