



**SMI**  
UNIVERSITY  
COLLEGE OF  
MUSIC EDUCATION

**DEGREE AWARDS  
SINGLE SUBJECT COURSES  
PROFESSIONAL DEVELOPMENT**

**2017**





## DEGREE AWARDS

### Music Pedagogy Program

5 Bachelor of Music Education 180 ECTS

5 Graduate Diploma, Music Education 120 ECTS

### Logonomy Program

7 Graduate Diploma in Logonomy 120 ECTS

## PROFESSIONAL DEVELOPMENT

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12 Improvisation Methodology 3 ECTS

12 Early Childhood Music and Movement 10 ECTS

12 Voice Function in Popular Music Styles 10 ECTS

12 The Voice as a Professional Tool 7,5 ECTS

13 Aesthetic Learning Processes 1–2 7,5 ECTS

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**“This degree simply opens new doors”.**

Read the interview with Mimmi and Teodor, who study for the Bachelor degree, pp.6-7.



**“I don’t think I’ve ever been in such good vocal form in both speech and song, than during my Logonomy degree.”**

Read the interview with Ulrica and Niclas, who have graduated from the degree in Logonomy, on p.10.

# Welcome to your education



# Do you want to teach an Instrument, Song or Voice and Speech?

**SMI is proud to offer a unique education providing a solid formal pedagogical competency and capability to teach in various contexts, school forms and situations.**

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 tutored in didactics and methodology both via your own teaching and through organized practicum studies. You will learn to work methodically from different materials 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. After graduation you will possess the 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 at SMI complement your degree at another tertiary institution and attain formal qualification for music subject teaching in Swedish compulsory and gymnasium schools.

**On the 1st July 2017 SMI will relocate at campus Flemingsberg in larger, custom-built premises designed for music and artistic creation.**

SMI's move offers new possibilities in collaboration with the other HEI's on campus, in local and regional cooperation with the surrounding environment, with international exchanges and intercultural perspectives, to develop in scope within both education and research. Read more about our relocation on p.15.

# at campus Flemingsberg!



# DEGREE AWARDS

## Music Pedagogy Program

### PROFILES

Accordeon

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, saxophone, clarinet, bassoon)

**The Bachelor of Music Education 180 ECTS** requires 3 years full-time study 120 ECTS in subject units within the chosen profile and 60 ECTS combining general educational sciences with practicum studies. The degree provides formal qualification as a music teacher specialising in the teaching an instrument or song individually, in groups and ensembles 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 to teach in the Swedish compulsory and gymnasium school.

### THE BACHELOR OF MUSIC EDUCATION 180 ECTS

GENERAL EDUCATIONAL SCIENCES 30 ECTS

Pedagogy 10 ECTS

Didactics and Collaboration 10 ECTS

Communication and Leadership 7,5 ECTS

Scientific Theory and Research Methods 2,5 ECTS

SUBJECT UNITS 120 ECTS

Principle Instrument/Song 25 ECTS

Didactics – Instrument/Song Methodology 25 ECTS

Music in Theory and Practice 20 ECTS

Piano and Voice Studies 12,5 ECTS

Profile Courses 10 ECTS

Musicology and Cultural History 7,5 ECTS

Digital Tools 5 ECTS

Independent Degree Project 15 ECTS

PRACTICUM STUDIES 20 ECTS

INDIVIDUAL CHOICE 10 ECTS

**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 and 40 ECTS combining general educational sciences with practicum studies. Studyplans are offered for part-time study at 75% of full-time over three years or 50% of full-time over four years.

### GRADUATE DIPLOMA, MUSIC EDUCATION 120 ECTS

GENERAL EDUCATIONAL SCIENCES 25 ECTS

Pedagogy 10 ECTS

Didactics and Collaboration 7,5 ECTS

Communication and Leadership 5 ECTS

Scientific Theory and Research Methods 2,5 ECTS

SUBJECT UNITS 80 ECTS

Principle Instrument/Song 5 ECTS

Didactics – Instrument/Song Methodology 25 ECTS

Music in Theory and Practice 10 ECTS

Piano and Voice Studies 10 ECTS

Profile Courses 10 ECTS

Digital Tools 5 ECTS

Independent Degree Project 15 ECTS

PRACTICUM STUDIES 15 ECTS



## Interview with two students from the Music Pedagogy Program

**Mimmi Anterot is studying Music Pedagogy majoring in Brass.**

### **How were you active musically before you applied to SMI?**

After I went through a music gymnasium (upper secondary) school, I attended two different community colleges to study jazz. I have also worked as a class music teacher and music camp leader. I've also led several own projects and played in many different types of bands, cover bands, jazz ensembles, big bands etc.

