

Curriculum

The Northwest Helsinki Music Institute (LUHMO) 1.8.2024

Academic Mission

The Northwest Helsinki Music Institute (LUHMO) is a music academy that provides musical instruction according to the 'laaja oppimäärä' (extended syllabus) as set out by the Finnish Ministry of Education. In addition, the Institute organizes concerts, takes part in area cultural events and contributes to the development of musical culture in our area.

The Institute provides instruction mainly for school-aged youth as well as early music education classes designed mainly for under school-aged children. In addition, the Institute provides instruction to adults who wish to study music in a goal-centered environment.

The Northwest Helsinki Music Institute (LUHMO) is maintained by the Luoteis-Helsingin musiikkiopiston kannatusyhdistys ry (Northwest Helsinki Music Institute Supportive). LUHMO serves all of Helsinki, but in particular the neighborhoods of Lassila, Haaga, Kannelmäki, Malminkartano and Pikku-Huopalahti.

Educational values, Learning Objectives and Environment, Methods of Working

The instruction given at the Institute is meant to support the student in their goal-oriented musical hobby. The student will receive support in their personal development as a musician through discovering their own individual strengths, wishes, and creativity, creating their own music and finding their own musical voice, learning self-assessment, and becoming responsible for their own personal development. In addition, they will grow as a group member through listening to music, participating in musical ensembles of different sizes, as well as arranging and performing their own music.

Students are encouraged to perform and these performances will be given written and oral feedback designed to support the growth of the students' positive self-confidence. This encourages the students' development, encouraging a lifelong relationship with music both as active listeners and performers. Students who may be considering continuing onto professional musical studies will be supported by these studies as well.

The instruction is based on the educational premise that learning is an active, goal-oriented process, influenced not only by the students' own personal characteristics and motivations, but also by the learning environment.

The Work Environment of the Institute

The Northwest Helsinki Music Institute (LUHMO) is

- A stimulating learning environment, where students will be part of an open, safe and supportive community
- An interesting and successful place to work, and

- An influential part of the area's cultural life

Students are given the opportunity to set their own goals, learn to work independently and together with others, and find ways of working that suit their personal style.

The interaction between student and teacher as well as peer interaction is central to the environment. Different ways of learning, working, and assessing are supported.

General Goals of Learning

- Performing and self-expression
- Learning to learn, and learning to practice
- Listening and understanding music
- Composition and improvisation

The Numerical Scope of the Study Program

The total extended curriculum contains 1300 hours of teaching (48,1 study credits). The length of the basic studies program (5–9 years) depends on the age of the student at the time they begin their studies. The basic studies program contains 800 hours of teaching (29,6 study credits). The advanced studies program lasts for 3 yrs and contains 500 hours of teaching (18,5 study credits).

Instrumental Studies

When appropriate, part of the instrumental studies may be done in a group setting. The student can divide their studies between more than one instrument or between instrumental instruction and instruction in composition.

It is possible to study the following instruments at LUHMO:

- Wind instruments: Flute, Recorder, Clarinet and Trumpet
- String instruments: Violin, Viola and Cello
- Piano
- Guitar and Ukulele
- Kantele
- Vocal (pop)
- Composition

Curriculum of the Basic Studies Program

The basic studies program for instrumental and theoretical instruction is divided into 2–4 levels, depending on the instrument. The student will also participate in chamber music or an ensemble for several years during this time. Once the student has reached the goals set out in one level, they will move up into the next level of study. Once they have fulfilled the goals for all of the basic level instruction, they will receive the Basic Studies Program diploma and move into the Advanced Studies program.

Instrumental Instruction (460 hours / 17 study credits)

	Level 1	Level 2	Level 3	Level 4	In total
Vocal	7	10			17 credits
Wind and String Instruments, Kantele	4	5	8		17 credits
Piano, Guitar, Ukulele	2	4	5	6	17 credits

Chamber/Ensemble Studies (180 hours / 6,6 study credits)

	Level 1	In total
Playing/singing in an ensemble	6,6	6,6 credits

The Studies of Structural Awareness of Music (160 hours / 6 study credits)

	Level 1	Level 2	Level 3	Level 4	In total
Basics of Music	1	1	2	2	6 credits

Advanced Studies

In the Advanced studies program, the student can choose an area, or combination of topics to focus on), depending on their area of interest. The studies will end with a final project, including a short essay or portfolio in which the student describes their personal journey as a music learner. It is also possible to arrange a traditional performance exam, if this is what the student wishes.

