

Study guide

Codarts

Dance

2022-2023

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Disclaimer:

This study guide has been compiled while taking the greatest possible care. However, it is always possible that some information in it is incomplete or incorrect. No rights can be derived from this.

1 / Codarts Rotterdam

Codarts is an international university firmly rooted in Rotterdam society, offering high-quality Bachelor's and Master's programmes in the fields of music, music theatre, dance, circus, music and dance education and music and dance therapy.

Diversity, interdisciplinarity and sustainability are anchored in Codarts' genes. We are part of national and international networks. The innovative education and research programme Rotterdam Arts & Sciences Lab - a collaboration between Erasmus University Rotterdam, Willem de Kooning Academy/Hogeschool Rotterdam and Codarts - testify to this.

Codarts has over 1,000 students, of about 65 nationalities, and about 420 staff members.

Codarts Rotterdam provides the following study programmes:

Bachelor of Music (Jazz, Pop, World Music, Classical Music and Music Theatre)

- Bachelor of Music in Education
- Bachelor of Dance
- Bachelor of Dance in Education
- Bachelor of Circus Arts
- Master of Music
- Master of Arts in Education
- Master Arts Therapies (Dance Therapy and Music Therapy)
- Master Choreography (Joint degree with Fontys, Tilburg)

Education at Codarts

Codarts Rotterdam trains talented and driven dancers, musicians and circus performers to become dedicated and inspiring artists, leaders and facilitators, ready to spread their wings in a dynamic, international context.

Our mission is based on six concepts that together make up Codarts' vision: Craftsmanship, Self-Management, Diversity, Inquisitiveness, Sustainability and Connectivity.

Craftsmanship

Codarts combines the oldest traditions and the latest trends in its professional arts education, which is based on international standards. Students immediately apply everything they learn in projects, performances and concerts

Self-Management

Codarts regards students as self-conscious designers of their own future. From the very start they learn to both take and share responsibility. This means that everything is focused on developing their personal artistic identity to the greatest effect.

Diversity

Codarts is firmly rooted in Rotterdam and has always been passing on the most diverse cultures, styles and disciplines to new generations of performing artists who indeed see the world as their operational field.

Inquisitiveness

Codarts is a research-oriented community where ideas and questions are developed, exchanged and evaluated. This takes place in a constant collaboration between professors, teachers, students and external partners. At Codarts, doing follows naturally from thinking and the students are explicitly challenged to engage in both.

Sustainability

Codarts prepares students for a professional life that may last dozens of years. Therefore, students are coached intensively in developing and maintaining their health, resilience and flexibility.

Connectivity

Codarts is the link between talents and the international professional field. In the end, everything is about connections. Connections between artist and colleagues, between artist and audience, between artist and society. Obviously, the international professional field comes to Codarts to scout talent. Aside from that, Codarts is in close contact with numerous local, national and international organisations in order to make those talents be seen and heard outside its own walls as well.

2/ Bachelor Dance

The Bachelor Dance is a four-year full-time course. The total study load is 240 study points (EC), consisting of a one-year propaedeutic phase of 60 EC and a three-year main phase of 180 EC. The official language in all classes is English. After completing the course you will have obtained the degree Bachelor of Arts (BA) in Dance.

Codarts' mission states that we provide a learning environment in which the attention is focused on you, the student. Codarts Dance trains dancers who, as adaptive professionals and on the basis of their personal artistic identity, are able to claim their own place in the world of dance. This is why our learning environment challenges you to make choices in how you apply your creativity, helped by vocational skills and knowledge. The unique range in dance styles and other art disciplines available at Codarts provide you with plenty of room to design your own artistic identity.

We believe in a student-driven learning environment where the focus is on individual artistic development. The study course provides a framework for this. Own initiative and responsibility are key values. Classes are given by an inspiring team of teachers and guest teachers from their varied expertise, within Codarts' view of dance.