### **Why did you choose to attend SMI?**

I think the degree structure is very appealing, I have a lot of opportunity to play the trumpet whilst also learning all the pedagogy and didactics. My skills are challenged in for example song and piano lectures. The steady schedule suits me and gives me the opportunity to work when I'm not on campus. It's also fantastic that the school is relatively little but with students of very varying backgrounds, and we all learn from each other.

**After your first term in the Music Pedagogy degree program – have the studies met your expectations so far?**

Absolutely! Not only in that the lectures are so rewarding, but there's such a good atmosphere in the school, which I appreciate.

### **What has been particularly interesting, useful and challenging?**

I enjoy my trumpet and instrument didactic courses. They are both challenging and fun and a lot of what we do I take with me directly back into my work.

It's also great fun when we have special project weeks, the whole school plays together testing in different ways and themes. Conducting is also something totally new to me and it's been useful for me to test new skills.

### **Anything you'd like to add to those that are considering applying to a Music Pedagogy degree program?**

Above all else is the breadth of everything we learn here, all the different courses containing elements I constantly realise I will use in my coming work. We are encouraged continually to test new things and to explore, so the school is also a creative environment.

# Logonomy Program

## Teodor Borgström is studying Music Pedagogy majoring in Electric Guitar.

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

Mostly by playing together in different bands, collaborating with different artists and such ... and singing and playing my own music. I've also studied a fair bit, including private lessons, as well as working with after-school care where I had song-writing workshops for example.

### Why did you choose to attend SMI?

I came into contact with SMI through friends who had attended here and recommended the degree program. I wanted a career in music and this seemed to suit me very well. SMI offers so much, not just for becoming a teacher but also to advance your own performance skills as well.

### You're in your last year of the degree program – can you describe something that has been particularly interesting or challenging?

I'd say that you get such a broad education. Like right now, these past two days when I've had the opportunity to conduct a large orchestra, it's been phenomenal. I'd never given it a thought – becoming a guitar teacher – I'd conduct an entire orchestra in an arrangement I had written myself. Even the music I composed is inspired by sources I have come in touch with through my education, for instance the music of Debussy in my piano courses. The program simply opens up new doors.

### How do you see your future work within music and music pedagogy after graduation?

I have already noticed when I teach now how many of my students actually write their own music. So when they come to lessons with their own songs it's never – "Oh I haven't done my homework" – instead we start to play at once, which is very rewarding. Perhaps one's own interests rub off onto your students. Composing music is a huge area to explore and you can combine it with anything, you can improve your technique and complement with other stuff that way.

### Anything you'd like to add to those that are considering applying to a Music Pedagogy degree program?

I can imagine there's quite a few that want to play and invest in themselves and their artistry, and others that want to be pedagogues. Here you get both in a very considerate way. Wherever your interest lies, this degree program offers development on so many different levels – so there's really nothing to lose.

### Read the interview with Ulrica and Niklas, who have graduated from the Logonomy program, on p.10.

**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. The degree requires 2 years full-time study with 80 ECTS in subject units and 40 ECTS in general educational sciences.

Entry requirements: For entry to the Graduate Diploma in Logonomy 120 ECTS you are required to hold qualifications of 120-180 ECTS within a pedagogical and/or artistic area, or completed other relevant tertiary education such as in logopaedics, combined with experience of practical pedagogical vocal work.

You can also have attained equally valid proficiency through working within e.g.:

- Practical pedagogical studies/work experience
- Studies/work experience encompassing your own voice
- Studies/work experience using the voice in communicative contexts
- Studies/work experience of artistic, interpretative work with the voice.

Your equally valid proficiency should be documented for a combined period of at least 4 years within any or all of the areas above. You may for instance have held employment as a drama/theatre pedagogue, voice/song teacher, music teacher, course instructor, singer, actor, storyteller, priest/pastor, rhetoric, program leader etc.

