

Study guide Codarts Dance

2023-2024

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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 Arts Therapies (Dance Movement 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 organizations 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 current and past 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. Which 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.

In previous academic years (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 previous years students performed in the Netherlands, Italy, Macedonia, Poland, Russia, Switzerland, France the USA. 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, production house, and/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
- Skånes Dansteater

4/ After Codarts

Many of our dance graduates join Dutch or international dance companies. Below is an example of a 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 (Germany)
- Bern Ballet (Switzerland)
- Akram Khan (UK)
- Nanine Linning/Theater Heidelberg (Germany)
- Cullberg Ballet (Sweden)
- Norrdans (Sweden)
- Skånes 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 Stille
- 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	2023-2024		2024-2025		2025-2026		2026-2027	
		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 their imagination, individuality and inventiveness in their performance.
- 1.3. The graduate develops a style of their own.
- 1.4. The graduate links knowledge with practice in order to develop and deepen the work process.
- 1.5. The graduate can position their work in a broader (inter)cultural, social and international perspective.

2. Craftsmanship

In their 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. They show 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 their own mental and physical state.

3. Investigative and reflective abilities

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

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

4. Potential for growth and innovation

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

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

5. Entrepreneurial and organisational ability

The graduate can effectively shape their 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 their ambitions.
- 5.2. The graduate develops their 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 themselves in the work field as a performing artist.
- 5.5. The graduate takes the necessary professional measures to enable them 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 their 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 their work.
- 6.4. The graduate asserts their professional needs and values in an adequate way.

7. Collaborative ability

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

- 7.1. The graduate realises their own artistic goals in coordination with others.
- 7.2. The graduate is conscious of their 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

Academic year 2023-2024

Week	Month	Monday	
34	aug	ma 21	Summer Holidays; All locations are only open for Rehearsals or Exams
35		ma 28	Monday 28th -Introduction Week - New students '23-'24 / Re-examinations'22-'23, 28 Aug – 31 Aug: 'Kick-off' Rehearsals Grenade HMD and UD 2,3
36	sep	ma 04	Beginning of Academic year 2023-2024 INTRAINWEEK 1 (C&R week) D1+D2+ D3 workshops, Guest teachers: ballet Francesca Peniguel, Min Li , D3 wsh.+ Light Marten de Wijs, D2 Youth
37		ma 11	INTRAINWEEK 2 (C&R week), Monday 11th: Medical Screening DayD1 , 11 Sep. Opening Academic Year D1+D2+ D3 workshops, Guest teachers: Jack G, D2 Youth workshops , Guest T: Parvaneh Scharafali, Jade v.d H 12-15th D1, D3 guest choreographer RIDCC
38		ma 18	
39		ma 25	Wednesday 27th - EAIE zuidplein event (Rotterdam Ahoy)
40	okt	ma 02	Thursday 5th D3- BD introduction WDKA Fr 6th – Sa 14th Oct - HMD E+ incoming exchanges 4 groups OVB/TBC Fri 6th 'Praise of medicine' at De Doelen
41		ma 09	
42		ma 16	Autumn Holidays ('Herfstvakantie') – No schedule
43		ma 23	C&R week D1 Johnny S, D2 Youth, D3 Blind Date (guests: Sara W.) Mon 23 t/m 27 Oct Grenade to Rotterdam
44		ma 30	D3 Blind Date 31st light advice ,BD, 2 & 3 Nov performance
45	nov	ma 06	D1 Choreo. Project
46		ma 13	D1 Choreo. Project
47		ma 20	D1 Choreo. Project
48		ma 27	D1 Choreo. Project
49	dec	ma 04	Fri 8th Dec - Rehearsal Open Day HMD Sat 9th Dec - Open Day HMD
50		ma 11	Tests D1 , D3 Montage 11 t/m 14 spacing and montage TOTM Friday 15th – 'Kerstdiner' performance
51		ma 18	C&R week D1, Performance Choreo P0roject 21st. D2 Youth perf. 18 tryout, 19,20 performance , D3 Rehearsals
52		ma 25	Christmas Holidays ('Kerstavakantie'); All locations will be closed from Dec 25th – January 1st No schedule