Codarts maintains close relations with an extensive – international - network of dance companies, production houses, ad hoc projects, and festivals, favouring an educational environment that is continually developing. Together with partners such as the Holland Dance Festival, venue De Doelen and the Willem de Kooning Academy we frequently organise tours, performances, projects and events, both in the Netherlands and abroad.

Codarts does more than providing the artistic facilities you need to become a successful performing artist. For a successful, sustainable career, injury prevention is essential. At Codarts, Student Life provides various facilities that can help you prevent or eliminate impediments, as well as good advice to have a long and healthy life in dance.

Professional Roles

Codarts Dance trains students to become broadly employable dancers, who know how to place their art in the market as a strong product. The key to this is an open and inquisitive attitude: looking beyond the boundaries of what you know, always looking for challenges and how to make your own unique contribution. By developing innovative ideas and concepts and by shaping your working environment, as a young artist, you are able to communicate your craftsmanship, vision, and inspiration to others.

To help you find your way in all these aspects of being a professional artist, the Bachelor Dance course is structured according to so-called professional roles. In Dance, these are:

1. The Dancer/Performer
2. The Maker/Performer

3. Contextual Studies
4. The Professional/Entrepreneur

The Dancer/Performer

This is the core of the course. The focus is on acquiring dance-technical competencies at the highest possible level, in an educational structure of eight semesters. The dance technical development consists of ballet, a wide range of modern dance styles, Graham, Limon, Cunningham, Laban, modern jazz dance/urban and 'floorwork'. In addition, a large number of guest teachers contribute their personal modern styles, often inspired by their own development and research. 'Body Awareness & Conditioning' includes fitness, Yoga and Pilates classes. This is the pillar where we work with young and renowned choreographers on repertoire resulting in various performances.

The Maker/Performer

This pillar consists of drama classes, improvisation and composition classes, creating your own work and LMA (Laban Movement Analysis). Together, these subjects make up the 'Performance Creative Skills'. Artistic research is rooted in the professional practice and is not only part of the pillar Maker/ performer, but also has a strong presence in the other professional roles. As such it transcends the curriculum. This contributes to a broadening of personal qualities, insights and competencies that benefit dancers as creative artists and performers. In the second and third year, students choreograph their own work, which is then performed in a theatre.

Contextual Studies

This is the collective name for the theoretical support of dance-technical and creative development, as well as the dancer's development as a performing artist. The programme consists of Dance History, Music Theory, and the theoretical programme MPP ('Maximizing Performance Programme'). The latter deals with subjects such as anatomy, injury prevention, nutrition, and performance psychology.

In the subjects Dance History and Music Theory students learn about the history of dance and music, but also how to apply and explore elements of these in their current practice.

Over the course of four study years, the focus shifts from 'knowledge transfer' to doing your own research and forming your own opinions and views. Within the course, research is made concrete by writing a paper, making your own portfolio and giving presentations.

The Professional/Entrepreneur

This is the collective name of those components in the curriculum that specifically address entrepreneurship. One aspect of this is developing a professional work attitude, which entails communicative skills and the ability to guide processes. Another aspect of this professional role is learning about the profession from a practical point of view, and career guidance. This takes place in the module 'Orientation & Practice', which is an introduction to the professional field through various workshops, going to performances and attending lectures. This module also includes classes in the area of: networking and doing audition, knowledge of contracts, what is required to work as a freelancer, writing a resume, making a promotional video and building your own website.

This role also provides space for individual study activities. This will stimulate you to profile yourself and in that sense adopt an entrepreneurial attitude with your profile as starting point. During the fourth year an internship in a professional company or freelance production takes place. In the module Professional Development students are monitored and coached in finding artistic depth and a professional work attitude.

3/ Structure of the programme

Broadly speaking, the first phase (the propaedeutic phase) may be described as basic training. The emphasis is on acquiring the necessary technical dance competencies/skills. During this basic year, you will take classes as ballet, modern dance, modern jazz dance/urban, improvisation and composition. You will also begin to work on repertoire with (guest) choreographers.

