

Study guide Codarts Circus Arts

2025-2026

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1 / Codarts Rotterdam

PLAY. MOVE. EXPLORE. BECOME. CODARTS

Codarts is an international university of the arts, located in the heart of Rotterdam. We offer preparatory courses, Bachelor's and Master's programmes in music, music theatre, dance, circus, music and dance education, arts therapies and choreography. We train talented students to become inspiring artists, teachers, researchers and coaches. They not only master their craft, but also find their own path in a world that's constantly evolving.

Our community consists of dedicated teachers, staff and 1,000 students representing around 65 nationalities.

What can you study at Codarts?

We offer the following degree programmes:

- **Bachelor of Music** (departments: Pop, Jazz, Global Musics, 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 Therapies** (Dance Movement Therapy and Music Therapy)
- **Master of Choreography** (joint degree with Fontys, Tilburg)

Our vision: six core values

The way we learn, create and collaborate at Codarts is grounded in six core principles.

- **Craft**
We combine tradition with innovation. What you learn is applied directly in performances, concerts and creative projects.
- **Self-management**
At Codarts, we see students as conscious designers of their own future. Step by step, you'll learn to make choices, take and share responsibility, and discover what works for you. This way, you shape your artistic path as you grow.
- **Diversity**
Firmly rooted in Rotterdam, we create space for a wide range of cultures, styles and disciplines. This enriches both education and the arts.

- **Inquisitiveness**

Thinking and doing go hand in hand. We invite you to ask questions, explore perspectives and learn together - with teachers, researchers, fellow students and the world around you.

- **Sustainability**

A long career in the arts requires resilience. That's why we support you in developing a healthy and flexible professional practice.

- **Connectivity**

Art is about meeting others. At Codarts, you learn how to connect - with fellow artists, with your audience and with society. And thanks to our many partnerships across the Netherlands and beyond, you'll have plenty of opportunities to share your work with the world.

2 / Bachelor Circus Arts

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

It follows from Codarts' mission that we provide a learning environment in which the attention is focused on you, the student. Codarts Circus believes in idiosyncratic circus artists who, based on their personal artistic identity, are able to claim their own place in the world of circus and performing arts. This means that you are keenly aware of your own strengths and weaknesses and can use this to your advantage.

Such insight doesn't come naturally. 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 circus styles and other art disciplines available at Codarts provides you with plenty of room to design your own artistic identity, whether by specialising in a specific circus style or by combining multiple styles and disciplines.

Codarts does more than provide the artistic facilities you need to become a successful performing artist. For a 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 music.

The department of Circus Arts at Codarts focuses on the vocational training aspect of the study but also on entrepreneurial and research skills. Codarts Circus Arts regards these as strongly related aspects of the professional practice and therefore aims at a far-reaching integration of the professional roles associated with it. The curriculum clearly reflects these roles. As a student, from this basis on, you learn how to become a self-aware circus artist who can move professionally in a rapidly changing world, connected with an artistic culture. Codarts Circus Arts alerts you to consider your abilities as a part of a broad work field: contemporary circus, cabaret, crossover and multimedia, traditional circus, collective creation, urban arts and executive performer.

Teachers of Circus Arts not only train you to achieve the highest skillful level but also take your uniqueness – and sometimes your idiosyncrasy – into account. Codarts Circus Arts offers you an environment in which you can find and develop your own artistic identity, stimulated by us. This is why we place great value in team teaching: a principal that doesn't confront you with just one main subject teacher but with a team of teachers and guest teachers. There is also much attention for personal commitment in group shows, which we place in a realistic context. This means you are not only working on the technical-vocational aspects of performing,

but also on things such as organization, profiling, stage construction, safety and rigging and publicity. In addition, you can make full use of the creative inspiration and knowledge offered by other departments: Classical Music, Pop, Jazz, World Music, Music Theatre and Dance.

Rotterdam as a city offers a wonderful and varied cultural environment. We perform in theatres in Rotterdam (Luxor Theater, Theater Rotterdam, Maaspodium, Theater Zuidplein). Circus Arts also collaborates with the circus festivals in the Netherlands (Circusstad Festival in Rotterdam, Circo Circolo in Tilburg, Cirque Mania in The Hague and This is not a Circus in Amsterdam) and abroad (Circa in Auch, France and in Belgium PERPLX and Theater op de Markt).