## GRADUATE DIPLOMA IN LOGONOMY 120 ECTS

### GENERAL EDUCATIONAL SCIENCES 40 ECTS

Methodology and Didactics 22,5 ECTS

Methodology for Leadership and Communication 7,5 ECTS

Psychology and Pedagogy 7,5 ECTS

Scientific Theory and Research Methods 2,5 ECTS

### SUBJECT UNITS 80 ECTS

Verbal Delivery 20 ECTS

Voice Training 10 ECTS

Rhetoric 7,5 ECTS

Body Awareness and Interpretation 7,5 ECTS

Stage Production 2,5 ECTS

Voice Anatomy and Physiology 7,5 ECTS

Phonetics and Voice Acoustics 10 ECTS

Independent Degree Project 15 ECTS









## Interview with two graduates of the Logonomy program

**Niclas Steeve and Ulrika Zettersten describe how it is to work as Logonomists in the company they founded, Röstbolaget (The Vocal Company), and look back on their studies.**

### **How did you come to found your company?**

U: We started thinking about and discussing the idea of cofounding a company together during our studies. We graduated in 2012 and by then we knew how we wanted Röstbolaget to be formed. We want high quality in all we do, we are well prepared with a clearly defined agenda and flexibility when required.

### **What sort of client work do you do and what do they need help with?**

N: The clients vary a lot, from corporations to small business, public office, politicians etc.

Many have problems with vocal exhaustion, others are uncomfortable or unaccustomed to speaking for an audience and need help with that. We always work practically with the voice and body language, essentially with holistic personal expression. So far, no-one has expressed disinterest in that.

U: To train the voice to carry/project is common, while others need to work on their aplomb/authority, with their verbal tempo or their vocal pitch. The work is very diverse which never becomes mundane.

### **Now – when you’ve been in business a couple of years – what has been most useful from your studies?**

U: For instance, that we always read and gave speeches to each other, what a great exercise that was! I appreciate the work we had with my own voice during the degree program, which was extra valuable. I don’t believe I’ve ever been in such great form in both speech and song, as I was then.

N: Absolutely, and the best, that which we have taken with us from the program, is all the practical work. Everything from leading technical exercises, analysing voices and working on texts, to phonetics, anatomy and research.

### **What makes working as a Logonomist so interesting and fun?**

N: It’s so exciting, that we as Logonomists can work in different branches where our knowledge and profession is relatively unknown, but the interest and demand for it is enormous.

U: Oh definitely, it’s incredibly rewarding and a fantastic challenge. Just navigating within the differing company cultures. What are their particular needs, what strategy is most effective in this situation, how do we need to adapt ourselves to suit?

N: Yes, and being perceptive is incredibly important, what may have worked very well in one forum may not at all be the right method in another.

Both summarize with a smile – We have the best jobs in the world!

# PROFESSIONAL DEVELOPMENT

SMI also offers shorter fee-funded courses and seminar-days as professional development. Here you will find

SMIDA's courses, among others. Read more at [www.smi.se](http://www.smi.se) where the course menu is updated continuously.

## Voice Yoga

**Voice Yoga provides tools that securely open inner doors to long-silent rooms. When energy is blocked, weariness is created in all systems. To begin to breathe, sound and live in your body is a victory!**

How do you develop breathing awareness? You will be taught various yoga breathing techniques and how they affect us, meditation to provide the opportunity to pause, rest and heal as well as look inwards and take command of your body using sound and toning in combination with slow yoga movements.

Voice yoga also uses movements of other types to familiarize yourself with the body and what it wants to express. We perform the exercises delicately and controlled, after your best ability and on your own terms.

### TEACHER Ulrica Gulz

*Fri-Sat 20-21 October, Voice Yoga for all*

*Sun 22 October, Voice Yoga Methodology for children's and adult choirs.*

*Course-fee Fri-Sat SEK2.495 (incl. VAT SEK499).*

*Course-fee Sun SEK1.295 (incl. VAT SEK259).*

*Course-fee all Fri-Sun SEK3.495 (incl. VAT SEK 699)*

## SMIDA – Dance at SMI

SMIDA is a network of pedagogues and teachers interested in developing pupils' expressional capabilities and creativity in dance. Via [www.smi.se](http://www.smi.se) or through the open Facebook group SMIDA, you can read about offers, seminars, workshops, courses, guest lectures and more.

