

| FLUTE FUTURES - EUROPEAN MOBILITY PROGRAMME - AARHUS SEPTEMBER 6-13, 2026 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                         |                       |
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| Sunday Sept. 6, 2026                                                      |  | Monday Sept. 7, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Tuesday Sept. 8, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Wednesday Sept. 9, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Thursday Sept. 10, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Friday Sept. 11, 2026                                       | Saturday Sept. 12, 2026 | Sunday Sept. 13, 2026 |
| ARRIVAL TRAVEL                                                            |  | BODY & AWARENESS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DANISH FLUTE FESTIVAL                                       |                         |                       |
| 08:00                                                                     |  | Awareness & Group Connection<br>Arriving in the body and in the group<br>Objective: group integration and overall body awareness<br>Content: <ul style="list-style-type: none"><li>• collective breathing</li><li>• basic futsal posture awareness</li><li>• guided body scan (relaxing tension)</li><li>• group listening exercises (silent breathing synchronization)</li></ul> Focus: building physical and human unity within the group                                                                                                                                                                                                                                                     | Ergonomics & Efficient Movement<br>Healthy and efficient playing<br>Objective: injury prevention and technical efficiency<br>Content: <ul style="list-style-type: none"><li>• body and instrument alignment</li><li>• tension vs relaxation awareness</li><li>• natural flute-related movements</li><li>• coordination micro-exercises</li></ul> Focus: economy of movement and prevention of physical strain                                                                                                                                                                                                                                                          | Expression & Musical Body<br>The body as an expressive instrument<br>Objective: connection between body and musical expression<br>Content: <ul style="list-style-type: none"><li>• movement connected to musical phrasing</li><li>• expressive breathing (long musical lines)</li><li>• gesture and interpretation work</li><li>• exploration of sound through physicality</li></ul> Focus: the body as an extension of musical expression                                                                                                                                                                                                        | Mental Resilience & Sustainable Practice<br>Sustainable Performance – Professional Habits for Artistic Longevity<br>Speaker: CAROLINE DEBONNE<br>Focus: <ul style="list-style-type: none"><li>• attention management and mitigating decision fatigue</li><li>• mental preparation, visualisation, and effective post-performance recovery</li><li>• developing sustainable daily routines to protect mental resources</li><li>• the connection between artistic identity and long-term professional sustainability</li></ul> Key questions: How do I build sustainable habits and manage my mental resources to ensure my long-term artistic longevity?                                                                                                                                                                                                      | MASTERCLASS<br>As Listeners<br>With Emmanuel Pahud          | See festival schedule   | See festival schedule |
| 08:45                                                                     |  | CAREER & MANAGEMENT LECTURE SERIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                         |                       |
| 10:00                                                                     |  | Identity & Purpose<br>Why teach? The musician's role in society<br>Speaker: MALCOLM POLLOCK<br>Focus: <ul style="list-style-type: none"><li>• the role of teaching in a musician's career</li><li>• music education as a structural pillar of the profession</li><li>• balancing performance and pedagogy</li><li>• the "portfolio musician" identity</li></ul> Key question: What is my role as a musician in today's society?                                                                                                                                                                                                                                                                 | Education Systems & Artistic Training<br>Towards a new curriculum in 21st-century music education<br>Speaker: RANDI MARGRETHE EIDSAAS<br>Focus: <ul style="list-style-type: none"><li>• transformation of higher music education</li><li>• mismatch between conservatory training and real careers</li><li>• collaborative learning and co-creation</li><li>• adapting to a changing cultural ecosystem</li></ul> Key question: Does my current education prepare me for real professional life?                                                                                                                                                                       | Career Building & Entrepreneurship<br>The Future is Now: Career Skills for the Next Generation of Flutists<br>Speaker: MARIA KOSA (maria@kosadivina.no)<br>Focus: <ul style="list-style-type: none"><li>• cultural entrepreneurship</li><li>• project design and management</li><li>• funding strategies and sustainability</li><li>• building a diversified artistic career</li></ul> Key question: How do I actively create my own professional opportunities?                                                                                                                                                                                  | Professional Pathways & Institutional Careers<br>The professional Military Musician: A Global Career in Institutional Performance<br>Speaker: CRISTINA SEVILLANO<br>Focus: <ul style="list-style-type: none"><li>• institutional music careers (military orchestras, public institutions)</li><li>• stability vs freelance career models</li><li>• international professional opportunities</li><li>• structured career paths in music</li></ul> Key question: What professional models exist beyond the freelance musician?                                                                                                                                                                                                                                                                                                                                 |                                                             |                         |                       |
| 10:15                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                         |                       |