1	jan	ma 01	Christmas Holidays ('Kerstvakantie') (1st January closed)- No schedule
2		ma 08	12 January Online Open Night
3		ma 15	Monday 15th montage Room with a view Thursday 18th - TOTM - WOERDEN 20:15 Friday 19th - TOTM - HOOFDDORP 20:15
4		ma 22	Saturday 27 - TOTM - BAARN 20:15
5		ma 29	Monday 29th - BOUW TOTM - DELFT 10:00 Tuesday 30th - TOTM - DELFT- 20:15 Wednesday 31st - TOTM DELFT- 20:15 Thursday 1st - TOTM TIEL - 20:00 Audition Porto (2-5 Feb) Jan 29th - Jan 31st HMD + UD Holland Dance Festival Grenade
6	feb	ma 05	Thurs 8th - 9th Feb - Solos HMD
7		ma 12	C&R week D1, D2 C&R + project. D3 Rehearsals + OW Friday 16th - TOTM - WIJCHEN 19:00 Saturday 17th - TOTM - AMSTERDAM 20:00
8		ma 19	Spring Holidays ('Voorjaarsvakantie') - No schedule
9		ma 26	Friday 1st - TOTM - ETTEN-LEUR 20:15 Audition Barcelona (1-4 March)
10	mrt	ma 04	Friday 8th - TOTM - EDE 20:15 Saturday 9th - TOTM - ZALTBOMMEL 20:00 Audition Marseille (8-11 March) Friday 8th - RESEARCH FESTIVAL
11		ma 11	Thursday 14th - TOTM - PAPENDRECHT 20:15 17-20 March - Young Ballets / France (D3) 11 March - D3 FREE DAY
12		ma 18	Thursday 21st - TOTM - VLAARDINGEN 20:15 Friday 22nd - TOTM - NIJVERDAL 20:15 Auditions Rotterdam (18-21 March) Project week , Auditions R'dam (guest teachers: Ralf Jaroschinski, Pau Aran,
13		ma 25	All locations closed for Good Friday ('Goede Vrijdag') March 29th & March 30th Audition Italy (29 March-2 April)
14	apr	ma 01	All locations are closed for the second Easter day (April 1st) Thursday 4th - TOTM - HARDENBERG 20:15 Friday 5th - TOTM - WEERT 20:15 Saturday 6th - TOTM - BRIELLE 20:30
15		ma 08	Wednesday 10th -TOTM- HOUTEN 20:15 Friday 12th -TOTM- VEENDAM 20:15 8 April - D3 FREE
16		ma 15	D1 Graham perf.15th Montage, 16,17 perf. Thursday 18th -TOTM- KAMPEN 20:15 Friday 19th -TOTM- HOOGEZAND 20:15 Saturday 20th -TOTM- ROERMOND 20:00
17		ma 22	All locations closed for King's Day ('Koningsdag') April 27th Tuesday 23rd -TOTM- HELMOND 20:15 Thursday 25th -TOTM- SITTARD 20:00 22 April - D3 FREE
18		ma 29	May Holidays ('Meivakantie') - No schedule

19	mei	ma 06	All locations closed for Ascension day ('Hemelvaart') May 9th & May (On May 10th only Fenix building is open)	
20		ma 13	Thursday 16th -TOTM- BARENDRECHT 20:15	
21		ma 20	All locations are closed for Pentecost holiday ('Pinksteren') May 20th TEST D1 + D2 BAL en MOD	
22		ma 27	27th D1 solo, D3 OW 28th Licht Maarten, 30,31 May OW tests+ perf	
23	jun	ma 03	D4 Final Exam	
24		ma 10	11,12 June TOTM D2,D3 Montage, 13 June SOTM	
25		ma 17	17 June TR performance D2,D3, 19th TR SOTM	
26		ma 24	29 June D4 Diploma Ceremony	
27	jul	ma 01	De-train+ Re-tests	
28		ma 08	No schedule	
29		ma 15	All locations are closed for students – No schedule	
30		ma 22	All locations are closed for students – No schedule	
31		ma 29	All locations are closed for students – No schedule	
32	aug	ma 05	All locations are closed for students – No schedule	
33		ma 12	All locations are closed for students – No schedule	
34		ma 19	Summer Holidays – No schedule. Kruisplein and WMDC are open for Rehearsals and Exams	
35		ma 26	Introduction days '24-'25 /Re-examinations '23-'24	
36	sep	ma 02	Beginning of Academic year 2024-2025	
37				Guest teachers: Ralf Jaroschinski

BACHELOR DANCE - HOLIDAY OVERVIEW 2023-2024

Holidays	Class (season 23-24)	Start holidays	Final return day	Back in schoolstudios	Remarks
Summer 2023	D1 (= new students)	8 July 2023	27 August 23	28 August 23	
	D2	8 July 2023	27 August 23	28 August 23	
	D3	8 July 2023	27 August 23	28 August 23	
Autumn 2023	D1	14 October 2023	22 October 2023	23 October 2023	
	D2	14 October 2023	21 October 2023*	22 October 2023*	*Due to travel to France
	D3	14 October 2023	22 October 2023	23 October 2023	
Christmas-NY 2023-2024	D1	22-dec-23	7 January 2024	8 January 2024	
	D2	22-dec-23	7 January 2024	8 January 2024	
	D3	22-dec-23	7 January 2024	8 January 2024	
Spring 2024	D1	17 February 2024	25 February 2024	26 February 2024	
	D2	17 February 2024	25 February 2024	26 February 2024	
	D3	18 February 2024	26 February 2024*	27 February 2024*	*To compensate holidays
May 2024	D1	27-apr-24	5 May 2024	6 May 2024	
	D2	27-apr-24	5 May 2024	6 May 2024	
	D3	27-apr-24	5 May 2024	6 May 2024	
Summer 2024	D1	6 July 2024	25-aug-24	26-aug-24	
	D2	7 July 2024	25-aug-24	26-aug-24	
	D3	6 July 2024	Not applicable*	Not applicable*	*Internships

9/ Staff

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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
Hofesh Shechter
Stephen Shropshire
Ton Simons
Cayetano Soto
Christopher Tandy
Louis Thuriot
Lukaš Timulak
Dario Tortorelli
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Ed Wubbe
Lóránd Zachár