During the main phase (year two and three), specialization in modern dance techniques begins. Besides your regular teachers, classes will increasingly be taught by guest teachers from the professional field. An important element in the main phase is obtaining more insight into improvisation, composition and drama (Performance Creative Skills). This stimulates your own creativity and personality as a performing artist.

During your studies you will gain much stage experience by taking part in performances and by doing internships with dance companies (year 4).

Gaining Practical Experience

Codarts is known for the many opportunities we provide to students to gain practical experience by taking part in diverse performances, as well as in performances by our Codarts Dance Company. Besides regular classes, much time is spent on learning repertoire and creating new work together with (guest) choreographers.

Last seasons, (new) works were made together with (guest) choreographers as Felix Landerer, Stephen Shropshire, Juanjo Arques, Amos Ben-Tal, Joeri Dubbe and Neel Verdoorn. In addition, there were rehearsals of repertoire pieces by Hofesh Shechter Company, Wayne McGregor, William Forsythe, Jiří Kylián, Guy & Roni, Ton Simons, Ed Wubbe, Marina Mascarell, Lorand Zachar and Jan Martens.

Third-year students have their own performance programme, *Talent on the Move*, which tours throughout the Netherlands and often abroad as well. In last seasons, students performed in the Netherlands, Italy, Macedonia, Poland, Russia, Switzerland, France the USA and Japan. This annual tour is co-organized by our partner Holland Dance Festival.

Internships

In the fourth year, students do an internship with a dance company or production house, or as an entrepreneur/freelancer. This internship is a regular and mandatory part of the curriculum of the fourth-year and is an important element in your development from student to professional dancer. Competencies acquired earlier must now be applied in the professional field itself. In previous seasons, fourth-year students have done internships with various companies, including:

In the Netherlands:

- Scapino Ballet Rotterdam
- Nederlands Danstheater 2 (NDT-2)
- Introdans
- Conny Janssen Danst
- Club Guy & Roni
- ICK Amsterdam (Emio Greco/Pieter C Scholten)
- Krisztina de Châtel
- Dansgroep De Stilte
- Samir Calixto

Abroad:

- Tanz Luzerner Theater
- Bern Ballet
- Nanine Linning/Theater Heidelberg
- Cullberg Ballet
- Norrdans
- Skanes Dansteater

4/ After Codarts

Many of our dance graduates join Dutch or international dance companies. Below is an example list of companies where Codarts alumni have worked over the last five seasons. Besides working for a dance company, many students are active as freelance dancers.

International:

- Tanz Luzerner Theater, (Switzerland)
- The Dresden Frankfurt Dance Company(Ger)
- Bern Ballet (Switzerland)
- Akram Khan (UK)
- Nanine Linning/Theater Heidelberg (Germany)
- Cullberg Ballet, (Sweden)
- Norrdans, (Sweden)
- Skanes Dansteater (Sweden)
- Chunky Move/Anouk van Dijk (Australia)
- Ballet Black (UK)
- Gautier Dance (Germany)
- Hofesh Shechter Company (UK)
- Random Dance/ Wayne McGregor, (UK)
- Goteborg Operans Danzkompani (Sweden)
- Staatstheater Braunschweig (Germany)
- Saarlandisches Staatstheater (Germany)
- Landerer and company (Germany)
- Michael Douglas Collective (Germany)
- Stadttheater-Giessen (Germany)
- DeLattre Dance Company (Germany)
- Phoenix Dance Theater (UK)
- Dantzaz (Spain)
- Vertigo Dance Company (Israel)
- Theater Hagen (Germany)

National:

- Scapino Ballet Rotterdam
- Club Guy & Roni
- CJD (Conny Janssen Danst)
- Introdans
- De Stilte
- ICK Amsterdam (Emio Greco)
- Krisztina de Châtel (De Châtel sur Place)
- Korzo and its choreographers
- IDT (International dance theater)
- ISH
- Project Sally
- NDT
- Gotra Ballet
- David Middendorp
- Samir Calixto
- LeineRoebana

5/ Module descriptions

Of all modules from the study programme, module descriptions are made that include:

- the content of the module
- the study load
- the learning outcomes
- information about the examinations (form, criteria, results scale)
- entrance requirements

Codarts students can access the module descriptions through the *MyCodarts app*.

