Artistic Strategy 2012

The Artistic Strategy for the RCM encompasses the wide and rich range of musical learning, performing, teaching, discovery and experimentation that takes place within its walls and beyond. It is focused not only on the near 700 students *(in 2012, now close to 950)* who make up the senior college student body, but on their professors, on the pre-college students in all their guises: Junior Department, RCM Sparks, on researchers and those working with the collections, on the wider public who engage with the College as audiences, supporters and life-time learners, and on the staff at the College who enable these things to develop and take place.

The Artistic Strategy leads and directs the context in which decisions are made on the performing life of the College, and has to be integrated fully into the Learning, Teaching and Assessment Strategy. Such a holistic approach provides a clear and inspirational lead to full-time students and to learners of all ages connected with the College, and guides their personal development, assists their curiosity in their chosen subject, and connects them to the full range of resources available.

The strategy allows decision-makers within the College to make strong and informed choices about the opportunities that should be pursued in the performing life of the College. It should ensure both that no area is unjustly neglected, and also that all students are able to follow a relevant and personal course towards their own goals.

The Artistic Strategy drives all activities through the individual faculties, Performance and Programming and all concert and event organising teams within the RCM, and is also an important driver for the Learning, Teaching and Assessment Strategy and the Research strategies.

The Artistic Strategy

exist on many levels, and that the balance is sought which allows for sufficient time for individual learning and practice, coupled with relevant and explicit learning in all performances

1. OBECTIVES

(i) To help the Royal College of Music to achieve its core mission:

(ii) To

RCM in 2027

The Royal College of Music provides music education and professional training at the highest international level, through commitment to the transformative power of music and

2. SCOPE

The Artistic Strategy:

Develops and nurtures an artistic environment Provides contexted frameworffor all activities Encourages exposure and engagement with excellence Encourages personal growth and development Encourages collaborations acrdissiplines Provides opportunity for innovation Prepares for the professional life

All proposed activities at the RCM are assessed according to how they benefit the following:

Student experience Audience development and outreach work Researchand knowledge exchange Student recruitment Fundraising and development Commercial opportunity RCM Brand These criteria allow us to gauge the value of the work we undertake. If there is no particular benefit in any of these areas, then it is likely that the activity, however worthy in itself, should not take precedence in the artistic programme.

The artistic strategy promotes and celebrates creativity at all levels and in all combinations. It is primarily articulated through two complementary routes one-to-one and faculty-based teaching, and artistic programming. These two combine to deepen and broaden the The artistic strategy provides the structure for the development of the individual. It recognises that only with a combination of individual learning and group activity, supplemented by engagement with relevant resources, can the individual musician fully realise their potential. The balance at any one time of the needs of the individual has to be carefully planned and monitored.

3.1 Artistic programme

The RCM promotes an artistic programme to give the widest range of opportunity to students to develop their performance skills. The programme looks to place students in

Reworked and updated core repertoire lists for RCM Ensembles Dedicated programme opportunities, including festivals and series Continuing development and publication of resources: scores, recordings etc Commitment to representative balance for leaders of performance projects Active inclusion of music by under-represented composers in all projects

Above all, music included in performances will be judged on the artistic merit of the work, its suitability for the performers, relevant to their technical capabilities, and the educational opportunity it provides.

3.3 Annual template

An annual template allows the artistic programme to mirror the learning and teaching at the RCM. The broad principle is one of training and observation developing through the year to the showcasing of excellence achieved.

Students have to balance many priorities during their time at the RCM. Fundamental is their personal practice, learning and performance on their principal study. The performance programme has to allow for the space for the individual where necessary, but to balance this with the collective needs of the body of students, and so an annual programme has to be sensitive to the workload.

Respect is given to the often exceptional learning environment that can be provided for in ensemble work, and the value of these experiences in preparing for the profession.

Autumn Term training Spring Term performing Summer Term showcasing excellence

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what we are teaching and what we are performing, to allow the students to gain breadth of vision and understanding. This multi-dimensional approach maximises our resources and informs all aspects of a subject for the student. An example of this approach could be

Themed large ensemble performance Chamber ensemble of related repertoire Relevant musical history in student lectures Dedicated displays in the Museum Music and Ideas and other lecture events Multi-media displays in the RCM External partnerships performance and learning

3.10 Widening the strategy

The strategy outlined thus far covers students at the senior college. Following are ideas of how the strategy may evolve to cover other parties who have close connections with the RCM, including:

Pre-college Junior Department, RCM Sparks

Immersion courses, both performance and research

3.11 Performance spaces

The policy for the performance spaces at the RCM is to ensure: that each space is acoustically as good as possible each space is able to be used as flexibly as possible each space provides a good visitor and audience experience each space is provided with instruments of quality, in the best condition

Programming for each of our venues will be sympathetic to the surroundings, enhancing the concert experience.

All the concert venues are available for concert promotion, and planning for concerts and venues will be integrated under the lead of the Artistic Director.

As far as is practicable, teaching in a concert venue should not displace or over-ride performance opportunities, if there are adequate teaching alternatives.

4. APPEN DICES (2012) (SEE SEPARATE DOCUMENT)

- 1 Annual template
- 2 Large ensembles
- 3 Box office and artistic programming
- 4 Partnerships
- 5 Orchestral repertoire list