



**SMI**  
UNIVERSITY  
COLLEGE OF  
MUSIC EDUCATION

**DEGREE AWARDS  
SINGLE SUBJECT COURSES  
PROFESSIONAL DEVELOPMENT**

**2018**





## **DEGREE AWARDS**

### **Music Pedagogy Program**

- 5 Bachelor of Music Education 180 ECTS
- 5 Graduate Diploma, Music Education 120 ECTS
- 6 Interviews with two students in the Music Pedagogy Program

### **Logonomy Program**

- 10 Graduate Diploma in Logonomy 120 ECTS
- 11 Conversation between two students attending the Logonomy Program

## **FURTHER EDUCATION**

- 13 Single Study courses
- 13 Short courses and seminars
- 13 Professional development
- 13 Supervised teaching program

## **HOW TO APPLY TO SMI**

- 14 Degree Awards, Single Study courses and Supervised teaching program

# **Welcome to your education at SMI**

# Educate yourself as an Instrumental / Song Pedagogue or Logonom

**SMI offers an unique education providing a solid formal pedagogical competency and capability to teach in various contexts, school forms and situations where voluntary learning didactics are in focus.**

As an SMI student you will receive a pedagogical, artistic, professional education from a range of competent and experienced teachers. Your courses will intensify and broaden your artistic abilities, both individually and in collaboration with others. You will be supervised in didactics and methodology both via your own teaching and through organized practicum studies. You will learn to arrange and develop material from a variety of genres, styles and traditions and together with fellow students plan and deliver pedagogical artistic projects. You will experience new technology and become acquainted with current research and new pedagogical advancements preparing you for your career.

Your education at SMI will develop your skills and competencies for teaching both individually and in group and ensembles, at various levels of aptitude, to a range of ages and situations.

You may after graduation from SMI complement your degree at another tertiary institution and attain formal qualification for music subject teaching in Swedish compulsory and gymnasium schools.

**From 1 July 2017 SMI is situated at campus Flemingsberg, in larger venues especially designed for music and artistic creation.**

SMI's new location offers you an extensive university campus with over 16,000 students together with University College of Södertörn, The Royal Institute of Technology, Karolinska Institute and the Red Cross University College. The establishment at campus Flemingsberg provides SMI with exciting opportunities for you as a student in participation and engagement – through groups, projects and initiatives with the university colleges onsite, in local and regional collaborations, in international exchanges and intercultural perspectives – with the goal of developing your academic area within both higher education and research.

## MI on campus Flemingsberg!



# DEGREE AWARDS

## Music Pedagogy Program

### PROFILES

Accordion

Brass (Trumpet, Trombone, Tuba, French horn)

Electric/Double bass

Electric guitar

Acoustic guitar (nylon/steel-string)

Piano

Percussion

Song

Strings (Violin, Viola, Cello, Double bass)

Woodwinds (Flute, Oboe, Clarinet, Bassoon, Saxophone)

**The degree of Bachelor of Music Education 180 ECTS** requires 3 years' full-time study with 120 ECTS in subject units within the chosen profile and 60 ECTS combining general educational sciences with practicum studies.

**The Graduate Diploma, Music Education 120 ECTS** is open to those who have an undergraduate qualification in music performance or equivalent through previous study in the area of music combined with relevant and outstanding professional career experience. The degree requires 2 years' full-time study with 80 ECTS subject units within the chosen profile and 40 ECTS combining general educational sciences with supervised practicum. Study plans are offered for part-time study at 75% of full-time over three years or 50% of full-time over four years.

The Music Pedagogy Program is founded on three steady pillars of equal importance and scope:

**1) Artistic aptitude:** Your artistic studies are aimed to develop you as a musician for a variety of musical contexts, and to be an inspiration for your pupils. You develop your artistry through extensive education on your principle instrument as well as through studies in ensemble performance, arranging and conducting.

**2) Scientific awareness:** Research-based knowledge provides you with important guidance in your music pedagogical development. Theoretical studies in Pedagogy, Musicianship and Music Theory develop your capacity to critically evaluate and examine the contexts and boundaries from within a music pedagogue works. You develop your ability to formulate your own and

others' experiences and knowledge in a well-founded and scientifically articulate way.

**3) Subject didactics with a focus on proven experience:** We at SMI value highly the didactical experiences of all. Both your own professional and existential experiences, as those of your fellow students and teachers, are considered a resource and a basis for learning subject-related didactics. During your entire education you will have close contact with the branch for which you are educated, including your own supervised teaching practice, study visits and practicum projects.