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| 11:00                                                                     |  | PRACTICAL WORKSHOP / PEDAGOGICAL LAB                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                         |                       |
| 11:15                                                                     |  | Breath, Movement & Musical Foundations<br>Breathing, awareness and natural playing<br>Speaker: EVA ALVAREZ<br>Focus: <ul style="list-style-type: none"><li>• body awareness applied to flute playing</li><li>• breathing efficiency and relaxation</li><li>• introduction to mindful practice habits</li><li>• first steps toward sustainable technique</li></ul> Goal: establish a healthy physical and musical foundation                                                                                                                                                                                                                                                                     | Pedagogical Tools & Teaching Methods<br>Creative approaches to flute teaching<br>Speaker: IRENA MITEVSKA<br>Focus: <ul style="list-style-type: none"><li>• presentation of the Tool &amp; Hook flute method</li><li>• storytelling and playful pedagogy</li><li>• hands-on teaching strategies</li><li>• adaptation to different age groups</li></ul> Goal: develop innovative and child-friendly teaching skills                                                                                                                                                                                                                                                      | Artistic Identity & Communication<br>Beyond Talent: Building an Authentic Artistic Identity<br>Speaker: CAROLINE DEBONNE<br>Focus: <ul style="list-style-type: none"><li>• building a coherent professional identity across online and offline contexts</li><li>• biography writing, digital presence, and professional visibility</li><li>• the role of authenticity and reputation in career development</li><li>• understanding how you are perceived by artistic directors, colleagues, and audiences</li></ul> Key question: How do I build and communicate an authentic professional profile that genuinely reflects who I am as an artist? | OPEN FOR PROPOSAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                             |                         |                       |
| 11:45                                                                     |  | REFLECTION & GROUP DISCUSSION<br>International mixed groups (one participant from each country per group)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                         |                       |
| 12:00                                                                     |  | Arrival & Collective Learning Awareness<br>From experience to awareness<br>Focus: first impressions of the programme<br>Group cohesion and expectations<br>connecting body work + first lecture (Why teach?)<br>Facilitation by EVA ALVAREZ - MARIA KOSA AND FACILITATORS                                                                                                                                                                                                                                                                                                                                                                                                                       | Pedagogical Reflection & Critical Thinking<br>How do we learn and how do we teach?<br>Focus: music education systems<br>comparison of pedagogical approaches<br>personal experience as learners and future educators<br>Facilitation by EVA ALVAREZ - MARIA KOSA AND FACILITATORS                                                                                                                                                                                                                                                                                                                                                                                      | Career Awareness & Personal Positioning<br>Where do I stand as a musician?<br>Focus: career strategies and entrepreneurship insights<br>identifying personal strengths and interests<br>mapping possible career paths<br>Facilitation by EVA ALVAREZ - MARIA KOSA AND FACILITATORS                                                                                                                                                                                                                                                                                                                                                                | Professional Reality & Future Projection<br>From inspiration to action<br>Focus: institutional careers vs freelance paths<br>feasibility of career models discussed<br>synthesis of the week's learning outcomes<br>Facilitation by EVA ALVAREZ - MARIA KOSA AND FACILITATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                             |                         |                       |
| 12:15                                                                     |  | Setting a safe and open learning environment<br>encouraging shared reflection<br>introducing learning diary / European-style reflection habits<br>Goal: build a reflective group culture from day one                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | guiding critical discussion the (right)wrong<br>linking reflections to curriculum gaps<br>encouraging peer-to-peer exchange<br>Goal: develop pedagogical awareness and critical thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | supporting self-awareness and career mapping exercises<br>helping participants articulate goals<br>connecting ideas to EU mobility and funding opportunities<br>Goal: clarify personal artistic and professional direction                                                                                                                                                                                                                                                                                                                                                                                                                        | helping participants identify actionable next steps<br>nurturing transferable skills and mobility mindset<br>Goal: transform reflection into concrete professional intention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                             |                         |                       |
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| 14:00                                                                     |  | COLLECTIVE PRACTICE (FLUTE ENSEMBLE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DANISH FLUTE FESTIVAL                                       |                         | RETURN TRAVEL         |