3 / STRUCTURE OF THE PROGRAM

Professional Roles

Codarts Circus Arts trains students to become self-willed, broadly employable circus artists that can demonstrate their personal qualities in the contemporary artist practice. After all, today's artists must have more skills besides producing high quality art. You also must be able to market your art as a strong product, develop innovative ideas and concepts and shape your working environment. 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. Above all, it is important that you, as a young inspiring artist, are able to communicate your professional skills and vision to others. To your audience and the people you work with.

To help you find your way in all these aspects of being a professional artist, the Bachelor Circus Arts' study programme for students in year 2, 3 and 4 is structured according to so-called professional roles: the circus artist, the creator/performer, the researcher and the entrepreneur. For students starting in the 1st year in the academic year 2025-2026 an adaptation of the curriculum is applied with mostly the same subjects but with a different structure. Instead of the professional roles, the curriculum is build up around the domains of the learning outcomes of the study program which are the Professional-Vocational Competency, the Artistic Competency and the Professional-social Competency Domains.

Structure for students in year 2, 3 and 4:

The Circus Artist

As a circus artist you strive for the freedom of uninhibited self-expression in your main skill. This requires controlling that main skill on the highest possible level, both technically and artistically. Therefore, this professional role is of a professional-vocational nature.

The Creator / Performer

Whether creating or performing, as a circus artist you relate to fellow circus artists, the professional network and your audience. Therefore, this professional role combines modules that are about playing together, performing and stage presence, collaboration and experiment. In other words, starting from day one you will be putting your artistic profession into practice in personal projects and group work, practical lessons, projects and performances. Codarts can provide a wide range of platforms and stages both within and outside of the institution and we encourage you to also look for places to perform yourself.

The Entrepreneur

For the transfer to the professional practice you will need a basic knowledge of business and artistic management, production, fundraising, communication, working in a group and taking responsibility within a group. In the entrepreneurship module,

this knowledge will be handed to the students and in an assessment you will use the knowledge to found a company with your fellow students.

No matter how your professional practice may turn out, in the current cultural and economic climate a permanent full-time position up to retirement age seems highly unlikely. Today, an increasing number of circus artists are therefore independent entrepreneurs. This requires an entrepreneurial attitude, as well as skills and knowledge of the professional environment you find yourself in. Obviously, you know your own artistic and creative potential, chances and challenges, you know yourself and what you want, but you also know how to reach artistic partners and especially your audience. You will have to take initiatives and exert influence in order to bring about change. Our study programme pays much attention, both in specific ways and integrated within the practical education, to many business aspects of your professional practice.

The Researcher

An inquisitive, explorative attitude is essential. It starts with self-reflection and a willingness to learn things. Sometimes this means you have to put your skill aside in order to truly delve into the study matter. You have to be reflective, analytical and capable of distancing yourself from the subject in order to speak or write about it. At some departments, an extensive process of peer feedback is now going on. Students evaluate each other's work in order to arrive at a better insight into their own work and functioning via this reflection on the work of others.

At Codarts, research is rooted in your professional practice, helping you to become a better circus artist. This includes, for instance, knowledge of the history of circus as well as the ability to have that knowledge influence the way you perform or create. Doing research resulting in a theoretical graduation project (TAP) is one of the modules of this professional role.

Physical Preparation (professional role: circus artist)

First and second year: To prepare for a day of physical training you start with a physical preparation class, which can be a ballet training or a circus-based training. Apart from that you will have classes of flexibility and power training. The physical preparation programme guides you to be prepared physically for your training program at school and for your professional career after your graduation. It is a general training program with attention to your own specialisation.

In the third year: in a weekly class you will work on general and personal goals which will be monitored by two teachers.

In the fourth year: you are fully responsible for your own physical preparation programme, but you can always ask advice from the specialisation teachers.

Specialisation (professional role: circus artist)

Your specialisation takes central stage throughout the four years of your studies. It is the part with the largest study load and most study credits. Besides taking specialisation classes, you will spend much time in self-study.

The specialisation classes start in the first year. In the first semester you start with a limited amount of specialisation classes. These serve as a try-out and are not assessed. The tests will follow in the second semester.

In the main phase of your study you choose one circus discipline.

The graduation phase is situated in the fourth year. In order to follow this phase you need to have finished successfully the main subjects from the preceding study years.

