AEC – NASM Statement on a Common Body of Artistic Knowledge and Skills

The European Association of Conservatoires (AEC) and the National Association of Schools of Music (NASM) each have statements regarding a common body of knowledge and skills expected of all graduates from professional baccalaureate level curricula in music. These statements are the official formulations of each organization. They differ in format and specific wording because of the ways they are used by their respective constituencies and in their respective educational cultures.

The statement below, therefore, represents a common presentation of the content and principles common to the respective statements. This common statement has no force as an accreditation or review standard, but it does serve to document fundamental common aspirations and expectations for student learning for all professional musicians. This statement does not address the specific requirements for composition, performance, or other music specializations. It does not include every requirement of every nation, group, or institution.

Success in music requires the ability to create by integrating multiple, often complex, elements in composition and performance. Therefore, musicians must master the elements from which works and performances are created and they must increase their capacity to use the elements selectively and creatively to achieve specific artistic goals. These two necessities are interdependent and are pursued together both during study and in professional life. This interdependency is reflected in the specific competencies listed below.

Graduates prepared to enter the music profession have:

- The ability to conceive and realise artistic concepts. Composers and performers must be able to create and/or present work at professional entry level that reflects advanced development of intellectual capabilities, technical skills, musical crafts, and artistic sensibilities.

- Knowledge of how music works as a communication system, including the common elements and organizational patterns of music and their interactions; an understanding of music forms, processes, and structures; and the ability to apply this knowledge to work in their specialization.

- Abilities in score reading, sight singing, ear training, and improvisation sufficient to understand musical works and to function professionally in such areas as sight reading, oral acuity, memorization, and manipulating the materials of music.

- The ability to perform on one or more instruments or the voice, and in one or more repertoires or traditions of the principal study area.
• Ensemble and rehearsal skills, including the basics of musical leadership and the ability to work in collaboration with others.

• An overview knowledge of music history and musical styles.

• An acquaintance with music pedagogy.

• A basic understanding of technology and how it relates to the field of music and to the area of specialization.

• The ability to carry out the work of music in spoken and written and pedagogical form.

• The ability to draw from a significant range of musical knowledge and skills in the creation or preparation of a work for performance. This means the abilities to apply musicianship, analysis, technical knowledge and skill, analytic procedures, and historical and cultural knowledge in integrative ways and to do such work independently.