



Education and Culture DG

Lifelong Learning Programme



EQF Level Descriptors Music

Project Title: Sectoral Qualifications Framework for Humanities & Arts

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LEVEL: 4		MUSIC			
EQF CATEGORIES →		KNOWLEDGE	SKILLS	COMPETENCE	
Musical Creation & Musical Creativity					
7 DIMENSIONS		GRADUATES IN MUSIC AT LEVEL 4 ARE EXPECTED:			
		<p>to have factual and theoretical knowledge of the principles, patterns and processes of music and be able to locate these within the broad contexts which underlie creative activity in music.</p>	<p>to be able, with guidance, to create, realise and express certain creative concepts of their own and to contribute to the realisation of the creative concepts of others, demonstrating in the process a broad range of practical and cognitive skills.</p>	<p>to be able to draw upon experience gained within their studies (whether already located within their discipline or not) to exercise self-management within generally predictable guidelines, and to take some responsibility for supervising, evaluating and improving the contributions of others.</p>	
Musical Creation & Musical Creativity		<p>Because Music is usually taught alongside other disciplines up until the end of level 4 and full specialisation begins only at Level 6, music students' knowledge and skills at Level 4 may not always be manifested in formal studies and, instead, may emerge through their independent or informal study. As a result, there will be significant variation in the number and range of the 7 dimensions covered in the more detailed qualities displayed by individual students. However, in most cases, their knowledge skills and competence will be expected to embrace aspects such as the following:</p>			
		<p>Making, Performing, Designing and Conceptualising Music</p>	<p>Knowing the main elements and organisational patterns utilised by musicians, especially with relevance to the specific genre (pop, Jazz, Classical, etc.) that they are pursuing</p>	<p>Performing some representative repertoire of the main area of musical study and/or composing and arranging music within practical settings</p> <p>Functioning in a variety of appropriate musical styles</p>	<p>Demonstrating a creative approach to problem-solving</p>
		<p>Re-thinking, Considering and Interpreting the Human aspect of Music and Music-making</p>	<p>Having a clear idea of their own personal motivation for being involved in music, coupled to a sense of music's relevance to individuals and groups in society</p>	<p>Showing that they have learned how to use their bodies in their musical practice in ways that are effective and that will minimise long-term damage</p>	<p>Being self-motivated and starting to acquire critical self-awareness</p> <p>Being flexible and adaptable in new situations and able to continue to function when feeling anxious or stressed</p>
		<p>Experimenting, Innovating & Researching through Music</p>	<p>Having curiosity and an appetite for discovering more about music</p>	<p>Practising and rehearsing effectively</p> <p>Being able to progress by trial- and-error towards their intended musical goals</p>	<p>Having imagination, intuition and a degree of emotional understanding</p>
		<p>Theories, Histories & Cultures of Music</p>	<p>Being familiar with a representative selection of the mainstream musical</p>		

	<p>Technical, Environmental & Contextual Issues relating to Music</p>	<p>works, repertoires and styles</p> <p>Being aware of the main outlines of music history: the ideas, styles and key composers, performers, etc. that have shaped the art-form</p> <p>Having some working knowledge of the range of technological applications relevant to music</p> <p>Understanding the context(s) in which music is practised</p>	<p>Transmitting and communicating musical structures and materials through notations</p> <p>Shaping and/or creating music independently of a notated score</p> <p>Recognising by ear, memorising and manipulating some of the materials of music</p> <p>Participating in ensembles where they work with others in creating performances, arrangements, group compositions, etc.</p> <p>Being able to talk or write about music in ways that communicate their own enthusiasm</p> <p>Dealing with some of the behavioural and communicative demands of public performance</p> <p>Realising goals defined at the outset of their musical projects, whilst making appropriate adjustments to these in the light of their research experience</p>	<p>Being able to present to others things that interest them</p> <p>Being appropriately ambitious and single-minded</p>
	<p>Communication, Collaboration & Interdisciplinarity in Music</p>	<p>Being aware of some of the ways in which music interacts with other arts disciplines, science and technology</p>		
	<p>Initiative & Enterprise through Music</p>	<p>Knowing something about the music profession and the issues they would confront if they chose this as their career</p>		