The final examination consists of:

- An individual act in your specialisation
- A group show under the direction of a circus director

For the duration of the study, students commit to one main specialisation in which they intend to graduate. Within the specialisation hours students can choose to follow an additional technique for the main specialisation. Choices are made based on a technical artistic plan and vision – it must support the specialisation- and the possibility to facilitate this. Final decisions are made by the coordinator after dialogue and close communication with the student, the specialisation teachers, the schedule office, the SLB and the head of department.

In the first year students follow all their specialisation hours within their own specialisation and cannot choose other additional techniques. In other years at least 5 hours should be followed within the own specialisation.

Circus disciplines (professional role: circus artist)

The first and second year form the basis of your formation as a circus artist. Besides the specialisation classes you will be offered group classes in circus disciplines that are often used in performances, such as acrobatics, partner acrobatics, trampoline and object manipulation.

Together with the teacher you will set your goal.

Dance, music, theatre, movement improvisation and composition (professional role creator/performer)

In the first and second year the performance arts classes focus on stage awareness, movement and creativity within a guided framework. In the third year you apply personal creativity in function of personal work and group work. In the composition classes you connect personal research with music and musical aspects such as rhythm and tempo. At the end of the third year you expose your personal plan that you will implement in the fourth year.

Project weeks, own work, production (professional role: creator/performer)

From the first year on you are challenged to link all performing arts in the personal and group assignments. During the four years stage presence and acting in public are a thread within the whole programme. There are two project weeks per year in year one, two and three.

The first project week is the circus project week in which you will focus on other aspects then given in the regular classes. The second project week is a Codarts project week in which crossover collaborations with other departments are possible. The group performance in the first year is directed by a choreographer and in the second year by a theatre director. In the project weeks of the third year, composition and music are the main subjects. The director of the group production is a circus artist/director. In the fourth year the programme takes on other aspects such as costume, make-up and stage lighting, depending on the needs and the propositions of the students.

Theoretical subjects (professional role: researcher)

A circus artist needs to reflect on the own profession and the relation to the external world and has to develop research skills. In the theoretical classes of circus history & professional orientation and art orientation, you will reflect on your own profession and the broader world.

Health and wellbeing

Nutrition, performance, injury prevention, anatomy and physical fitness are taught in the modules Health and wellbeing.

Rigging and safety

In the first year you will receive a general class in rigging and safety. In the second year there is a follow up and a more detailed instruction for aerial students. All students at Codarts Circus Arts are subjected to the safety policy as described under « Safety Rules ».

Laban movement analysis

Laban based modern dance follows the principles of Rudolph Laban. The student learns to understand and control in a technical class, the use of body connectivity, different ways of using space and the use of movement dynamics, all in direct relationship with musicality.

Theoretical graduation project (TGP)

The final stages of your studies offer a fine challenge: a research-based theoretical graduation project (TGP). You are free to choose your own subject, as long as your research contributes to your development as a self-aware circus artist. In semester six you will be offered classes in research skills and a research coach will be appointed to help you formulate your research question. In semester seven you actually conduct your research, supervised by your research coach. By the end of semester seven you demonstrate your research skills by handing in your TGP and giving a public presentation.

Entrepreneurship

For the transfer to the professional practice students need a basic knowledge of business and artistic management, production, fundraising and communication, working in a group, and taking responsibility within a group. In the Entrepreneurship module, this knowledge will be handed to the students. In the third year the focus is on the collective and the students will use the handed knowledge to found a company with their fellow students. In the fourth year the focus is on the individual promotion, in relation to your final examination.

Professional Development

One of the most important requirements for an artist in the professional working field is a professional attitude. In your study you are guided to develop skills such as reflection and self-management. In C1, C2 and C3 there is 1 study credit on professional development. The description is explained in the study module, criteria will be communicated by your study career coach (SLB). In year one the professional development is part of the Negative Binding Study Advice.

Structure for students in year 1:

For the students starting in the 1st year in the academic year 2025-2026 the curriculum contains mostly the same subjects as the old curriculum, but it is build up around the domains of the learning outcomes of the study program which are the Professional-Vocational Competency Domain, the Artistic Competency Domain and the Professional-social Competency Domain.