The degree awards a formal qualification as a music teacher specializing in the teaching of an instrument or song in ensembles, groups and individually at all levels of aptitude. You may after graduation apply to complement your degree with 90 ECTS at another tertiary institution, and in so doing achieve qualification for a teaching licence in the Swedish compulsory school and gymnasium.

**Further information on the Music Pedagogy Program is available at [www.smi.se](http://www.smi.se)**

Please note that instruction and teaching at SMI is conducted predominantly in Swedish, and that you will be required to prove your proficiency in Swedish before being accepted to a degree program. Contact us for further information.



## Interview with two students from the Music Pedagogy Program

**Masuka Maeta is studying for the two-year Graduate Diploma degree award.**

**What prerequisite education do you have and in what ways were you musically active before applying to SMI?**

I came to Sweden in 2001 and was determined to become a piano teacher, even from my time beforehand in Japan. I had a four-year performance degree from there and before that I had studied for three years at a music senior high-school.

I was recommended SMI by several people but had to first learn the Swedish language. I performed regularly in the meantime, for instance in an orchestra I played the celeste in *An American in Paris* by Gershwin.

Furthermore I taught as a relief teacher at a communal music-school, but felt that I needed more knowledge in order to become a good instrumental teacher. However, I didn't dare apply to SMI as yet, instead I first studied an adult education course providing formal qualification for higher education in Sweden, one year of Pedagogy at Umeå University, and then Musicology – first at Uppsala University, then at Stockholm University. When I felt comfortable with my professional music terminology, I finally decided to apply to SMI.

**After your first semester within the Music Pedagogy Program – has the program fulfilled your expectations thus far?**

Yes absolutely, I've been able to expand on my knowledge. I have really only just begun to understand the program details, how much I need to do and so on, and recently I started my supervised teaching with pupils through SMI.

**Do you live close by?**

I live in Eskilstuna, so it's convenient with a direct train to Flemingsberg station.

**What has been particularly interesting, useful or challenging?**

My earlier degree in performance has been of great value in broadening my knowledge in for example meeting new genres, this has been terrific in my opinion. I might have understood other genres in my head before, but here I perform in them.

**Anything else you'd like to convey to those considering applying to the Music Pedagogy program?**

My impression is that SMI is a link between us students and the profession. It is well suited to those coming from overseas, in their preparation to become music pedagogues. And I find the degree to have a good balance between theory and practice, which really encourages personal reflection and development.

## Marc Linder is studying for the degree of Bachelor of Music Education.

### **In what ways were you musically active before applying to SMI?**

I didn't choose an arts program in high-school but during that time attended the communal culture-school four times a week, in principle instrument, secondary instrument, music theory and ensemble. I also played guitar in Västerås Culture School Big Band, with lots of jazz, funk and soul at the time. After that I attended pre-tertiary adult education music programs. And after that my wife and I wrote and performed music throughout the week and worked with other things on the weekend in order to get by.

### **You've now come halfway through your degree – share something that has been particularly interesting or challenging?**

Partly all the different genres you're exposed to, it's particularly challenging and rewarding on the electric guitar. I've never developed as much on the electric guitar as since I started at SMI.

The guitar teaching is very well structured and clearly organized with regular examinations, so you are continually exposed to new situations to practice for. This is perfectly suited for me, creative freedom within clear boundaries. I am provided the opportunity to develop creatively by having to take steps in directions I otherwise hadn't.

Two of the absolutely most enjoyable courses are arranging and ensemble conducting, really fantastic. I could even now consider the possibility to continue and become a conductor and compose arrangements.

### **So it's like an extension to what you were doing before SMI, when you were writing your own music?**

Precisely, and I've always thought in terms of arranging when I wrote pop music, but I thought more of band and not as much string section and more, that you can work with. So it's a way of extending my repertoire.

### **Why did you choose to apply to SMI to study?**

Precisely, and I've always thought in terms of arranging when I wrote pop music, but I thought more of band and not as much string section and more, that you can work with. So it's a way of extending my repertoire.

### **In which area/s within music and music pedagogy do you see yourself working after graduation?**

As a music teacher in grades 7-9 in schools, I see myself most likely working part-time in schools and part-time at a culture-school in addition to composing and performing.