LEVEL: 6		MUSIC		
EQF CATEGORIES →		KNOWLEDGE	SKILLS	COMPETENCE
Musical Creation & Musical Creativity				
7 DIMENSIONS		GRADUATES IN MUSIC AT LEVEL 6 ARE EXPECTED:		
Musical Creation & Musical Creativity	Making, Performing, Designing and Conceptualising Music	To have advanced knowledge of the processes and concepts underlying creation and/or performance in music	To have the advanced musical skills necessary to create, realise and express their own artistic concepts	To be able to draw upon the knowledge and skills gained within their musical studies to act and respond creatively in different situations
	Re-thinking, Considering and Interpreting the Human Aspect of Music and Music-making	To appreciate how the performance and composition of music both stems from, and shapes, our humanity	To demonstrate interpretative skill and a reflection of the human dimension in their musical practice	To be able to draw upon experience gained within their musical studies to operate with an ethical awareness and to encourage the development, and foster the well-being, of other individuals and groups
	Experimenting, Innovating & Researching through Music	To be aware of the research dimension inherent in the performer's search for a fully-realised interpretation and the composer's creation of a finished musical piece, both from starting points of conjecture	To experiment in their musical practice and to demonstrate an emerging ability to handle complexity and unpredictability in the performance and/or creation of music	To be able to draw upon experience gained within their musical studies to respond with curiosity and an enquiring outlook to the world around them
	Theories, Histories & Cultures of Music	To have advanced knowledge and critical understanding of the main theories, principles and patterns of music, of those musical works commonly accepted as forming the core body of their chosen repertoire and of the performing traditions associated with them	To function fluently in a wide variety of appropriate musical styles Be able to access the information necessary to develop their musical knowledge, using all appropriate media and sources, and to apply this knowledge to their performing and/or compositional activities	To be able to draw upon experience gained within their musical studies to access knowledge and exercise critical judgement outside their discipline
	Technical, Environmental & Contextual Issues relating to Music	To have advanced knowledge of the range of materials, techniques, environments and contexts which underlie the creation and/or performance of music	To demonstrate the necessary technical mastery to achieve their musical goals, including practising and rehearsing effectively and autonomously and recognising by ear, memorising and manipulating the materials of music	To be able to draw upon contextual awareness gained within their musical studies and apply this in different situations

	<p>Communication, Collaboration & Interdisciplinarity in Music</p>	<p>To understand the fundamental patterns and processes which underlie musical improvisation</p> <p>To be familiar with the concepts and practices of music pedagogy, where relevant to the main area of study</p> <p>To be aware of disciplines outside music and of the dynamic ways in which musicians interact with their counterparts in the other creative & performing disciplines</p>	<p>To transmit and communicate musical structures, materials and ideas through developed notational systems</p> <p>To shape and/or create music according to extended patterns and processes that go significantly beyond the notated score</p> <p>To interact musically in ensembles of varied size and style, initiating ideas where appropriate, as well as responding quickly and proficiently to those of others</p> <p>To talk or write logically, reflectively and persuasively about a range of music and music-making</p> <p>To deal with the behavioural and communicative demands of public performance, using a range of appropriate strategies</p> <p>To teach music, where relevant to their main area of study, at a variety of levels</p>	<p>To be able to contribute to the execution and management of activities or projects in an open and communicative manner</p> <p>To be able to act resourcefully, initiating certain projects and contributing decisively to the success of others</p>
	<p>Initiative & Enterprise through Music</p>	<p>To be aware of the key financial, business and legal aspects of the music profession</p> <p>To understand how music functions as a profession in its own right and as part of the creative industries</p>	<p>To be pro-active in generating musical material, organising musical events and creating opportunities for work for themselves and other musicians</p>	

LEVEL: 7		MUSIC		
EQF CATEGORIES →		KNOWLEDGE	SKILLS	COMPETENCE
Musical Creation & Musical Creativity				
7 DIMENSIONS		GRADUATES IN MUSIC AT LEVEL 7 ARE EXPECTED:		
Musical Creation & Musical Creativity	Making, Performing, Designing and Conceptualising Music	To have highly specialised knowledge of the processes and concepts underlying musical creation and/or performance, some of which will be at the forefront of their field	To have developed to a high professional level their ability as musicians to create, realise and express their own artistic concepts	To emerge as well-developed personalities, able to draw upon the knowledge and skills gained within their musical studies so as to act and respond creatively in situations that are complex, unpredictable and require new strategic approaches
	Re-thinking, Considering and Interpreting the Human Aspect of Music and Music-making	To have developed highly specialised understanding of how musical practice and/or creation both stems from, and shapes, our humanity	To demonstrate a high professional level of interpretative skill and a distinctive reflection of the human dimension in their musical practice	To be able to draw upon experience gained within their musical studies to operate with integrity and ethical commitment, encouraging the strategic development of other individuals and groups and fostering the well-being of society at large
	Experimenting, Innovating & Researching through Music	To have highly specialised knowledge of concepts and methods that provide a basis for originality and/or research in their creative practice as musicians	To demonstrate specialised skills in musical creation, innovation and/or research, enabling them to develop new approaches, awareness and insight in their musical practice	To be able to draw upon experience gained within their musical studies to contribute new approaches, awareness and insight within society at large
	Theories, Histories & Cultures of Music	To have highly specialised knowledge and acute critical understanding of one or more areas located within the main theories, principles, patterns of music and/or its core body of works	<p>To have built upon their experience of representative repertoire within the main area of musical study either by broadening it to a comprehensive level and/or by deepening it within a particular area of specialisation</p> <p>To be fluent across a comprehensive range of styles and/or have developed a distinctive and individual voice in one particular style</p> <p>To demonstrate specialised skills in accessing the information necessary to develop their musical knowledge, using all appropriate media and sources, and in applying this</p>	To be able to draw upon experience gained within their musical studies to process and manipulate knowledge and exercise sophisticated critical judgement outside their discipline