### Activities and professional development courses:

- Dance Day 29<sup>th</sup> April
- Dance the UN Convention on the Rights of the Child
- À la Halprin: Dance workshops in Anna Halprin style
- Dance Pilots: Dance natural sciences, develop language and mathematical cognition – professional development for pre-school

## Dance Training

**Morning training in Free Dance/Modern Dance with organic warm-up for your body's joints**

Using gentle release techniques we focus on our suppleness, strength and pulse. We explore and play within various choreographic themes. Together in our group we improvise and develop small compositions. The music is taken from contemporary to folk music, with examples from many different styles and genres.

TEACHER Maria Nordlöv

## Contracted Professional Development

The majority of courses held at SMI are available as professional development. Professional development can be designed to suit your requirements, from shorter courses for inspiration to more long-term development goals.

You're welcome to host your course at SMI's venues in Huddinge, but we also gladly visit your premises or community. Why not order a course together with your neighbouring schools or communities, providing greater cost efficiency and creating opportunities for increased contact, collaboration and exchange of experiences. Contact us and tell us of your professional development needs!

## Teaching Practice tuition

Through SMI students' own practical pedagogical studies, we are able to offer the possibility for a reasonable cost to be a "practice student" and receive tuition in song, on an instrument or in voice and speech. Both individual and group lectures can be available to those that apply.



# SINGLE STUDIES COURSES

SMI's single studies courses have both a didactic and artistic focus. You will find courses to advance and broaden your subject knowledge in music, but also courses focusing on other aesthetic and artistic forms of expression. Entry to SMI's short courses is reliant on you having the necessary prerequisites for tertiary study as determined by the Swedish government. Some of our

courses require further knowledge or skills for participation. See further information on applying on p.14. Below are some examples of our courses on offer. Further courses become available during the academic year – please consult [www.smi.se](http://www.smi.se) where the list is continuously updated.

## **Ergonomics for Instrumentalists and Singers 7,5 ECTS**

The purpose of this course is to develop your skills in conducting ensembles and arranging, so that you may work pedagogically with your own arrangements by meeting and leading various ensemble types consisting of participants in different ages and with different musical aptitudes.

*Part-time study 25%, fall term 2017 respective spring term 2018*

## **Improvisation Methodology 3 ECTS**

The purpose of this course is to develop your pupils' ability to make music in different genres through using improvisation in your teaching.

*Part-time study 20%, during one 10-week period in the spring term 2018*

## **Early Childhood Music and Movement 10 ECTS**

This course is designed for active teachers and pedagogues working with children in pre-schools, primary schools and music or arts schools. The purpose of the course is to provide tools for teaching and learning that develop children's capacity for expression and creativity, primarily within music and dance.

*Part-time study 17%, academic year 2017–18*

## **Voice Function in Popular Music Styles 10 ECTS**

The course offers you the opportunity to deepen your knowledge on singing through current voice research.

Lectures are combined with laboratory work, practical singing exercises and discussions on teaching methodologies. Focus is on various styles within the popular music repertoire as found in rock/hard rock, pop, soul jazz and musical.

Specific eligibility: This course is designed for singing teachers, singers, logonomists and speech therapists. Documented tertiary studies within one of these above areas is a requirement.

*Part-time study 33%, spring term 2018*

## **The Voice as a Professional Tool 7,5 hp**

This course is designed for teachers, pedagogues, lecturers and others reliant on the use of their voice in everyday working life. Students will develop their awareness about voice ergonomics as well as tools for using an effective vocal technique with expression, volume and conviction through a communicative, healthy and sustainable perspective.

*Part-time study 13%, academic year 2017–18*

## **Courses within the degree programs**

Apart from the courses above, SMI may be able to offer study in a course within the music pedagogy program, if there is a vacancy and after specific requirements are met.

### **Underway for release 2017–18:**

- Arranging for Student Ensembles
- Group Teaching Methodology (instrument specific)
- Collaboration in the Arts
- Secondary Instrument Methodology (instrument specific)
- Musical Methodology
- Singer-songwriter Methodology

# ESTER – Aesthetic Learning Processes at SMI

We at SMI have for many years both conducted research and development work and offered courses within aesthetics, learning and collaboration in the arts. These courses, which are gathered under the common acronym ESTER, test how knowledge in, about and through aesthetic and artistic expression can support learning for children and youth and exercise their rights on how they choose to express themselves, their identity, their experiences, opinions and questions.

