



STRATEGY FOR ARTISTIC PRACTICE, DEVELOPMENTAL ACTIVITIES AND RESEARCH

ROYAL DANISH
ACADEMY OF MUSIC

December 2019



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1 Introduction

The framework for the FOKU activities of RDAM is defined by the Act on Tertiary Artistic Educational Institutions under the auspices of the Ministry of Culture and the framework agreement entered into with the Ministry of Culture for 2019-2022, cf. section 1.2. The Act states that the academies of music, as institutions of higher education, are tasked with providing education in music, music pedagogy and associated disciplines up to the highest level, on an artistic and, where relevant, scientific basis. The academies of music must moreover carry out artistic research and pedagogical development and may, on a scientific basis, conduct research in their disciplines.¹

The executive order on the study programmes moreover states that the study programmes are based on artistic activity, and in certain areas also on research. RDAM's knowledge base is thus founded on 1) artistic practice, 2) developmental activity and 3) research.²

The overall efforts of RDAM to strengthen and secure the knowledge base are described on a general level in sub-policy 1 of the Academy's quality assurance policy. It is important to emphasise, particularly in relation to artistic practice, which forms the central pillar of the knowledge base for most of the programmes provided by the Academy, that this knowledge base is to a considerable extent supported by activities that take place outside the auspices of the Academy, and which are thus not covered by this FOKU strategy. An annual overall assessment of the area is undertaken at the management seminar of the Education Forum in August.

Against this background, RDAM's FOKU strategy must on a general level support the mission and vision of the Academy:

- **Mission:** Through education, developmental activities and artistic practice at the highest levels, the Royal Danish Academy of Music will contribute to the development of musical culture and strengthen its centrality in society.
- **Vision:** The Royal Danish Academy of Music represents the highest international standards, and co-operates with a number of the world's best academies of music. The Academy makes a crucial contribution to the dissemination, updating and ongoing renewal of classical music in Denmark.

RDAM's FOKU strategy supports two key aspects of knowledge production and education:

- 1) The strategy reflects the requirement for RDAM to be a developer and administrator of

¹ Section 5, subsection 1 of the preliminary remarks to the Act states: The proposed subsection 1 clarifies that the academies of music are institutions of higher education. The provision furthermore stipulates that the academies of music provide artistically-based education up to the highest level, and may offer study programmes on a scientific basis. The programmes of higher education under the Ministry of Culture are essentially artistic programmes of study in which the knowledge base is comprised of artistic practice, technical practice and/or artistic research. Only in special cases can the programmes be based on a scientific foundation, and only within specific disciplines.

² The three pillars of the knowledge base are summarised in the acronym FOKU, which stands for **F**orskning (research), **K**unstnerisk praksis (artistic practice) and **U**dviklingsvirksomhed (development).

artistic education at the highest international level by consistently supporting the institution's knowledge production. The students encounter teachers who, in addition to their own artistic work, continuously develop both their artistic and their pedagogical practice through FOKU activities.

2) The strategy reflects the requirements towards the coming graduates: The encounter with FOKU activities trains the students' ability to critically reflect on their own practice and dialogue with other disciplines. It thus provides them with an important tool for the continuous development of their artistic practice in a complex working life, in which they will not only encounter requirements to present the highest standard as musicians and composers, preferably also with teaching skills, but will also increasingly require skills within the areas of communication, entrepreneurship, performance psychology and innovation.

The overall work in the FOKU area forms the basis for the expression and refinement of the institution's tripartite knowledge base at various levels:

- Development of individual artistic practice through projects, experiments and critical reflection in relation to current practice
- Insight into and refinement of artistic and pedagogical processes
- The students' ongoing contact with the knowledge base through the teaching and technical communication from teachers who have or have had their own practice as artists – possibly supplemented by development activities and/or research
- The documentation and communication of practice, both internally within the institution and externally in other national and international professional environments, which encourages critical dialogue and reflection
- New knowledge that creates value in a broader social context

2 FOKU at RDAM: definitions and status

FOKU covers a spectrum of activities which, in combination, contribute to developing the knowledge base at RDAM. At RDAM, FOKU activities are divided into three main categories in relation to the three pillars of the knowledge base: artistic practice, developmental activity and research.

2.1 Artistic practice

The knowledge that is acquired through artistic practice has several facets. The art is fundamentally expressed through practice: The music lives and develops through the ongoing work on the compositions (new as well as previously written) – the public artistic scene thus functions both as a laboratory for the development of the field of practice and as a professional community for the artists. At the same time, the world of art and music is a complex and ever-changing labour market in which students must learn to navigate.