		knowledge to their performing and/or compositional activities	
<p>Technical, Environmental & Contextual Issues relating to Music</p>	<p>To have highly specialised knowledge of the range of materials, techniques, environments and contexts which underlie the act of creation and/or performance in music</p>	<p>To demonstrate fully the specialist technical mastery required to achieve their musical goals such that technical issues offer no impediment to the creation, realisation and expression of their own artistic concepts</p> <p>To improvise to a high level of fluency, where relevant to the main area of study</p> <p>To engage at a high level with the practical and theoretical aspects of music teaching, where relevant to their main area of study, at a variety of levels</p>	<p>To be able to draw upon contextual awareness gained within their musical studies and apply this effectively in a range of different situations</p>
<p>Communication, Collaboration & Interdisciplinarity in Music</p>	<p>To be critically aware of issues at the interface between music and disciplines outside it, and of the dynamic ways in which musicians interact with their counterparts in the other creative & performing disciplines</p>	<p>Where they are engaged in ensemble activity as part of their level 7 studies, to be able to take a leadership role in this activity</p> <p>To talk or write in a mature and sophisticated way about their specialist area of music and/or music-making</p> <p>To master fully the behavioural and communicative demands of public performance</p> <p>To demonstrate specialised ability to integrate elements from different fields when working collaboratively in their discipline and communicating about it to others</p>	<p>To be able to draw upon experience gained within their musical studies to manage and transform activities or projects in an open, confident and communicative manner, taking full responsibility for contributing to professional knowledge and practice</p>
<p>Initiative & Enterprise through Music</p>	<p>To have a highly developed understanding of how music functions as a profession in its own right and as part of the creative industries</p>	<p>To have a proven track record in generating musical material, organising musical events and pro-actively creating opportunities for work for themselves and other musicians</p>	<p>To be able to act resourcefully, autonomously and with self-confidence, frequently initiating projects and otherwise contributing decisively to the success of those in which they play a team role</p>

LEVEL: 8		MUSIC		
EQF CATEGORIES →		KNOWLEDGE	SKILLS	COMPETENCE
Musical Creation & Musical Creativity				
7 DIMENSIONS		GRADUATES IN MUSIC AT LEVEL 8 ARE EXPECTED:		
		<p>to have knowledge at the most advanced frontier of their specialist musical field and at the interface between this and other fields.</p>	<p>to demonstrate in the creation, realisation and expression of their own concepts the most advanced and specialised musical skills and techniques</p>	<p>to be able to draw upon experience gained within their musical studies to command authority in areas of specialist expertise and demonstrate conspicuous innovation and autonomy.</p>
		<p>Because of its individual nature, study in Music at Level 8 may address any or all of the 7 dimensions that are characteristic of the Creative & Performing Disciplines. However, in most cases, it will be expected to embrace aspects such as the following:</p>		
Musical Creation & Musical Creativity	Making, Performing, Designing, and Conceptualising Music	Knowing all the relevant methods and techniques of inquiry related to a particular field of musical study	<p>Integrating previous experience so as to demonstrate original creative insights within the discipline of music</p> <p>Functioning with complete creative autonomy</p>	<p>Comprehending the transferability of their research capabilities to other fields</p> <p>Displaying professional, creative and scholarly integrity</p>
	Re-thinking, Considering and Interpreting the Human Aspects of Music and Music-making	Being fully familiar with work, health and wellbeing implications for those involved in their activity as musicians and/or researchers	Extending and redefining in a significant way our understanding and/or relationship with the discipline of music	Seeing their own shortcomings and untapped potential, and devising strategies for maximizing their performance
	Experimenting, Innovating & Researching through Music	Distinguishing between valuable and irrelevant inquiry, whether in the theoretical, practical and/or creative spheres of music	Framing research questions rigorously and lucidly - whether pertaining to practical, theoretical or creative issues, or a combination of these	Showing sustained commitment to the development of new ideas or practices at the forefront of any work or study context to which they apply themselves, including research
	Theories, Histories & Cultures of Music	Understanding standards of excellence in their own musical field		
	Technical, Environmental & Contextual Issues relating to Music	Knowing the national and international context of musical activity and output into which their work has been/will be disseminated		

	<p>Communication, Collaboration & Interdisciplinarity in Music</p>	<p>Understanding the ownership rights of those who might be affected by their project (e.g. copyright, intellectual property rights, confidential information, ethical questions)</p> <p>Appreciating the economic potential and utilisation of their output</p>	<p>Talking or writing with complete authority about their special field within the discipline of music</p> <p>Realising goals defined at the outset of their projects, whilst making appropriate adjustments to these in the light of their musical and/or research experience</p>	<p>Disseminating highly specialised information clearly and appropriately, in any relevant form and to different target audiences so as to improve public understanding of their field</p> <p>Establishing and maintaining cooperative relationships within the scholarly and creative community</p> <p>Responding with understanding and responsibility to critical considerations</p>
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