At the end of Advanced Studies the student receives their Advanced Studies Diploma stating the student's chosen area of focus.. The student's written personal goals for the studies and the teachers' feedback will be added as an attachment to the diploma.

The student, together with their teacher(s) will create a written description of their goals for this study, and this will serve as a basis for the evaluation of the students' final project. The evaluation of both the Advanced Studies and the final project will be written by 2–3 of the student's most relevant teachers (for example their instrumental studies teacher and a colleague together with Music Theory, Composition or Improvisation teacher).

Students who wish to prepare to audition for professional studies in music have the opportunity to receive a wider range of study.

Topics for Advanced Studies:

- Instrumental or Vocal studies

- Chamber/Ensemble performance
- Composition
- Improvisation
- Other topics (for example a project combining two different fields of art)

Instrumental and Advanced Studies (320 hours / 12 study credits)

The contents may vary depending on the chosen area of interest.

Chamber/Ensemble performance (80 hours / 3 study credits)

- Playing/singing in an ensemble (Level 2). A student majoring in piano may substitute the Advanced Ensemble studies with elective studies.

Structural Awareness of Music studies (70 hours / 2,5 study credits)

- one Advanced level course

Elective Studies (30 hours / 1 study credit)

- The elective studies courses offered will vary from year to year.

Basic and Advanced Studies: Assessment of Studies and Learning

The student will receive continual assessment and feedback on the progression of their studies from their teachers in a positive, supportive manner. When a student is ready to move from one level to the next, the primary teacher will confer with a colleague about the readiness of the student. In group studies the assessment is usually done by the teacher alone.

The student is encouraged to engage in continuous self-assessment. Learning to observe and assess their own development and becoming aware of their own needs and strengths is an important part of the learning process.

The instruction is goal-oriented, and the student is expected to practice on their own in addition to the instruction they receive at the Music Institute. The first two years of instruction are a trial period, during which the students' interest and ability to continue in the extended syllabus curriculum will be assessed.

Personalized curriculum

If, due to disability, illness or other similar reasons, the student will have difficulty in completing the curriculum in the manner laid out here, it is possible to personalize the goals of the curriculum according to the students' own particular needs and abilities. In these cases, a personalized curriculum will be created for the student. This will include personalized goals, method of instruction, necessary support, possible achievements and methods of assessment. It is important to remember when creating this type of personalized curriculum that the goals must remain in line with the values of music education, and the student is required to have the ability to internalize the given instruction. The personalized goals will, of course, be centered on the experience of the joy of creating and experiencing music, and will focus on the development of the students' own skills and

abilities based on their starting point and ability to progress. Instruction may take place in either individual or group instruction.

Criteria for Choosing New Students

New students will be chosen through application forms and interviews held mainly in the spring. Appropriate pairs or groups will be chosen at the same time for any group instruction.

Cooperation with Parents or Care-givers and Other Institutions

The Music Institute works towards accomplishing its goals in cooperation with daycare centers, grade schools, parishes, rest homes, and other organizations; as well as other institutions providing the basic studies curriculum. Cooperation between the students' home and the Music Institute is an important factor in achieving students' goals.

Continual Development of Activities

The continual development of the Music Institute's activities happens through cooperation between students, their families, teachers and administration. The work is a continuous process, taking place in part through concerts, gatherings, and parents' meetings. Keeping the assessment of activities up to date requires knowledge of practices in art education on both the national and international level. This includes active participation in events, conversations and competitions, as well as supporting the continued training of staff. Active cooperation and networking with other institutions also helps to keep the values and activities of the Music Institute in line with the society's general line of development.

Curriculum of the Early Music Instruction Department

The Northwest Helsinki Music Institute (LUHMO) 1.8.2018

Goals

The goal of the music kindergarten ('muskari') of The Northwest Helsinki Music Institute (LUHMO) is to build a foundation for a strong, positive connection to music. The central goal is to give young children joyful, exciting and successful experiences in music and music creation. Skills and preparation for later music instruction are developed as well. Children develop by listening and experiencing music, as well as expressing themselves through music. For the youngest children, the instruction is a holistic approach to development.

There is no written or verbal assessment given at the end of each semester or school year in music kindergarten instruction.

Content of Instruction

The main content of instruction is made up of the different elements of music including rhythm, form, harmony, melody, dynamics and tone color. Musical expression takes place in different forms including through movement, playing instruments, rhythmic games, musical games, rhymes, singing, listening, and integrating other art forms together with music. Through games and experiences, the child's ability to listen to music and their musical memory is developed and strengthened.

The content and methods of instruction take into account the child's age, individual stage of development, as well as how the group as a whole works together. In addition to musical knowledge, music kindergarten supports the child's cognitive, emotional, and social development, as well as motor skill development.