New in this program is that the Final Exam Group Production will take place in the 3rd year, giving space in year 4 for an individual minor which students, within set frameworks, can fill in themselves, for example:

- An active internship or artistic project
- A passive internship or research
- A participatory or community building project
- Participating in a research centre, supporting platform, festival or laboratory
- Founding a collective

4 / Policy using own or school equipment

Since the bachelor program Circus Arts trains students to become professional circus artists, who will work with their own equipment, it is important that students already during their studies obtain their own material and learn to work with it. Codarts will provide the following equipment for group classes, circus specialisation classes and training and school performances:

- Rigging
- Equipment that takes up a lot of space or build up time such as tight wire, trampoline, teeter board, Chinese pole
- Static trapeze and duo trapeze, due to the strict installation position
- Aerial straps and vertical rope that are used for group classes and the preparation of the specialisation classes

Because straps and rope are often used at the most challenging heights and defects are not always visible in equipment may look all right, but is unknown to us, the school will provide rope and straps students with a new rope or straps in the first and third year. It will become personal equipment for two years, or around 520 working hours. The maximum working hours limit on the rope/straps is about 600 hours.

All other equipment needs to be obtained by the student before starting with the specialisation classes in year 1.

Before using your own equipment for the first time, it must be checked by the floor manager, who will also perform regular checks afterwards.

We also recommend before buying your own equipment to ask both advice from the specialisation teacher and the floor manager, especially with regards to equipment which depends on their unique personal measurements such as aerial hoop, dance trapeze, Cyr wheel, globe, juggling equipment, handstand cane, dance pole.

If you have difficulties obtaining your own material, you should contact the coordinator of your year. The school has some equipment but does not have all sizes of equipment that is related to body size and weight.

Personal external performances and preparing for the professional working field

For personal external performances we expect students to use their own equipment.

In the fourth year all students are expected to have acquired their own equipment, which they will use afterwards in their professional career.

For the classes, training within the school and school performances, the earlier mentioned policy with regards to equipment that takes up a lot of space or build up time, the static and duo trapeze and the rope and straps still applies.

5 / After Codarts

Alumni are our ambassadors and we endeavour to stay connected. Many of them achieve a position at companies as: Compagnie XY, TENT, Cirque Éloize, Compañía de Circo eia, Seven Fingers, Panama Pictures, Circus Ronaldo, Grensgeval, Collectif Sous le Manteau, Circ Bover, La June, Scapino Ballet Rotterdam, Bad van Marie, Trenina, Fabbrica C and Boost.

Others are active as independent circus artists or started their own company, such as: Captain Sugar and the Monkey Puppets, Circus Katoen, Common Ground, Monki Business, Knot on Hands, Plan-d, Mariposa Ensemble, Sawdust Symphony, Sinking Sideways, Tête-bêche, UKBUM! and Tall Tales Company.

To promote the future career Codarts Circus Arts invites network partners for festivals, residencies and foundations. Students are followed up during their studies and afterwards during their professional career by amongst others:

- Smells Like Circus, Gent (BE)
- circusnext - European circus label
- Korzo Theater, The Hague (NL)
- PERPLX, Marke (BE)
- Circostrada - European Network for contemporary circus and outdoor arts
- Fonds Podiumkunsten
- Circunstruction, Rotterdam (NL)
- Rotterdam Circusstad , Rotterdam (NL)
- Festival Circo Circolo, Tilburg (NL)
- Theater op de Markt, Pelt (BE)
- MAD Festival, Antwerpen (BE)
- Brocante, Frisanco (IT)
- Young Stage Festival, Basel (CH)
- Zirkus On (D)

To continue your studies after your gradation at other circus institutions is also a possibility. Some students continued their studies at SKH (Stockholm), L'Académie Fratellini (Paris) or E'sacto Lido (Toulouse).

Finally, we have alumni with positions at circus schools and youth circus institutions where they pass on their knowledge and skills to potential future circus arts students.

6 / 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*.

7 / Curriculum overview

CURRICULUM CIRCUS ARTS 2025-2025:

STUDENTS YEAR 1

version 3 February 2025

1. Professional-vocational Competency Domain

| | sem 1 | sem 2 | sem 3 | sem 4 | sem 5 | sem 6 | sem 7 | sem 8 | Total ECTS |
|--------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------|
| Physical preparation | 4 | 5 | | 8 | | 8 | | | 25 |
| Circus specialisation | | 5 | | 15 | | 18 | | 22 | 60 |
| General skills - Floor acrobatics | 1 | 2 | | 3 | | | | | 6 |
| General skills - Spatial awareness | 1 | 2 | | 3 | | | | | 6 |
| General skills - Object manipulation | 1 | 2 | | | | | | | 3 |
| General skills - Group acrobatics | 1 | 2 | | | | | | | 3 |
| General skills - Acro balance | 1 | 2 | | | | | | | 3 |
| Selective courses/ 2 out of 3 | | | | 2 | | | | | 2 |
| Dance & movement training | 3 | 3 | | 6 | | 4 | | | 16 |