6/ Curriculum overview

Role	Module	EC S1	EC S2	EC S3	EC S4	EC S5	EC S6	EC S7	EC S8
Dancer									
	Ballet	5	5		10		10		
	Modern Techniques	5	5		10		10		
	Performance Practice	5	5		10		15		
	Body Awareness & Conditioning (BAC)	1	2		3				
	Training/skills								15
Maker/Performer									
	Performance/creative skills	3	8		7		10		3
	Artistic Research		3		5		5		
Contextual studies									
	Dance & Music Theory	2	3	3	3				
	Maximizing Performance Program (MPP)	2	2	2	2	2			
Professional/Entrepreneur									
	Orientation & Practice		2		3		6		12
	Professional Development	1	1	1	1	1	1		
	Internship								30
Total		24	36	6	54	3	57	0	60

7/ Learning Outcomes

This section lists the learning outcomes from the Bachelor Dance at Codarts Rotterdam. The learning outcomes are listed in seven categories. The competencies that the graduates have acquired during their training are listed in specific competencies. These competencies were discussed and approved by the professional field.

1. Creative potential

The graduate is capable of giving meaning to choreographic work on the basis of a personal artistic vision.

- 1.1. The graduate translates ideas into movement through association, analysis and (physical) interpretation.
- 1.2. The graduate displays his imagination, individuality and inventiveness in his performance.
- 1.3. The graduate develops a style of his own.
- 1.4. The graduate links knowledge with practice in order to develop and deepen the work process.
- 1.5. The graduate can position his work in a broader (inter)cultural, social and international perspective.

2. Craftsmanship

In his work, the graduate applies expertise and a broad range of instrumental skills in a professional way.

- 2.1. The graduate possesses suitable body control and body consciousness. He shows this through his power, flexibility, musicality, stamina and dynamic ability.
- 2.2. The graduate has mastered an international dance vocabulary.
- 2.3. The graduate displays a strong sense of concept, space, time, sound, image, light and the other.
- 2.4. The graduate has insight in (the phases) of the creative process and can make a fitting contribution.
- 2.5. In dance practice, the graduate displays knowledge of (international) cultural history, repertoire and developments in our present-day cultural landscape.
- 2.6. The graduate is well-informed about how dancers can sustain a healthy lifestyle and takes good care of his own mental and physical state.

3. Investigative and reflective abilities

Through research and reflection the graduate gains understanding and knowledge about how he functions as a professional and use such insights in an artistic and social context.

- 3.1. The graduate has gained insight in his talents and potential and reflects on his personal development in relation to his vision and work.

- 3.2. The graduate has an investigative attitude and can undertake (practice-oriented) research.
- 3.3. The graduate continually questions his own work and manner of working.
- 3.4. The graduate assesses his own and others' work and work method with regard to intention, artistic value and public perception.
- 3.5. The graduate positions himself and his work critically towards that of his own professional field and social context.
- 3.6. The graduate assimilates knowledge of different art disciplines in his development as a dance artist.

4. Potential for growth and innovation

The graduate has the ability to constantly develop and deepen his artistic practice and way of working and thereby contributes to the development of his professional field and society.

- 4.1. The graduate explores and experiments and uses his findings to further develop his artistic practice.
- 4.2. The graduate is open to ideas and acquires new knowledge, insights and skills so he can continue to develop himself.
- 4.3. The graduate is constructive in his approach to diverse professional situations and changing circumstances.
- 4.4. The graduate exposes links between cultural and social developments and expression and uses his findings to contribute to his professional field and society.