## Aesthetic Learning Processes 1, 7,5 hp

The course is designed for teachers, pedagogues, work-groups and others seeking to develop a variation of interactive approaches in their teaching practices through visual art, dance, drama and music. Focus is on the students' own creativity and their ability to communicate through different aesthetic expression art-forms.

*Part-time study 13%, academic year 2017–18*

## Aesthetic Learning Processes 2, 7,5 hp

This follow-up course to our level 1 course at SMI, offers deepening knowledge in theoretical, philosophical and democratic perspectives on aesthetics, artistic expression, knowledge and learning. Certain attention is given on reflection through writing.

*Part-time study 13%, academic year 2017–18*

## Aesthetics and Learning – Perspectives and Approaches 15 hp

This course consists of the two courses in Aesthetic Learning Processes, which are taught parallel. Read more on the course content in the courses described above.

*Part-time study 25%, academic year 2017–18*



# Creative Dance – the body as the medium

These courses provide knowledge and skills in dance pedagogy with relevance to creative dance and dance as an artform. Focus is on providing playful, stimulating and challenging tools for exploration, creativity and learning with the pupils. The courses consist of practical exercises in dance improvisation and dance composition, impulsive and inspirational materials and independent study.

## Creative Dance 1 10 ECTS

The purpose of this course is to strengthen and provide tools to teachers and pedagogues within various school-forms and organisations that offer teaching in dance, or who wish to begin to use dance in pedagogical and artistic situations.

*Part-time study 33%, fall-term 2017 and spring-term 2018 respectively*

## Creative Dance 2 - Dance in School and Society 10 ECTS

This course continues and deepens on the content of Creative Dance 1 and is designed to provide tools for using dance in collaboration with other knowledge areas.

*Part-time study 33%, fall-term 2017 and spring-term 2018 respectively*

## Creative Dance 3 - Body, Identity and Health 10 ECTS

This course continues and deepens on the content of Creative Dance 2 and is designed to provide the teacher or pedagogue with tools for developing a pedagogical teaching in dance that promotes health and strengthens self-confidence and identity-moulding in the pupils

*Part-time study 33%, fall-term 2018*



# HOW TO APPLY TO SMI

## DEGREE PROGRAMS

Eligible to apply to SMI's degree programs are those with basic pre-requisite 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 in an area relevant to the degree program you are applying for. Our graduate diploma programs have further pre-requisite requirements, which are defined under the information on each program.

- Application is completed on a separate application form available from our website. The application, together with a recent passport photo or similar of the applicant, must be received by SMI no later than 15<sup>th</sup> April 2017.
- Selection is determined through entrance testing, held 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 500SEK if you do not attend your entrance tests as called and have not cancelled your application by 24<sup>th</sup> April. Exception for the applicants own or close relations' illness can be made after the receipt of a doctor's certificate.