### **Do you have a (school-)teacher qualification?**

No, but after graduating from SMI I aim to do the complementary program for school teaching, which I hope to do within a year as I know I can validate quite a bit from this degree. And that was also a reason I chose to study, to get the teaching licence qualification. But this degree has also increased my interest to have guitar pupils again. I taught for a bit after high-school, at the time I didn't find it so rewarding but now I do, both with individual pupils and groups, no doubt because I have the tools and didactics now. And so I would love to work with ensembles in the culture-school.







# DEGREE AWARDS

## Logonomy program

**The Graduate Diploma in Logonomy 120 ECTS offers extensive and broad competency for working as a voice and speech pedagogue. Logonomists work with prophylactic vocal care, in personal communication skills and with voice and speech in artistic situations such as the development of expression, engagement and variation.**

The Logonomy program is open to those with previous experience in artistic and educational work within voice and speech, requiring 2 years' full-time study with 80 ECTS in subject units and 40 ECTS in general educational sciences.

There is a strong correlation within the degree program between artistic, pedagogical and scientific knowledge, competency and experience, which many of the students find valuable and contribute to the high quality of the program. Courses in for instance verbal production and vocal training offer a practically applied education in the fundamental possibilities within voice and speech.

Studies in research as well as the experiences of vocal work from students and teachers alike, provide dynamics and knowledge development within the subject didactics and methodology courses.

The degree award provides you with the formal competency of a logonomist capable of working with prophylactic vocal care, in personal communication skills and with voice and speech in artistic situations. Assignments can be found supporting various occupations where the demand for sustainable vocal use and communicative competency is high, for example within organizations and companies, leadership education, within media, in theatre companies, in education including higher education, and in work where the voice is a necessary tool.

### Specific entry requirements

To qualify for entry you are required to hold previous degree qualifications of 120–180 ECTS within a pedagogical/artistic area, or other tertiary level education such as in logopaedics, as well as experience of work as a teacher in the vocal area.

You can even have gained equivalent prior learning through

- pedagogical studies/work experience
- studies/work experience involving your own voice
- studies/work experience of the voice used in communicative situations
- studies/work experience of artistic, interpretative work with the voice.

Your prior learning should be proven through documentation for a total of at least four years within the areas above. You may for instance have worked as a drama/theatre pedagogue, choir leader, voice/song teacher, music teacher, course instructor, singer, actor, storyteller, priest/pastor, rhetoric, program leader etc.

**Further information on the Logonomy program is available on [www.smi.se](http://www.smi.se)**

**Please note that instruction and teaching at SMI is conducted predominantly in Swedish, and that you will be required to prove your proficiency in Swedish before being accepted to a degree program. Contact us for further information.**



## Conversation between two students attending the Logonomy program

**Halina Larsson Diver and Maria Havrell are in their first year of study in the Logonomy program.**

**M** – Now our first semester in the Logonomy program is almost over. It's been incredibly fun and stimulating, I feel privileged for the opportunity to study the degree. I really wasn't aware of the enormous depth and scope this degree has. As well as all the really enthusiastic teachers that help our development along.

**H** – Yes, it's even more rewarding than I thought, in both theory and practice and because the group is little there is a large focus on each person's individual development as well. Luxurious!

**M** – And being a commuter it's been a great fit for me as the timetable is concentrated to two days per week on campus. All preparation and homework I do at home in Borås, and I even have two practice pupils in my home community.

**H** – You know, about supervised teaching practice, I think that is among the most gratifying in the degree program, even if it is a pretty big challenge. That we can apply what we learn directly in reality, sometimes during the same day, is incredibly valuable.

**M** – It did feel difficult to start teaching so early in the program but I soon discovered the advantages to beginning the supervised teaching practice at once. Thanks to the

preparation we did in the methodology lectures, the supervision and my earlier experience, it all worked together nicely!

**H** – Mmm, and it's nice to know that we still have three semesters to go.

**M** – Indeed, I'm looking forward to developing in all the subject areas we're studying, it's like a kaleidoscope with so many different parts which we will be harnessing, coming together as a whole.

**H** – Yes I agree, and I look forward to gaining more knowledge within both phonetics and methodology, and more tools for vocal coaching. And vocal production with which we have just begun.

**H** – It's a huge advantage to be able to work within so many different occupational areas. When I think about the future, I would like to work both with corporal assignments and private practice. To be able to combine my education in Song and Logonomy with everything that entails.

**M** – Yes, it's good that Logonomy can be combined with earlier experience and education. I want to use my long experience as an actress and work in contexts that combine the voice with text and the body, both artistically and aesthetically e.g. in theatre colleges, drama companies etc.