5. Entrepreneurial and organisational ability

The graduate can effectively shape his ambitions in an interdisciplinary and (inter)national work field.

- 5.1. The graduate signals opportunities inside and outside a constantly changing work field and exploits these to realize his ambitions.
- 5.2. The graduate develops his own manner of working and oversees all aspects of the work process and the interaction of the disciplines involved.
- 5.3. The graduate forges contacts that are relevant to building up and maintaining an (inter)national network.
- 5.4. The graduate positions himself in the work field as a performing artist.
- 5.5. The graduate takes the necessary professional measures to enable him to work as a dance artist in the long term.
- 5.6. The graduate negotiates about organizational, financial and substantive aspects of the work field with clients and other interested parties.

6. Communicative ability

The graduate is able to interact effectively within a wide range of professional contexts.

- 6.1. The graduate communicates purposefully within an interdisciplinary, intercultural and international work environment.
- 6.2. The graduate can articulate and physically express his artistic identity, ideas, ambitions and qualities to parties in and outside the artistic process.
- 6.3. The graduate actively seeks to generate publicity and/or opportunities for his work.

6.4. The graduate asserts his professional needs and values in an adequate way.

7. Collaborative ability

Following on from his function, the graduate contributes constructively to the realization of an artistic product or process.

7.1. The graduate realises his own artistic goals in coordination with others.

7.2. The graduate is conscious of his own identity and qualities and uses these effectively when working with others.

7.3. The graduate is strategic, flexible and respectful with regard to the different roles, responsibilities, interests and qualities that play a part in (interdisciplinary) collaboration.

7.4. The graduate offers and accepts feedback in a constructive way.

8/ Annual planning

week	month	Monday	Codarts Dance 2022-2023	Sunday opening
33	aug	ma 15	No classes / Summer holidays; all locations closed for students	zo 21
			Introduction Days '22-'23 / Resits '22-'23	
34		ma 22	Mon 22 Aug - Introday D1 students	zo 28
			Mon 29 Aug - Start schoolyear 2022-2023 INTRAINWEEK 1 (C&R week)	
35		ma 29	D1+D2+ D3 workshops, Guest teachers: Ralf J. impro, Min Li Ballet, D3 wsh.+ Light Marten de Wijs, Jack G, D2 Youth production , Jade Vd Hout + Schedule	zo 04
			INTRAINWEEK 2 (C&R week)	
36	sep	ma 05	D1+D2,D3 + workshops : Guest teachers: Jack G, D2 Youth production , Ian Gaga + schedule 5 September 14.45 – 17.00 Doelen or theory room - UD team + all teachers meeting, + health dep, – Presentation + plans for the year - Room 6.01	zo 11
37		ma 12		zo 18
38		ma 19		zo 25
39		ma 26		zo 02
40	okt	ma 03	Fr 7 Oct. Lof der Geneeskunst - De Doelen	zo 09
41		ma 10		zo 16
			DA1 Choreographers Project Introduction / Thu 20 Sa 15 Oct – Sa 22 Oct 2022 Lisbon, Cannes, Madrid, Kosice incoming exchange to HMD Rotterdam (around 23 incoming students)	zo 23
42		ma 17		
43		ma 24	D1 & D3 - No classes / Autumn holidays; all locations closed for students Project & Performances Sasha Waltz DA2 - 26-30 October Loods - 26-30 October	zo 30
			PROJECTWEEK C&R D1, guests , Johnny S. , Marina Mascarell , Dario ballet D1 D3 Blind Date Guest Sara W. D2 - Holidays	zo 06
44		ma 31		
			Feedback week DA1 Choreographers' Project Montage Blind Date 8.11 Performances Blind Date 10 & 11 Nov (D3 no guest modern)	zo 13
45	nov	ma 07		
46		ma 14	DA1 Choreographers' Project (Thursday 10 / Showing)	zo 20
47		ma 21	DA1 Choreographers' Project (Thursday 17 / Showing)	zo 27
48		ma 28	DA1 Choreographers' Project (Thursday 24 / Showing)	zo 04
49	dec	ma 05		zo 11
			Montage D3 TOTM Donder/Vrijd. Tests D1 , D2 Youth production in the rep time. 17 Dec - D3 starts Holiday	zo 18
50		ma 12		
			PROJECTWEEK 2 Friday 23rd D1 & D2 students free D2 Youth Production Performances - , 19 Montage, 20,21,12. D1 Choreographers Project Performance - 22.12.	zo 25
51		ma 19		
52		ma 26	No classes / Christmas holidays; all locations closed from 24-12-2022 t/m 01-01-2023	zo 01
1	jan	ma 02	No classes / Christmas holidays; all locations closed 4 Jan - D3 starts classes due to TOTM - Keith teaching !	zo 08