The anchoring of the teachers in their own artistic practice as well as in their experience as professionals in the public artistic scene plays a crucial role in the relevance and quality of the education provided. Artistic practice is thus embedded in a professional practice which, in addition to artistic practice, encompasses a wide range of knowledge areas and competencies.

RDAM's teachers are predominantly employed on the basis of their current or previous work as artists as well as their educational experience at academy level, thereby ensuring artistic practice experience that not only covers the creation and/or performance of art, but also insight into how the national and international art scenes work, access to central networks, etc.

2.1.1 Documentation, knowledge sharing and communication

Artistic activity is divided into creative activity and performance, and includes amongst other things composition, concerts held under the auspices of RDAM, external concert activity at the highest level, CD releases and other music releases.³ While composition activities are primarily documented through releases (analogue and/or digital), concert activities are documented primarily through recordings (aural and/or visual). This applies to most of the concerts at RDAM, which are available through the Academy's library.

Knowledge acquired through artistic practice is shared through professional communication of and participation in artistic practice. This can take place between professional colleagues (the teachers), between the teachers and students, and between the students. Continuous learning and knowledge exchange thereby takes place through artistic practice.

³ A summary of these may be found (in Danish) on the RDAM website under "Kunst og udvikling":
<https://www.dkdm.dk/Kunst-og-udvikling/CDer>

Workshops and seminars are held within the creative field, while knowledge sharing through practice primarily takes the form of teaching and concert performances, in which teachers and students may for example perform together. The two annual FOKU inspiration meetings also provide fora for knowledge sharing in artistic practice, developmental activities and research.

The communication of artistic practice to a wider public takes place via a wide variety of concerts through many different publicly available formats: orchestral and choral concerts, debut concerts, masters on Mondays, Wednesday concerts, study concerts and concerts held in collaboration with external partners. These forms of concert are furthermore associated with various other dissemination formats such as programme notes, concert introductions or actual audience academies. CD releases and other music releases are also publicly available. Finally, an annual festival of contemporary music is held, as well as several other recurring festivals (in piano, organ, etc.).

2.2 Developmental activities

Developmental activities may be divided into two sub-categories: artistic research (KUV) and pedagogical development (PUV). In practice, the boundary between these two categories may be fluid. In addition to KUV and PUV, developmental activities at RDAM also encompass a number of other activities, all of which contribute to the knowledge base of the institution. These are classified under the category “Other developmental activity”.

2.2.1 Artistic research (KUV)

Artistic research is research that is associated with artistic practice:

“Artistic research is an integral part of an artistic process which leads to a publicly accessible result, and which is accompanied by reflection on both the process and the presentation of the results.”⁴

In extension of this, RDAM emphasises that it is the artistic process (or parts of this) that is the object of study in artistic research. Some projects may include and/or result in artistic works, while other artistic research projects may focus on elements of an artistic process that are not necessarily documented in the form of artistic works. The requirement for documentation and critical reflection, however, is always central to artistic research.

2.2.1.1 Documentation, knowledge sharing and communication

Documentation can take many forms, depending on the nature of the projects. It may take the form of audio and/or video recordings, articles in various formats, books, documented lectures, concert lectures, etc. RDAM emphasises that the projects are disseminated both internally among the teaching staff and externally to a relevant professional and/or general public.

The biannual FOKU meetings provide a central platform for knowledge sharing among the teachers and students. Internal knowledge sharing and professional dialogue is also

⁴ *Artistic Research – Report on the knowledge base of programmes of higher education*, p. 19, Ministry of Culture, 2012.

facilitated and supported through the Artistic Research Forum⁵, where teachers with common research interests meet in facilitated working groups. The groups' discussions, joint concept development and results are shared in the form of working papers that are made available on RDAM's website, as well as via presentations at the biannual FOKU inspiration meetings.

2.2.2 Pedagogical development (PUV)

Pedagogical development encompasses such activities as the development of new methods of learning and communication, possibly in co-operation with external partners, the introduction of new technologies in teaching, the development of new methods in the description of educational content, etc. In special cases, the holding of master classes or other more specialised project based teaching could be classified under PUV.

2.2.2.1 Documentation, knowledge sharing and communication

The formats for documentation, knowledge sharing and communication depend on the nature of the individual project, in such a way that the output of the projects is disseminated in formats that are adapted to the relevant recipients. Internally, pedagogical development activities are communicated at the aforementioned FOKU inspiration meetings.