**H** – And a good speaking voice can really open up for new opportunities one will reach in life.



# FURTHER EDUCATION

## Single Study courses

SMI's single study courses which award ECTS have both a didactic and artistic focus. You will find a wide range of courses to advance or broaden your subject-knowledge in music as well as other aesthetic and artistic forms of expression such as dance, drama or voice and speech.

Participation in SMI's single study courses demands you have the necessary prerequisites for tertiary study as determined by the Swedish government. Some of our courses require you to have further knowledge or skills for participation.

Below are examples of the courses on offer:

**Improvisation Methodology**

**Secondary Instrument Methodology (per instrument category)**

**Music and Movement for Younger Children**

**The Voice as a Professional Resource**

**Vocal Function in Popular Music Genres**

**Creative Dance – the Body as Expression**

Examples of new courses under development:

**Group Teaching Methodology (per instrument category)**

**Artforms in Collaboration**

**Singer-songwriter Methodology**

**Read more on the content and length of each course on [www.smi.se](http://www.smi.se) where the list of courses on offer is continually updated!**

## Short courses and seminars

Apart from SMI's Single Study program we offer short fee-based courses and seminars as professional development. These are predominantly advertised on [www.smi.se](http://www.smi.se) and via our Facebook page – follow us there!

## Professional development

The majority of the content in SMI's course and degree programs can also be delivered as professional development (PD). PD is often designed to conform with your possibilities, from shorter inspirational course days to more long-term development goals. Apart from immediate access to SMI's pedagogical competency, we have an extensive branch network and can match the expertise required. All PD can be designed to provide ECTS to the course participants.

You are welcome to arrange your PD at SMI's venues on campus Flemingsberg in Huddinge, but we can also come to your workplace or home community. You can organize your PD in collaboration with neighbouring schools or communities, which is cost effective and also a possibility to networking, collaboration and exchange of experiences with others. Contact us about your professional development needs!

## Supervised teaching practice

Through SMI students' supervised teaching practice you are offered the opportunity for a small cost to receive lessons in singing, instrument-playing or voice and speech. Both individual and group tuition can be offered to those that apply. See [www.smi.se](http://www.smi.se) for further information and application forms.



# HOW TO APPLY TO SMI

## DEGREE AWARD PROGRAMS

Eligible to apply to SMI's degree programs are those with basic prerequisite requirements for tertiary study as stipulated by the Swedish government. You are also required to have at least two years post-secondary studies or work experience within an area relevant to the degree program for which you are applying. Our graduate diploma programs have further pre-requisite entry requirements, which are defined under the information on each program.

Application is completed on the designated online application form available on [www.smi.se](http://www.smi.se). The application, including both a personal letter describing your reason for applying to SMI and recent portrait photograph, must be received by SMI no later than 16<sup>th</sup> April 2018.

Selection is determined through entrance testing conducted in Week 20. Please consult our website for more detailed information on the tests.

Offers of acceptance will be made in writing by Week 24.

Application to SMI is free of charge. However, you will be charged 500kr if you do not attend your entrance tests as called and have not cancelled your application by 4<sup>th</sup> May. Exception for the applicants own or close relations' illness can be made after the presentation of a valid doctor's certificate.

## SINGLE STUDY COURSES

Eligible to apply to SMI's single study courses are those with basic pre-requisite requirements for tertiary study as stipulated by the Swedish government. Some courses also have further pre-requisite entry requirements, which are defined under the information on each course.

Application is completed on the designated online application form available on [www.smi.se](http://www.smi.se) and must be received by SMI no later than 16<sup>th</sup> April/15<sup>th</sup> October 2018. Some single study courses may after these dates be open for late applications, see [www.smi.se](http://www.smi.se) for further information on each course.

## SUPERVISED TEACHING PRACTICE

Application is made on the designated online application form available on [www.smi.se](http://www.smi.se) and can be submitted anytime during the year.

Selection is done in accordance to the needs of students in the degree program. Usually practice pupils are called for lessons to a fall or a spring semester. The cost of attending is 600kr and is billed after the first lesson. Notification of an offer of lessons is only provided when a possibility arises – otherwise your application remains available for complementary and future selection.





SMI's percussion teacher Anders Holder invites the audience to a participatory performance in the Concert Hall at the inauguration of SMI's new venues, the 26<sup>th</sup> of October 2017.

Apart from the Concert Hall with a capacity for 300 people and a 140<sup>m</sup><sup>2</sup> dance floor, SMI has fifteen music rooms with a wide range of equipment, instruments and inventory for music, dance and drama. All available on the same floor level.



**B**



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