2		ma 09	9 Jan - D1 & D2 back from Holiday Wed 11 Jan - D3 TOTM PREMIER Delft 20:15h Thu 12 Jan - D3 TOTM Heerhugowaard 20:15h	zo 15
3		ma 16	Mo 16 Jan - (Re) send invitation e-mail Open Evening Th 19 Jan Open Day Online MA COMMA Vrijdag 20 Jan OPEN DAY DANCE Wed 18 Jan - D3 TOTM Hoofddorp 20:15h Thu 19 Jan - D3 TOTM Hoogezand 20:15h Fri 20 Jan - D3 TOTM Goirle 20:00h	zo 22
4		ma 23	Student Panel #2 Sat 28 Jan - D3 TOTM Roermond 20:00h	zo 29
5		ma 30	Thu 2 Feb - D3 TOTM Leeuwarden 20:30h	zo 05
6	feb	ma 06	Sat 11 Feb - D3 TOTM Hellevoetsluis 20:15h	zo 12
7		ma 13	Thu 16 Feb - D3 TOTM Meern 20:00h Fri 17 Feb - D3 TOTM Franeker 20:15h	zo 19
8		ma 20	PROJECTWEEK D1 Dance and Visuart Art (Michael S + Olphaert) +D2 C&R (D2 Cunningham?) , D3 Own work or rep? We 22 Feb – We 1 March 2023: HMD exchanges to partners OER - Thu 23 Feb - D3 TOTM Ede 20:15h Sat 25 Feb - D3 TOTM Woerden 20:15h Sa 25 Feb - D1 & D2 Spring Holiday	zo 26
9		ma 27	No classes .Spring holidays; all locations closed for students 1,2,3,4 March - GRAND	zo 05
10	mrt	ma 06	5 March - 8 March, 12 March - 14 March AND 19 March - 21 March D3 Holiday AUDITION PORTO 10-13. March Fri 10 March - D3 TOTM Nijverdal 19:30h Sat 11 March - D3 TOTM Zaltbommel 20:00h Fri 10 March - RESEARCH DAY	zo 12
11		ma 13	AUDITION BARCELONA 17- 20 March Wed 15 March - D3 TOTM Groningen 20:15h Thu 16 March - D3 TOTM Purmerend 20:15h Fri 17 March - D3 TOTM Barendrecht 20:15h Sat 18 March - D3 TOTM Voorburg 20:30h	zo 19
12		ma 20	21 March - Bach -Rotterdams Philharmonisch Orkest. D2 Thu 23 March - D3 TOTM Wijchen 20:15h Fri 24 March - D3 TOTM Coevorden 20:15h Sat 25th March - D3 TOTM Amsterdam 20:30h	zo 26
13		ma 27	PROJECTWEEK 4 (Codarts wide: Incubator) / AUDITIONS ROTTERDAM D1 - Incubator, D1,D2,D3 workshops D3 - Own work week Mon 27th March - D3 TOTM Enschede 19:30h Fri 31th March - D3 TOTM Lelystad 20:15h	zo 02
14	apr	ma 03	All locations closed Fr 7-4 Good Friday & Sa 8-4 AUDITION LIVORNO 7-11. April Thu 6th Apr D3 TOTM Ijmuiden 20:15h	zo 09
15		ma 10	All locations closed 2nd Easter Day 10-4 Fri 14th Apr - D3 TOTM Houten 20:15h Sat 15th April - D3 TOTM Rotterdam 20:00h AUDITION BORDEAUX 14-17 April	zo 16
16		ma 17	Student Panel #3 Wed 19th Apr - D3 TOTM Cuijk 20:00h Thu 20th Apr - D3 TOTM Kampen 20:15h Sat 22nd Apr - D3 TOTM Zeist 20:15h Sun 23rd Apr - D3 TOTM Bodegraven 15:00h	zo 23
17		ma 24	Graham D1 (Mon.dins.montage, Don/Vrij Performances) All locations closed Thu 27-4 Kingsday Wed 26 Apr - D3 TOTM Oss 20:15h	zo 30