2.2.3 Other developmental activity

The category "other developmental activity" covers other initiatives that contribute to the knowledge base of the Academy, but which cannot be categorised as either artistic research (KUV) or pedagogical development (PUV). Such developmental activity might for example relate to aspects of professional practice surrounding artistic practice which are not in themselves part of actual artistic practice (as described in 2.1). It might take the form of published articles (including articles published on the basis of discussions in the Artistic Research Forum), expert opinions in the media, book publications and lectures/presentations at conferences and other professional fora, as well as special pedagogical activities such as distance learning.

2.3 Research

Research⁶ at RDAM can take the form of research projects, possibly in collaboration with researchers in Denmark or abroad, and may include publications in the form of articles, books, papers, conference contributions, etc. These often interdisciplinary and inter-institutional activities bring new knowledge to RDAM, and at the same time help to disseminate the knowledge that RDAM is continually developing to other disciplines and institutions.

In 2018, RDAM launched the research initiative *Kunst og læring* (Learning Art), which consists of three independent PhD projects and a postdoc project that forms the superstructure for these. The project is being carried out in collaboration with degree-conferring universities. The core of

⁵ For a description (in Danish) of the Artistic Research Forum, see: <https://www.dkdm.dk/Kunst-og-udvikling/Videndeling/Udviklingsforum>

⁶ Regarding the definition of research, see the definition given in the Ministry of Culture's research strategy. (<https://kum.dk/publikationer/2009/forskningsstrategi-for-kulturministeriets-omraade/>).



Learning Art is thus research, but the project also builds a bridge between research and developmental work at RDAM by integrating the developmental work into the research environment around *Learning Art*, where relevant.

Communication of the research occurs via traditional research formats such as research articles and conference presentations. *Learning Art* is communicated on an ongoing basis to internal fora and international music teaching research environments, music schools and other stakeholders, as well as through a number of publicly accessible salons. The individual salons are based on central research questions and findings from *Learning Art*, which can be presented and discussed with external professionals via the salons. The salons thus not only provide a dissemination platform, but also provide valuable input to the research work in *Learning Art*, as well as contributing to the development of a shared professional terminology across the boundaries of professional groups and institutions.

3 The students' contact with the knowledge base

Via the study programme, students come into contact with the knowledge base through the scheduled teaching, concerts and projects across the academic groups, as well as to some extent via other activities such as master classes, guest teacher visits and distance learning. The curricula describe in more detail how the learning outcomes of each subject are linked to the knowledge base.

3.1 Artistic practice

The students are in close and continual contact with artistic practice through teaching and concert projects relating to the principal study complex.

The students are in contact with this part of the knowledge base through:

- Being taught and receiving ongoing feedback from teachers who themselves represent artistic practice of a high standard
- Receiving inputs from master classes, guest teacher visits and/or distance learning
- Practising their artistic disciplines together with teachers with artistic practice of a high standard and/or with external professional artists in collaborative projects and the like.

3.2 Developmental activities and research

The students are in contact with the teachers' developmental activities through the communication and application of these in the teaching given by the individual teachers. In addition, the subject of Methodology provides a common introduction to the concepts, conceptual history and methods of the area, and this common professional terminology is strengthened through profiling seminars and reflection assignments. The reflection assignments are as far as possible supervised by teachers with development activities within the subject area of each assignment, while the interdisciplinary profiling seminars are led by a teacher with experience in developmental activities within that profile.

The students' contact with this part of the knowledge base is thus provided by, amongst other things:

- Teaching provided by teachers who are active in developmental activities
- Participation in or co-creation of development-oriented projects
- Attendance at presentations or other forms of active access to the results of development activities, e.g. via FOKU inspiration meetings

The students are in contact with knowledge gained from the research through the teaching in



a number of subjects, as described in the curricula.

The research project *Learning Art* is well established and involves both teachers and students on an ongoing basis in the development of a common professional terminology for the area, while the results of the research project are included in the teaching through the teaching of the researchers and through their affiliation with reflection assignments. In the long term, *Learning and Art* will make further contributions to strengthening the research base of the Academy's study programmes.

4 Organisation of the FOKU area at RDAM

4.1 Management

The FOKU activities at RDAM are directed by a Head of Studies, who, in collaboration with the Academy's artistic research adviser, manages and develops the area in close co-operation with the rectorate. All allocations of FOKU funds are made by the Rector. The Head of Studies and the Rector are assisted by an advisory FOKU committee, which is composed of four to five permanent teachers in job categories with FOKU duties. The committee members are appointed by the Rector. The Prorector is chair of the committee.