## SINGLE STUDY COURSES

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

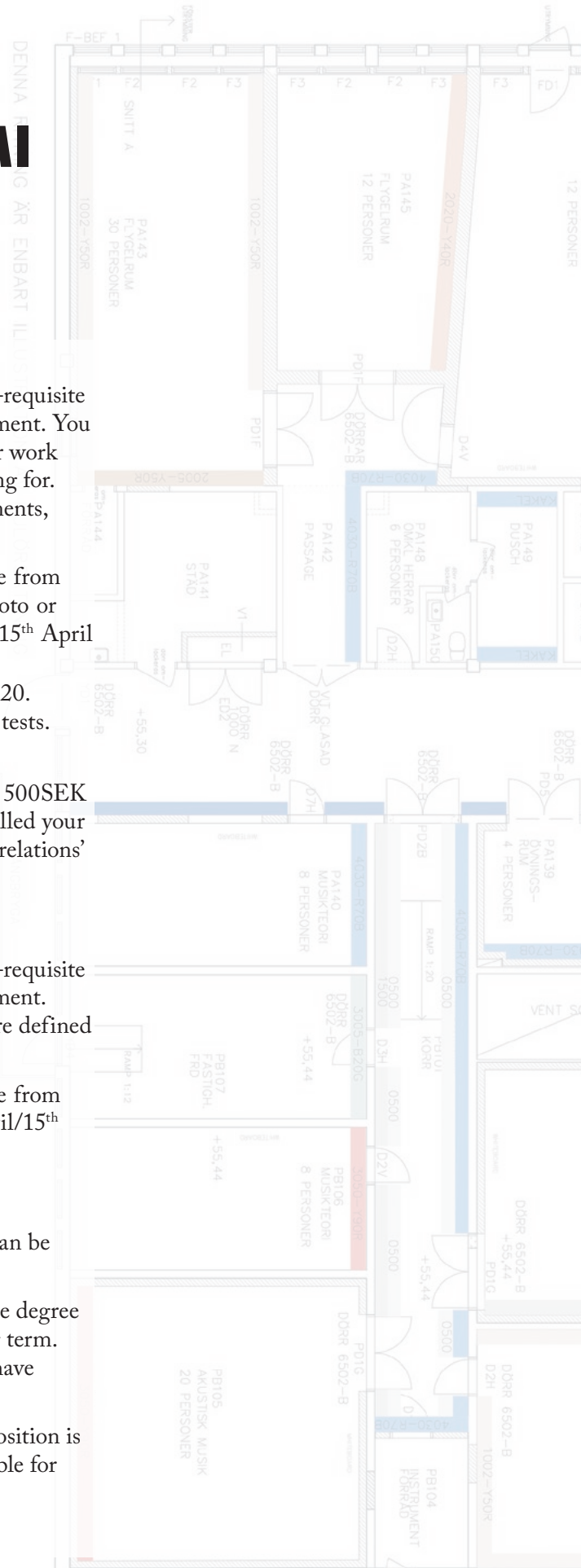
- Application is completed on a separate application form available from our website and must be received by SMI no later than 15<sup>th</sup> April/15<sup>th</sup> October 2017.

## PRACTICE TEACHING TUITION

Application is made by submitting the correctly filled form which can be sent to SMI at any time during the year.

Selection is made to suit the demand for practice students within the degree programs. Normally a practice student is selected for a fall or spring term. The cost for one termin's tuition is SEK600 and is billed after you have begun as a practice student.

Please note that acceptance confirmation is only provided when a position is offered an applicant – otherwise your application will remain available for complementary and future admissions.



# SMI RELOCATES TO FLEMINGSBERG



Vice-chancellors Moira von Wright (SH) and Ian Plaude (SMI) visual the move through a "ribbon-tying" ceremony of welcome at the University of Södertörn Library.



SMI's new venues, in the centre of campus Flemingsberg.

**SMI's Executive Board has declared that its operations from the fall term of 2017 will be conducted from premises at campus Flemingsberg. The relocation to the new venues will take place during the summer vacation and operations will begin in August.**

SMI will move into the Primus building, where the University of Södertörn (SH) was founded in 1996, in central campus Flemingsberg where KTH, KI and Red Cross University College also are included. Primus will be totally refurbished and designed for SMI's purposes which include a concert hall for a 250-seat audience with 140m2 dance floor stage, a blackbox, several larger ensemble rooms and a dozen or so music rooms. Percussion is provided a prominent position as SMI presides over the instrument legacy from Kroumata, which is made available to the professional percussion branch. SMI's students and staff will be able to access SH's library through an underground passageway, and from their reach into SH's main building Moa's Båge.

– We are very enthusiastic about the move to campus Flemingsberg, says SMI Vice-Chancellor Ian Plaude. It will provide SMI with fantastic opportunities for deve-

lopment in higher education, research and artistic practice. Furthermore, the region is in an exciting developmental phase where culture and artistic expression is provided great scope.

Artistic, pedagogical and strategic collaboration, locally and regionally, will affect higher education pertinent to SMI's main academic areas. We visualise an openness and curiosity where students from different programs meet in common courses and projects, where children and youth from the neighbourhood receive tuition integrated with SMI studies and operations, where social groups, organisations and professional music hold concerts, seminars and conferences offering different perspectives on learning, art and culture. We foresee a living campus with a choir, an orchestra, bands, dance and stage activities where the students and staff from all the campus institutions meet, make music, interact and create together.

**Welcome to an exciting future with SMI at campus Flemingsberg! We will host an inauguration ceremony on Thursday the 26th of October in the new premises!**



**B**



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**Vice-Chancellor Ian Plaude  
Director of Studies Anna-Carin Ahl  
Secretary of Studies Cattis Eriksson**



**SMI**  
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