

# Study Guide Codarts Dance

2025-2026

# Content

<b>1 / Codarts Rotterdam</b>	<b>3</b>
<b>2/ Bachelor Dance</b>	<b>5</b>
<b>3/ Structure of the programme</b>	<b>8</b>
<b>4/ Module descriptions</b>	<b>10</b>
<b>5/ Curriculum overview</b>	<b>11</b>
<b>6/ Learning Outcomes</b>	<b>12</b>
<b>7/ Annual planning</b>	<b>15</b>
<b>8/ Staff</b>	<b>19</b>

**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

## **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 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 emerging contemporary dance styles, Graham, 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 seasons, (new) works were staged and / or made by choreographers such as Felix Landerer, Stephen Shropshire, (LA)HORDE, Amos Ben-Tal, and Neel Verdoorn, Hofesh Shechter, Sir Wayne McGregor, William Forsythe, Jiří Kylián, Cayetano Soto, Guy & Roni, Ton Simons, Ed Wubbe, Marina Mascarell, Jan Martens, HURyCAN, Maciej Kuzminski, Roy Assaf, Lea Ved, Heidi Viertaler, Adonis Foniadakis.

Third-year students have their own performance programme, *Talent on the Move*, which tours throughout the Netherlands and often abroad as well. In previous seasons, dancers performed in countries such as Italy, Macedonia, Poland, Russia, Switzerland, Germany, France, Canada and 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 or production house, or gaining experience as an independent artist. This internship is a regular and mandatory part of the curriculum of the fourth-year and is an important element in the 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
- Dansgroep De Stilte
- Sally Dance Company
- Dansgezelschap Yvgi&Geben

Abroad:

- Danish Dance Theatre
- Tanz Luzerner Theater
- Bern Ballet
- St Gallen Dance Company
- Hessisches Staatsballett Wiesbaden
- Staatstheater Nürnberg Ballet
- Theater Heidelberg
- Tanz Mainz
- Theater Bielefeld
- Tanz Kassel
- Tanz Bielefeld
- Goteborg Operans Danskompani
- Skanes Dansteater
- Ballet National de Marseille
- Theater Hagen
- Ballet Theater Trier
- Gauthier Dance Junior Company

# 4/ 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*.

# 5/ Curriculum overview

Clusters	Modules	Sem 1 ECTS	Sem 2 ECTS	Sem 3 ECTS	Sem 4 ECTS	Sem 5 ECTS	Sem 6 ECTS	Sem 7 ECTS	Sem 8 ECTS
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						
	Professional Development	1	1	2	3	4	4		12
	Internship								30
Total		24	36	7	53	6	54		60

# 6/ 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.

# 7/ Annual planning

Week no.	Month	Monday	2025-2026	
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/ C&R intrain week 1 ; Marten de Wijs, Guests : Ralf J. Jade VdH , Francesca P	
37		Mon 08	C&R intrain week 2 , Pau , Francesca P , 8 sept. Medical screening new students	
38		Mon 15		
39		Mon 22		
40		Mon 29		
41	Oct	Mon 06		
42		Mon 13	16 October studio evening , Erasmus + 13-17 October , Intro meeting BD on WDKa	
43		Mon 20	scheduled-free week / Autumn holiday*	
44		Mon 27	C&R week 3, BD, Guests: Sara W. Johnny S. Dario T. Carolina Mancuso	
45	Nov	Mon 03	6&7.11 Blind Date perf. , no modern guest for D3, or rep. , Sara W. + Choreographers project	
46		Mon 10	Choreographers project	
47		Mon 17	Choreographers project Padoa perf 23 November ( leaving 21-24)	
48		Mon 24	Choreographers project / Audition Tanzmainz 26th	
49	Dec	Mon 01		
50		Mon 08	tech. tests D1, D2 Youth in rep time. PD 1&2 Friday 12th	
51		Mon 15	C&R week 4, Youth 15,16 ( 16th- 10.30-14.00 Annemieke not avai),17.+ 18th 12, D1 perf. 18th evening	
52		Mon 22	scheduled-free week / Christmas holiday*; all locations closed from 21-12-25 until 4-01-26	
1		Mon 29		
2	Jan	Mon 05		
3		Mon 12	D3 audition Luzern 14th	
4		Mon 19	Social week Dance?	
5		Mon 26	Social week MA ?	
6	Feb	Mon 02	2-8 Feb. Tanz Biennale Berlin 7 Feb TOTM Veendam	
7		Mon 09	C&R week 5 ( no Dario) 13 Feb TOTM Maassluis	
8		Mon 16	scheduled-free week / Spring holiday* 16 Feb TOTM Delft (?), 17 Feb TOTM Delft (?) 20 Feb TOTM Roermond	
9		Mon 23	27 Feb TOTM Baarn 28 Feb TOTM Haarlem Options Auditions Porto, Barca, Marseille? 28 Feb, 1 March 2026?	