2. Artistic Competency Domain

| | | | | | | | | | |
|----------------------------------|---|---|---|---|---|---|--|----|----|
| Project weeks | 1 | 0 | 1 | 0 | 1 | 0 | | | 3 |
| Own work | 1 | 2 | 2 | 2 | 2 | 3 | | | 12 |
| Preparation final performance | | | | | | | | 10 | 10 |
| Final performance individual act | | | | | | | | 13 | 13 |
| Group creation | | 3 | | 5 | | | | | 8 |
| Final performance group creation | | | | | | 8 | | | 8 |

| | | | | | | | | | |
|--|----|----|---|----|---|----|----|-----------|------------|
| Theatre training | | 3 | | 3 | | 3 | | | 9 |
| Creation skills | 2 | 2 | | 3 | | 3 | | | 10 |
| Music | | 2 | | 2 | | 2 | | | 6 |
| <u>3. Professional-social Competency Domain</u> | | | | | | | | | |
| Individual minor | | | | | | 2 | 6 | | 8 |
| Circus history | 2 | | 1 | | | | | | 3 |
| Art orientation | | 2 | | | | | | | 2 |
| Health and Wellbeing | 2 | | 1 | | | | | | 3 |
| Entrepreneurship | | | | | 2 | | 3 | | 5 |
| Theoretical Graduation Project | | | | | | 2 | 6 | | 8 |
| Safety and rigging | | 1 | 1 | | | | | | 2 |
| Professional development | 1 | 1 | 1 | 1 | 1 | 1 | | | 6 |
| | | | | | | | | | 240 |
| TOTAL ECTS | 21 | 39 | 7 | 53 | 6 | 54 | 12 | 48 | 240 |
| Total/year | | 60 | | 60 | | 60 | | 60 | |
| SELECTIVE COURSES (2 out of 3) | | | | | | | | | |
| Object manipulation | | | | 1 | | | | | |
| Acro balance | | | | 1 | | | | | |
| Group acro | | | | 1 | | | | | |

CURRICULUM CIRCUS ARTS 2025-2026:
STUDENTS YEAR 2, 3 AND 4

Version 3 February 2025

| | sem 1 | sem 2 | sem 3 | sem 4 | sem 5 | sem 6 | sem 7 | sem 8 | Total ECTS |
|---|-------|-------|-------|-------|-------|-------|-------|-------|------------|
| 1. CIRCUS ARTIST | | | | | | | | | |
| Physical preparation | 5 | 5 | | 10 | | 8 | | | 28 |
| Circus disciplines | 10 | 7 | | | | | | | 17 |
| Circus specialisation | | 5 | | 20 | | 21 | | 22 | 68 |
| Floor acro | | | | 1 | | | | | 1 |
| Spatial awareness | | | | 1 | | | | | 1 |
| 2. CREATOR PERFORMER | | | | | | | | | |
| Project weeks/own work/production | 4 | 2 | 1 | 9 | 1 | 9 | | | 26 |
| Preparation final performance | | | | | | | | 8 | 8 |
| Final performance group show | | | | | | | | 10 | 10 |
| Final performance individual acts | | | | | | | | 12 | 12 |
| Dance | 2 | 2 | 1 | 2 | | 4 | 1 | | 12 |
| Theatre training | | 4 | | 3 | | 4 | | | 11 |
| Movement impro/compo | 2 | 2 | | 3 | | 4 | | | 11 |
| Music | | 2 | | 2 | | 2 | | | 6 |
| 3. RESEARCH | | | | | | | | | |
| Circus history and professional orientation | | 2 | | | | 1 | | | 3 |
| Art orientation | | 2 | | | | | | | 2 |
| Health and Wellbeing | 2 | | 1 | | | | | | 3 |
| Safety and rigging | | | 1 | | | | | | 1 |

| | | | | | | | | | |
|---------------------------------------|----|----|---|----|---|----|---|----|------------|
| LMA | | | 1 | | 2 | | 6 | | 1 |
| TAP | | | | | | | | | |
| 4. ENTREPRENEUR | | | | | | | | | |
| Professional development | 1 | 1 | 1 | 1 | 1 | 1 | | | 6 |
| Entrepreneurship | | | | | 2 | | 1 | | 3 |
| TOTAL ECTS | 26 | 34 | 6 | 52 | 2 | 58 | 7 | 53 | 238 |
| SELECTIVE COURSES (2 out of 3) | | | | | | | | | |
| Object manipulation | | | | 1 | | | | | |
| Acro balance | | | | 1 | | | | | |
| Group acro | | | | 1 | | | | | |