4.2 The FOKU Committee

The tasks of the committee are:

- To discuss longer-term perspectives and priorities aimed at strengthening RDAM's FOKU profile, including assessing the possibility of developing new FOKU activities to support the main goals of the current framework agreement.
- To provide statements and recommendations to the Rector regarding specific projects in developmental activities.
- To establish guidelines for the allocation of FOKU funding to staff with FOKU duties.
- To discuss RDAM's FOKU activities in an international perspective, including communication and the possibilities of international co-operation.
- To maintain contact with the International Centre of Knowledge in the Arts and make recommendations to the Rector concerning who shall represent RDAM in the working group of the Centre.
- To consider new relevant partners, and investigate the possibility of obtaining external financial support.
- To submit assessments and recommendations regarding applications to the artistic research pool of the Ministry of Culture. ⁷

FOKU is part of the Academy's permanent payroll budget, and encompasses artistic practice, developmental activities and research, with the emphasis on artistic practice and development activities. FOKU projects within the categories of artistic practice and research are agreed directly between the Rector and staff members with FOKU activities.

RDAM can create special FOKU pools for joint projects, for example among staff members at RDAM or joint projects between educational institutions under the Ministry of Culture.

⁷ The special artistic research grants of the Ministry of Culture are awarded once annually, and may be applied for by artistic educational institutions under the auspices of the Ministry of Culture. The Ministry of Culture allocates the grants on the basis of a recommendation from an expert committee, which reviews and evaluates all applications. The purpose of the grants pool is to strengthen the artistic educational environments and improve the quality of the study programmes to the benefit of the students. Since the establishment of the pool, a number of RDAM's teachers have received funding for major artistic research projects, typically of six months' duration.

4.3 Quality assurance

The quality of RDAM's FOKU activities is assured through ongoing critical dialogue with both internal and external peers. This takes place through:

- Assessment of FOKU applications by the FOKU Committee ⁸
- Dialogue in the Artistic Research Forum, including the publication of publicly accessible working papers
- Presentations and discussions at FOKU inspiration meetings
- Participation, possibly as presenters, at national and international conferences
- The students' contact with the knowledge base is monitored through annual teaching evaluations and through the registration of which reflection assignments are directly linked to the teachers' FOKU projects

⁸ The guidelines (in Danish) for the allocation of FOKU funding may be seen here:

https://intra.dkdm.dk/images/DKDM/Dokumenter/Undervisere/Undervisere/Blanketter/FOKU/FOKU_retningslinjer_for_tildeling_af_FOKU_på_DKDM.pdf



5 RDAM's FOKU strategy for the framework agreement period 2019-22

RDAM's FOKU activities must help to fulfil the Academy's mission of developing musical culture and strengthening its central position in society. Artistic practice represents the largest part of the Academy's knowledge base. Primarily, this covers the teachers' activities as performers and creative artists (i.e. as musicians, singers and composers), and is manifested in the form of concerts, CD recordings and the composition and performance of new works. The research and development activities at RDAM examine, develop, refine, experiment with and challenge the artistic practice, and thereby contribute to the continuous development of RDAM's knowledge base and study programmes, as well as RDAM's role as a cultural institution and provider of artistic education at the highest level.

Coherence and knowledge sharing

RDAM has continuously focused on coherence and consistency in concepts and methods across the institutional levels, from the reflection assignment at Master level to the actual developmental work at teacher level, as well as on continuity and consistency across the FOKU activities through interdisciplinary projects. The starting point for the development of the FOKU area will continue to be based on specific artistic questions raised by teachers and students. In order to maintain a relevant and constructive FOKU culture at RDAM, the development of the knowledge base is thus rooted in an artistically justified urge to develop the field.

5.1 Focus areas in the period 2019-2022:

The strategy focuses on the breadth and inclusion of the whole institution in the FOKU activities, including ensuring that all departments are represented in the field, and optimisation of the students' contact with the knowledge base. Special focus areas include:

- *Communication:*
 - *Internal:* Strengthening the focus on knowledge sharing and the anchoring of the FOKU activities ('the interdisciplinary community of peers'), including the dissemination and visibility of the FOKU activities on the intranet
 - *External:* Strengthening the communication of RDAM's FOKU activities, including the field of practice, on the website, and establishing strategic communication partnerships both nationally and internationally

- *Monitoring:* Raised awareness of FOKU activities in each department, and initiatives to



- support the project holders during the project period
- *External collaborations/funding*: Development of formats for collaboration with external parties and goals for the application portfolio in connection with financial support from the artistic research pool of the Ministry of Culture

5.1.1 Artistic practice

Concerts enjoy considerable inherent visibility, and thus greatly contribute to defining RDAM's artistic profile and to the promotion of RDAM as a cultural institution. The communication of this extensive field of practice will be enhanced through increased visibility on the website. In the area of publishing, the Academy will continue to focus on collaboration with external publishers, such as the recording company Dacapo.