10	Mar	Mon 02	4 March TOTM Kampen 6 March TOTM Haastrecht 7 March TOTM Sneek Options Auditions Porto, Barca, Marseille? 7,8 March 2026?
11		Mon 09	9 March TOTM Woerden 10 March TOTM Hoofddorp 12 March TOTM EDE 13 March TOTM Hraalte Options Auditions Porto, Barca, Marseille? 14,15 March 2026?
12		Mon 16	18 March TOTM Papendrecht 19 March TOTM Utrecht 20 March TOTM Nijverdal
13		Mon 23	Codarts Project week, C&R week 6/Auditions , guests Jade vdH 26 March TOTM Groningen 28 March TOTM Amsterdam 29 March TOTM Zeist
14		Mon 30	all locations closed on Good Friday (3-4); WMDC closed on 3-4 1 April TOTM Uden 2 April TOTM Woerden Auditions Italy 4,5,6 April 2026
15	Apr	Mon 06	all locations closed on Easter Monday (6-4) 9 April TOTM Hoogezand 11 April TOTM Venray Options Auditions Porto, Barca, Marseille? 11,12 April 2026?
16		Mon 13	15 April TOTM Houten 16 April TOTM Hardenberg 17 April TOTM Lochem 18 April TOTM Brielle
17		Mon 20	Marta Graham perf: ? 21 April TOTM Heerlen 22 April TOTM Eindhoven
18		Mon 27	scheduled-free week / May holiday* All locations closed in King's Day (27-4)
19	May	Mon 04	all locations closed on Liberty Day 5-5 7 May TOTM Weert 8 May TOTM Zaltbommel 9 May TOTM Voorburg
20		Mon 11	all locations closed on Ascension Day 14-5 & 15-5 (on 15-5 only Fenix open) 13 May TOTM Emmeloord
21		Mon 18	
22		Mon 25	all locations closed on Whit Monday (25-5) D1 solos ?
23	Jun	Mon 01	Final Exam 1st June , OW D3 4&5 June
24		Mon 08	
25		Mon 15	option Mo 15 June TRGZ / option We 17 June TRKZ
26		Mon 22	Thursday 25th D2 rep Showing
27		Mon 29	Re-test week Graduation 3rd ?
28	Jul	Mon 06	scheduled-free week* Isala
29		Mon 13	no classes / Summer holiday*; all locations closed for students
30		Mon 20	no classes / Summer holiday*; all locations closed for students zomerschool?
31		Mon 27	no classes / Summer holiday*; all locations closed for students
32	Aug	Mon 03	no classes / Summer holiday*; all locations closed for students
33		Mon 10	no classes / Summer holiday*; all locations closed for students
34		Mon 17	scheduled-free week*
35		Mon 24	Introduction week '25-'26 / re-examinations '24-'25
36	Sep	Mon 31	start study year 2025-2026
37		Mon 07	