18	mei	ma 01	No classes / May holidays D3 HOLIDAY : 3 May - 8 May AND 11 May - 14 May Tue 2 May - D3 TOTM Sittard 20:00	zo 07
19		ma 08	Wed 10 May - D3 TOTM Hardenberg 20:15h (Last TOTM) Mon 8 May - All students back from May Holiday	zo 14
20		ma 15	alle locaties gesloten op 18-5 (Hemelvaart), 19-5 en 20-5 WMDC gesloten	zo 21
21		ma 22		zo 28
22		ma 29	All locations closed 29-5 Pentecost Own work D3 1&2 June, Montage 30.5 Professional development Jaar 1,2,3 MEETING PLANNEN D1 vrijdag ivm testen	zo 04
23	jun	ma 05		zo 11
24		ma 12	Mo 12 June - D4 Final Exam	zo 18
25		ma 19	Fr 23, Sa 24, Su 25 June KORZO	zo 25
26		ma 26		zo 02
27	jul	ma 03	DETRAINWEEK D4 DIPLOMA CEREMONY (8 JULY) No classes	zo 09
28		ma 10	HOLIDAYS FROM 7th JULY	zo 16
29		ma 17	No classes ./ Summer holidays; all locations closed for students	zo 23
30		ma 24	No classes ./ Summer holidays; all locations closed for students	zo 30
31		ma 31	No classes ./ Summer holidays; all locations closed for students	zo 06
32	aug	ma 07	No classes ./ Summer holidays; all locations closed for students	zo 13
33		ma 14	No classes ./ Summer holidays; all locations closed for students	zo 20
34		ma 21	No classes ./ Summer holidays; all locations closed for students	zo 27
35		ma 28	Introductiondays '23-'24 / Resits '23-'24	zo 03
	sep	ma 04	Start schoolyear 2022-2023 INTRAINWEEK 1 (C&R week) D1+D2+ D3 workshops, Guest teachers: Ralf J. impro, Min Li Ballet, D3 wsh.+ Light Marten de Wijs, Jack G, D2 Youth production , Jade Vd Hout	

* NB in schedule free weeks/holidays all locations are closed during the weekends