5.1.2 Learning Art

With *Learning Art*, RDAM places itself at the centre of the musical pedagogical debate, both nationally and internationally. During the period of the contract with The Ministry of Culture, *Learning Art* will thus have a special focus on knowledge sharing and dissemination, thereby creating space for music pedagogical discussions with both breadth and a high academic standard, across the boundaries of institutions and disciplines. As part of this strategy, *Learning Art* will during the period organize a number of publicly-accessible salons.

5.1.3 Students' contact with the knowledge base

With the introduction of professional profiling in the Master's programmes at RDAM and a revision of the soloist programmes (Advanced Postgraduate Diploma in Music), RDAM will place further focus on coherence and the development of a common professional language, including methodological and conceptual continuity across the institution's levels. During the period, RDAM will increase focus on the opportunities of students to place their work on the reflection assignment at Master's level in continuation of teachers' projects in the FOKU area. At soloist level, further focus will be placed on training in artistic research (KUV) and pedagogical development (PUV) through new curricula for the Advanced Postgraduate Diploma in Music programmes with opportunities for KUV and PUV, respectively, which will take effect at the end of August 2020.

5.1.4 New pathways for artistic research

RDAM wishes to explore the possibilities of expanding artistic research (KUV) to cover not only studies of artistic processes, which have been the focus of previous KUV projects at RDAM, but also to use artistic processes as a tool in projects that move beyond a narrow artistic context. In this context, collaborations are envisaged in which artistic processes can be brought into dialogue with other fields of knowledge, such as the natural sciences. With a well-developed culture of artistic research, RDAM thereby wishes to add a more outward dimension to artistic research at RDAM.

5.2 Plan of action

5.2.1 Allocations

During the period, the Academy will encourage all teachers, regardless of job category, to apply for RDAM's internal FOKU funding. This will ensure increased breadth in the applicant field. The FOKU Committee will more proactively inspire the development of projects aiming at submitting applications to the Ministry of Culture's artistic research pool.

5.2.2 Knowledge sharing

Internal communication of the FOKU projects will be strengthened through:

- a) Qualitative development of the FOKU inspiration meetings: All students will be invited to take part in the FOKU inspiration meetings. The presentations will subsequently be documented on the RDAM intranet.
- b) A FOKU knowledge sharing platform for students and teachers will be created on the intranet.
- c) Strengthening of the Artistic Research Forum: The Artistic Research Forum has shown itself to be a suitable format for knowledge sharing and internal dissemination at RDAM, and for the development of collaborative formats. The Artistic Research Forum will therefore be expanded to cover the entire FOKU area under the name of the Developmental Forum. Through this, RDAM wishes to strengthen its work across the boundaries of both professional disciplines and FOKU categories.

5.2.3 External communication

Strengthened external communication on the website:

- a) In addition to presenting completed and ongoing research and development projects, selected presentations from the FOKU inspiration meetings will be posted on the website.
- b) The field of practice will be documented through an archive of selected concert activities, e.g. festivals and significant concert series.

There will be a strengthened focus on strategic collaborations, both nationally and internationally:

- a) RDAM, together with the other artistic educational institutions, will participate in collaboration in relation to the International Centre of Knowledge in the Arts.
- b) RDAM is actively involved in a number of international fora for developmental activities, including the European Platform for Artistic Research in Music (EPARM), the Society for Artistic Research (SAR) and the Norwegian Artistic Research Programme (NARP).

5.2.4 Monitoring

The FOKU Committee annually monitors the activities of the individual departments, identifies areas that require increased attention, and initiates projects in collaboration with the relevant department head. During the period, the Academy will also develop and test structures that support the project holders in their work, e.g. in the form of biannual evaluations and a permanently affiliated reflection partner.



5.2.5 External partnerships and funding

During the period, RDAM will initiate 1-2 development projects in collaboration with external partners and with external funding. RDAM will send a minimum of three applications annually to the Ministry of Culture's pool for artistic research.

5.2.6 Conference participation

RDAM participates annually with a minimum of ten teachers with FOKU duties in national and international conferences and symposia. The aim is for the teachers to participate with presentations, papers or the like, which are subsequently included in the knowledge sharing platform on the intranet.

5.2.7 Other communication initiatives

During the period, RDAM will focus on the communication of the FOKU activities to a wider public, and in this connection will actively participate in the annual Research Day, while *Learning Art* will hold three public salons annually in continuation of the research done in the project group.