CURRICULUM CIRCUS ARTS 2025- 2026:
5TH YEAR STUDENTS

Version 3 February 2025

| | sem 1 | sem 2 | sem 3 | sem 4 | sem 5 | sem 6 | sem 7 | sem 8 | Total ECTS |
|---|-------|-------|-------|-------|-------|-------|-------|-------|---------------|
| 1. CIRCUS ARTIST | | | | | | | | | |
| Physical preparation | 5 | 5 | | 10 | | 10 | | | 30 |
| Circus disciplines | 10 | 7 | | | | | | | 17 |
| Circus specialisation | | 5 | | 20 | | 21 | | 22 | 68 |
| Floor acro | | | | 1 | | | | | 1 |
| Spatial awareness | | | | 1 | | | | | 1 |
| 2. CREATOR PERFORMER | | | | | | | | | |
| Project weeks/own work/production | 4 | 2 | 1 | 9 | 1 | 9 | | | 26 |
| Preparation final performance | | | | | | | | 6 | 6 |
| Final performance group show | | | | | | | | 10 | 10 |
| Final performance individual acts | | | | | | | | 12 | 12 |
| Dance | 2 | 2 | | 2 | | 4 | 1 | | 11 |
| Theatre training | | 4 | | 3 | | 4 | | | 11 |
| Movement impro/compo | 2 | 2 | | 3 | | 4 | | | 11 |
| Music | | 2 | | 2 | | 2 | | | 6 |
| 3. RESEARCH | | | | | | | | | |
| Circus history and professional orientation | | 2 | | | | 1 | | | 3 |
| Art orientation | | 2 | | | | | | | 2 |
| Health and Wellbeing | 2 | | 1 | | | | | | 3 |
| Safety and rigging | | | 1 | | | | | | 1 |
| Dance / LMA | | | 2 | | | | | | 2 |
| Thesis / TAP | | | | | | | 8 | | 8 |

4. ENTREPRENEUR

Professional development

Entrepreneurship

| | | | | | | | | |
|---|---|---|---|---|---|--|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 3 |
| | | | | 2 | | | | |

TOTAL ECTS

26 34 6 52 2 58 9 51 238

SELECTIVE COURSES (2 out of 3)

Object manipulation

Acro balance

Group acro

1
1
1

8 / Learning outcomes

The Bachelor Circus Arts is aid at 11 learning outcomes or final qualifications, subdivided into three domains:

Artistic Competency Domain

1. Vision and Creative skills: the circus artist is artistically driven and able to acquire views and opinions in his or her own professional field and to communicate these in the professional practice.
2. Creative skills: the circus artist is able to apply concepts and artistic ideas in acts/performances.
3. Collaborative skills: the circus artist is able, together with others who are involved, to actively contribute to a collaborative product or process.
4. Communicative skills: the circus artist is able to communicate, discuss and justify his actions effectively and efficiently in a variety of professional contexts, both verbally and in writing.

Professional-vocational Competency Domain

5. Analytical skills: the circus artist is able to analyse artistic products and processes.
6. Technical skills: the circus artist is able to professionally apply a wide range of professional knowledge and skills in his circus practice.

Professional-social Competency Domain

7. Entrepreneurship: the circus artist is able to independently obtain a professional existence in the world of circus.
8. Context orientation: the circus artist follows general developments in society and knows how to integrate these in his circus practice.
9. Learning skills: the circus artist is able to learn and to develop continuously within his profession.
10. Reflective skills: the circus artist is capable to reflect on his own actions in order to improve his performance.
11. Innovative skills: the circus artist is able to explore the professional field and experiment with it, which is then expressed in innovative circus processes and production.