- **Infant Groups (3–12mo with adults) 30 min.**

As a group, we will use rhythms and rhymes, sing, dance and move in rhythm, and try appropriate instruments that the infant can hold in their hands. In these groups, parents receive new musical ideas to share with their infant.

- **Family Groups (1–2 years old with adults) 45 min**

In these groups, the children work together with their parents (or other adults). We will sing, play, move independently, use rhymes, and play different types of instruments, as well as listen to music.

- **Play Groups (3–5 years old) 45 min**

In these groups, the child attends alone, without an adult, to practice working in a group. These groups are filled with musical movement, singing, playing, and playing rhythm instruments. The children start to learn to listen to each other, and other art forms are included in the instruction. The different elements of music are already a major part of the lessons.

- **Visual Arts 'muskari' (4-5 years old) 60/90 min**

This group integrates the content and methods of working found in early music education together with the basics of visual art instruction. The lesson is divided in half between music and visual arts instruction.

The musical half of the lesson consists of singing, playing with rhythms and rhythm instruments, rhyming, movement and playing according to the theme of the lesson.

In addition to the basics of visual art instruction, the children will learn mixed methods from drawing to painting and collage. We will, for example, become acquainted with a particular artist's style, mixing colors, and discussing our own interaction with familiar objects and experiences. The visual art sections are designed to be age appropriate. We will explore many different themes in the lessons that, together with the musical parts of the lessons, create a dynamic whole.

- **Visual Arts – Kantele 'muskari' (5–8 years) 60–90 min**

In addition to the above description of the musical and visual arts sections, in this group the 5-string kantele is introduced. It is possible to continue in these groups after the initial instruction, where we will go into more depth on the playing technique, learning how to create a harmonic accompaniment by plucking the strings, learn to recognize differences in pitch and harmony, and learn the basics of reading rhythm.

- **Instrumental Groups (6–8 years) kantele, ukulele**

In these groups, the same methods of working as in other 'muskari' groups continues, but age-appropriate instruments such as 5-string kantele and ukulele are introduced, and the children learn to play and perform together in a group. Basics of rhythm, melodic line and tone color are introduced.

- **Piano 'muskari' (5–8 years) max. 6 students to a group**

In these groups, children are introduced to the piano as a real instrument, but still in a playful manner based on the methods of working as found in the other 'muskari' groups. Lessons include singing, playing, clapping and playing rhythm instruments. These same ideas are also explored on the piano. The piano is part of instruction, but the instruction is meant as an introduction, without large learning or performance goals.

- **Vocal 'muskari' (5–8 years)**

In these groups, children explore together the joy of singing, and good use of the voice. Children are supported and encouraged to use their own voice. The methods of working found in other muskari groups are also central to these groups.

Criteria for Choosing New Students

New students are accepted in the order they apply.

Length of Semester

The fall semester of music kindergarten at LUHMO starts in August and ends in December. The spring term starts in January and ends in May. At the end of each term, we will have a combined concert or Gala concert, where we will end the semester together singing, playing and listening to rhythmic performances.

Other Activities

In addition to the above listed groups, LUHMO offers other activities to their early instruction students: children and parents are encouraged to attend student concerts, and take part in instrument demonstrations, group singing and playing sessions, and instrument demonstration concerts. LUHMO holds an Open House every year, where families have the opportunity to take part in Visual Arts muskari sessions, as well as become acquainted with other possibilities for continuing a musical hobby in LUHMO.

Music kindergarten organizes theme weeks for infant and play groups, where we focus on one particular theme, integrating other art forms (for example 'Color immersion week').

During the theme weeks, different activities are organized, such as play sessions, rhythm immersion, theme paths, etc. These activities may be arranged in LUHMO, or in other places outside of the Music Institute, and they take the place of regular instruction for that week.

Cooperative Work with Other Area Institutions

The early education department of LUHMO works together with other institutions in our area, for example arranging children's concerts and instrument demonstrations in local daycare centers. We also work together with senior centers, Kaari mall, libraries and parishes.

Instrumental Carousel (6–8 years)

Children under 6 yrs of age will be accepted to this instruction only through an entrance interview. Students will receive instruction on 4-6 different instruments during the school year. The instruments included differ from year to year. Instrumental carousel is a fun way to become acquainted with several different instruments and the teachers who teach them. Many children find their own favorite instrument through the carousel instruction.

The semester for instrumental carousel is slightly shorter than for other groups, instruction ends at the end of April - beginning of June, and instruction is for one year only.