In schedule free weeks education related activities can be planned

BACHELOR DANCE - HOLIDAY OVERVIEW 2022-2023

Holidays	Class (season 21-22)	Start holidays	Final return day	Back in schoolstudios	Remarks
Summer 2022	D1 (= new students)	differs	Su 21 Aug 2022	Mo 22 Aug 2022	Only if you join Introductiondays, Mo 22 Aug Intro Dance dep.
	D2	Th 7 July 2022	Su 28 Aug 2022	Mo 29 Aug 2022	
	D3	Th 7 July 2022	Su 28 Aug 2022	Mo 29 Aug 2022	
Autumn 2022	D1	Sa 22 Oct 2022	Su 30 Oct 2022	Mo 31 Oct 2022	
	D2	Sa 29 Oct 2022	Su 6 Nov 2022	Mo 7 Nov 2022	
	D3	Sa 22 Oct 2022	Su 30 Oct 2022	Mo 31 Oct 2022	
Christmas-NY 2022-2023	D1	Fri 23 Dec 2022	Su 8 Jan 2023	Mo 9 Jan 2023	
	D2	Fri 23 Dec 2022	Su 8 Jan 2023	Mo 9 Jan 2023	
	D3	Sat 17 Dec 2022	Tu 3 Jan 2023	We 4 Jan 2023	Info via Keith/Sun Hee - Earlier due to start TOTM
Spring 2023	D1	Sa 25 Feb 2023	Su 5 Mrch 2023	Mo 6 March 2023	
	D2	Sa 25 Feb 2023	Su 5 Mrch 2023	Mo 6 March 2023	
	D3	Sat 5 March 2023	Wed 8 March 2023	Thur 9 March 2023	Performance 10th March
		Sun 12 March 2023	Wed 14th March 2023	Thur 15 march 2023	Performance 15th March
		Sun 19 March 2023	Tue 21 March 2023	Wed 22 March 2023	Performance 23 March
May 2023	D1	Sa 29 Apr 2023	Su 7 May 2023	Mo 8 May 2023	
	D2	Sa 29 Apr 2023	Su 7 May 2023	Mo 8 May 2023	
	D3	Wed 3 May 2023	Mon 8 May 2023	Tue 9 May 2023	Performance 10 May
		Thur 11 May 2023	Sun 14 May 2023	Mon 15 May 2023	
Summer 2023	D1	Do 7 July 2023	Su 27 Aug 2023	Mo 28 Aug 2023 as D2	
	D2	Do 7 July 2023	Su 27 Aug 2023	Mo 28 Aug 2023 as D3	
	D3	Do 7 July 2023	Not applicable	Not applicable	Internships

9/ Staff

Caroline Harder - Head of the Dance department

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Keith Derrick Randolph - Coordinator

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Sara Erens - Coordinator

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Sanja Maier-Hasagic - Coordinator

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Ellen Dijkstra - Production

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Ann Baranova - Management Assistant

aabaranova@codarts.nl

Lauri Kok - PR

lmkok@codarts.nl

Study counsellors

Year 1: Sanja Maier-Hasagic

Year 2: Antien Van Mierlo

Year 3 & 4: Sara Erens

Choreographers (among others)

Jiří Kylián

Kyle Abraham

Kristina & Sadé Alleyne

Iker Arrue

Juanjo Arques

Amos Ben-Tal

Regina van Berkel

Mauro Bigonzetti

Rafael Bonachela

Samir Calixto

Jarek Cemerek

Krisztina de Châtel

Club Guy & Roni, Roni Haver & Guy Weizman

Antonin Comestaz

Giulio D'Anna

Alida Dors

Christophe Dozzi
Nacho Duato
Joeri Dubbe
Adonis Foniadakis
William Forsythe
Itzik Galili
Michael Getman
Andre Gingras
Amancio Gonzalez
Pedro Goucha Gomes
Martha Graham
Francesca Harper
Conny Janssen
Bill T. Jones
Konstantin Keykhel
Wubkje Kuindersma
Kenzo Kusuda
Felix Landerer
Lonneke van Leth
Hans van Manen
Jan Martens
Marina Mascarell Martinez
Jérôme Meyer & Isabelle Chaffaud
Iván Pérez
Marta Reig Torres
Itamar Serussi Sahar
Jone San Martin
Michael Schumacher
Stephen Shropshire
Ton Simons
Cayetano Soto
Christopher Tandy
Louis Thuriot
Lukaš Timulak
Dario Tortorelli
Neel Verdoorn
Sjoerd Vreugdenhil
Joost Vrouwenraets
Ed Wubbe
Lóránd Zachár
Hofesh Shechter