9 / Annual planning

| Week no. | Month | Monday | YEAR PLANNING CIRCUS ARTS 2025-2026 | Education weeks | Special weeks | Schedule free weeks |
|----------|-------|--------|--|-----------------|---------------|---------------------|
| 34 | Aug | Mon 18 | scheduled-free week / Summer holiday*; all locations open for rehearsals and exams | | | |
| 35 | | Mon 25 | introduction week 2025-2026 / re-examinations 2024-2025 | | | |
| 36 | Sep | Mon 01 | start study year 2025-2026 / intrainweek all years | | 1 | |
| 37 | | Mon 08 | intrainweek year 1 | 1 | | |
| 38 | | Mon 15 | | 1 | | |
| 39 | | Mon 22 | | 1 | | |
| 40 | | Mon 29 | | 1 | | |
| 41 | Oct | Mon 06 | | 1 | | |
| 42 | | Mon 13 | | 1 | | |
| 43 | | Mon 20 | scheduled-free week / Autumn holiday* | | | 1 |
| 44 | | Mon 27 | Project week 1 | | 1 | |
| 45 | Nov | Mon 03 | | 1 | | |
| 46 | | Mon 10 | | 1 | | |
| 47 | | Mon 17 | | 1 | | |
| 48 | | Mon 24 | Online Open Day (Monday 24) | 1 | | |
| 49 | Dec | Mon 01 | Test week | | 1 | |
| 50 | | Mon 08 | | 1 | | |
| 51 | | Mon 15 | Special week | | 1 | |
| 52 | | Mon 22 | | | | 1 |
| 1 | | Mon 29 | scheduled-free week / Christmas holiday*; all locations closed from 21-12-25 until 4-01-26 | | | 1 |
| 2 | Jan | Mon 05 | | 1 | | |
| 3 | | Mon 12 | | 1 | | |
| 4 | | Mon 19 | | 1 | | |
| 5 | | Mon 26 | | 1 | | |
| 6 | Feb | Mon 02 | Start second semester | 1 | | |
| 7 | | Mon 09 | | 1 | | |
| 8 | | Mon 16 | scheduled-free week / Spring holiday* | | | 1 |
| 9 | | Mon 23 | C4 final exam group production | 1 | | |
| 10 | Mar | Mon 02 | | 1 | | |
| 11 | | Mon 09 | | 1 | | |
| 12 | | Mon 16 | | 1 | | |
| 13 | | Mon 23 | Project week 2 | | 1 | |
| 14 | | Mon 30 | all locations closed on Good Friday (3-4); WMDC closed on 3-4 | 1 | | |
| 15 | Apr | Mon 06 | all locations closed on Easter Monday (6-4) | 1 | | |
| 16 | | Mon 13 | Audition week | | 1 | |
| 17 | | Mon 20 | | 1 | | |
| 18 | | Mon 27 | scheduled-free week / May holiday* All locations closed in King's Day (27-4) | | | 1 |
| 19 | May | Mon 04 | all locations closed on Liberty Day 5-5 | 1 | | |
| 20 | | Mon 11 | all locations closed on Ascension Day 14-5 & 15-5 (on 15-5 only Fenix open) | 1 | | |
| 21 | | Mon 18 | | 1 | | |
| 22 | | Mon 25 | all locations closed on Whit Monday (25-5) | 1 | | |
| 23 | Jun | Mon 01 | Test week | | 1 | |
| 24 | | Mon 08 | | 1 | | |
| 25 | | Mon 15 | Special week | | 1 | |
| 26 | | Mon 22 | | 1 | | |
| 27 | | Mon 29 | Possibility for retests | 1 | | |
| 28 | Jul | Mon 06 | scheduled-free week* | | | 1 |
| 29 | | Mon 13 | no classes / Summer holiday*; all locations closed for students | | | 1 |
| 30 | | Mon 20 | no classes / Summer holiday*; all locations closed for students | | | 1 |
| 31 | | Mon 27 | no classes / Summer holiday*; all locations closed for students | | | 1 |
| 32 | Aug | Mon 03 | no classes / Summer holiday*; all locations closed for students | | | 1 |
| 33 | | Mon 10 | no classes / Summer holiday*; all locations closed for students | | | 1 |
| 34 | | Mon 17 | scheduled-free week* | | | 1 |
| 35 | | Mon 24 | Introduction week '25-'26 / re-examinations '24-'25 | 1 | | |
| 36 | Sep | Mon 31 | start study year 2025-2026 | | | |
| 37 | | Mon 07 | | | | |
| | | | | 32 | 8 | 12 |

* Note: During scheduled-free weeks / holidays all locations are closed on Saturdays and Sundays!

In scheduled-free weeks off, some educational activities may still be planned. Adjusted opening hours may apply that are published on Mycodarts

10 / Management & staff

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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.