| 14:15                                                                     |  | Progressive Flute Ensemble Lab<br>Flute choir as an artistic, pedagogical and professional medium<br>Leader: JOHN SCHAU<br>Overall focus: The daily collective practice explores the flute ensemble as both an artistic performance medium and a pedagogical tool for developing musicianship and teaching skills<br>Work Methodology<br>The work combines ensemble practice, methodological reflection, and applied musicianship, progressively developing participants' listening, coordination, and interpretative abilities.                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | See festival schedule                                       | See festival schedule   |                       |
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| 15:00                                                                     |  | CAREER & SKILLS CAPSULE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                         |                       |
| 15:15                                                                     |  | The Flute Chain in Action<br>Flute world as a connected artistic ecosystem<br>Speaker: MONICA VIEGAARD AND ANNE FONTENAY (research project Flute Chain)<br>Focus: the role of community building in a musician's career<br>music collaboration as a structural pillar of the professional ecosystem<br>balancing individual artistic identity and collective responsibility<br>understanding the interconnected "flute ecosystem" and network-based career development<br>Key questions: How do I position myself within a shared artistic community? How can collaboration become a sustainable part of my professional life? What does it mean to contribute actively to a musical ecosystem? | Career Tools & Professional Awareness<br>From learning systems to professional understanding<br>Speaker: EVA ALVAREZ<br>Focus: understanding how artistic training connects to real professional environments<br>identifying transferable skills from musical education<br>awareness of different professional pathways in music careers<br>introduction to the concept of professional positioning<br>Key questions: How does my current training translate into real professional context? What skills am I already developing without realizing it? How can I start positioning myself within the music profession?                                                 | Career Tools & Project Thinking<br>From artistic practice to project development mindset<br>Speaker: EVA ALVAREZ<br>Focus: identifying how artistic ideas can become structured projects<br>introduction to basic project thinking in the cultural sector<br>understanding sustainability in artistic initiatives<br>linking creativity with organisational and strategic thinking<br>Key questions: How can my artistic ideas become real projects? What makes a cultural project sustainable? How do I move from creativity to structured action?                                                                                               | Career Tools & Professional Empowerment<br>From musician to professional profile<br>Speaker: EVA ALVAREZ<br>Focus: European CV development<br>portfolio building for musicians<br>introduction to EU funding opportunities<br>professional self-presentation<br>Key questions: How do I present myself professionally as a musician? What tools do I need to access international opportunities? How can I communicate my skills effectively to institutions and employers?                                                                                                                                                                                                                                                                                                                                                                                  |                                                             |                         |                       |
| 15:30                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                         |                       |
| 16:00                                                                     |  | Reflection & Feedback (Call to Action Session – Learning Diary)<br>Group work by country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                         |                       |
| 16:15                                                                     |  | Foundations & Self-Awareness<br>From experience to first insights<br>Facilitation by EVA ALVAREZ - MARIA KOSA AND FACILITATORS<br>Focus: what did I experience today in body work, ensemble practice and lecture? what did I discover about myself as a musician and learner? what surprised or challenged me today? how did I feel working in an international group?<br>Call to action (Learning Diary entry): write 3 key personal insights from today identify 1 strength / noticed in myself today note 1 area I want to develop during the week define 1 intention for my learning journey this week.                                                                                     | Skills & Pedagogical Awareness<br>From experience to understanding how we learn<br>Facilitation by EVA ALVAREZ - MARIA KOSA AND FACILITATORS<br>Focus: what skills did I use or develop today (technical, musical, pedagogical)? how do different learning approaches (body, teaching, ensemble) connect? what did I observe about how I learn and work? what feels useful for my future professional practice?<br>Call to action (Learning Diary entry): list 3 skills I developed or strengthened today describe 1 learning method that worked well for me identify 1 transferable skill for my future career write 1 practical improvement I want to test next day. | Initiative & Career Thinking<br>From learning to professional imagination<br>Facilitation by EVA ALVAREZ - MARIA KOSA AND FACILITATORS<br>Focus: what ideas about my future career emerged today? what projects, collaborations or roles interest me? how do I see myself in the music profession? what motivates me most after today's sessions?<br>Call to action (Learning Diary entry): describe 1 career direction that inspires me note 1 project idea or collaboration I would like to explore identify 1 opportunity I see for myself in the future write 1 motivation statement about my artistic path                                   | Integration & Future CommitmentFrom experience to professional direction<br>Facilitation by EVA ALVAREZ - MARIA KOSA AND FACILITATORS<br>Focus: How has my perception of myself as a musician evolved this week? What have I learned about my possible career paths and professional direction? What feels realistic, meaningful, and aligned with my values? What concrete actions can I take next? How can I contribute to the musical community, and how?<br>Call to action (Learning Diary entry): Define 1 concrete next step for my career or studies identify 1 long-term direction I want to explore Write 1 personal action plan (what I will do in the next 3-6 months) Describe 1 way I can actively contribute to the community (project, initiative, collaboration, sharing, etc.) Summarise my key learning from the programme in 3 sentences. | FLUTE FUTURES<br>CLOSING CEREMONY<br>& CERTIFICATE<br>AWARD |                         |                       |
| 16:45                                                                     |  | CULTURAL & PROFESSIONAL IMMERSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DANISH FLUTE FESTIVAL                                       |                         |                       |
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