**\* 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

## BACHELOR DANCE - HOLIDAY OVERVIEW 2025-2026

BACHELOR DANCE - HOLIDAY OVERVIEW 2025-2026					
Holidays	Class (Season 25-26)	Start holidays	Final return day	Back in schoolstudios	Remarks
Summer 2025	D1 (= new students)	-	24-Aug-25	25-Aug-25	
	D2	-	31-Aug-25	01-Sep-25	
	D3	-	31-Aug-25	01-Sep-25	
Autumn 2025	D1	18-Oct-25	26-Oct-25	27-Oct-25	
	D2	18-Oct-25	26-Oct-25	27-Oct-25	
	D3	18-Oct-25	26-Oct-25	27-Oct-25	
Christmas-NY 2025-2026	D1	20-Dec-25	04-Jan-26	05-Jan-26	
	D2	20-Dec-25	04-Jan-26	05-Jan-26	
	D3	20-Dec-25	04-Jan-26	05-Jan-26	
Spring 2026	D1	07-Feb-26	15-Feb-26	16-Feb-26	
	D2	07-Feb-26	15-Feb-26	16-Feb-26	
	D3	07-Feb-26	15-Feb-26	16-Feb-26	
May-26	D1	25-Apr-26	03-May-26	04-May-26	
	D2	25-Apr-26	03-May-26	04-May-26	
	D3	25-Apr-26	03-May-26	04-May-26	
Summer 2026	D1	04-Jul-26	30-Aug-26	31-Aug-26	
	D2	04-Jul-26	30-Aug-26	31-Aug-26	
	D3	04-Jul-26	Not applicable	Not applicable	Internships

\* - Please keep in mind that some of you maybe casted for a Kerst Diner Performance which takes place AFTER 20th December - please consult Dance Team before purchasing flights

# 8/ Staff

**Keith Derrick Randolph - Coordinator**

kdrandolph@codarts.nl

**Sanja Maier-Hasagic - Coordinator**

smhasagic@codarts.nl

**Sara Erens - Coordinator**

serens@codarts.nl

**Ellen Dijkstra – Production Leader**

ecdijkstra@codarts.nl

**Ann Baranova – Educational Support Officer**

aabaranova@codarts.nl

**Denise Garcia Flores – Educational Support Officer**

adflores@codarts.nl

**Study counsellors**

Year 1: Sanja Maier-Hasagic

Year 2: Samuela Papotto

Year 3 & 4: Sara Erens

**Regular teachers:**

Kevin Cregan (Ballet)

Ryan Carroll (Ballet)

Niels van Setten (Conditioning)

Ricardo Araujo (Pilates)

Roisin Verheul (Yoga)

Keith-Derrick Randolph (Partnering)

Hildegard Draijer (Drama)

Sanja Maier-Hasagic (Improvisation)

Sara Erens (Professional Development)

Suzan Tunca (Artistic Research)

Annemieke Wijers (Laban)

Mario Camacho (Graham)

**Guest teachers Contemporary Techniques**

Anouk van Dijk (Counter technique)

Evelien Janssen

Merel Lammers  
Samir Calixto  
Suka Horn  
Igor Podsiadly  
Liel Fibak  
Patricia van Deutekom  
Hilde Elbers  
Niek Wagenaar  
Angela Herenda  
Michael Langeneckert  
Neel Verdoorn  
Liat Waysbort  
Iacopo Loliva  
Carolina Mancusa  
Borna Babic  
Samuel van der Veer  
Adam khazhmuradov

### **Ballet Guest teachers Ballet**

Dario Dinuzzi  
Marta Reig Torres  
Francesca Peniguel  
Didier Chape  
Amy Raymond  
Min Li  
Bryndis Brynjolfsdottir  
Ralitza Malehounova  
Loic Perela  
Dario Tortorelli  
Sun Xiao  
Francesca Peniguel  
Giuseppe Calabrese  
Dario Tortorelli  
Aymeric Aude  
Michel Bejard

### **Choreographers 2009-2025**

Kyle Abraham  
Kristina & Sadé Alleyne  
Roy Assaf  
Amos Ben-Tal  
Regina van Berkel  
Mauro Bigonzetti  
Rafael Bonachela  
Samir Calixto  
Jarek Cemerek  
Krisztina de Châtel  
Lucinda Childs

Club Guy&Roni; Roni Haver & Guy Weizman  
Antonin Comestaz  
Jens van Daele & Patricia van Deutekom  
Alida Dors  
Nacho Duato  
Adonis Foniadakis  
William Forsythe  
Itzik Galili  
Andre Gingras  
Marco Goecke  
Dalton Jansen  
Conny Janssen  
Bill T. Jones  
HURyCAN (Candelaria Antelo & Arthur Bernard-Bazin)  
Marie Khatib-Shahidi & Youri Peters  
Milena Ugren Koulas  
Maciej Kuźmiński  
Jiří Kylián  
(LA)HORDE  
Felix Landerer  
Lonneke van Leth  
Hans van Manen  
Jan Martens  
Marina Mascarell Martinez  
Sir Wayne McGregor  
Iván Pérez  
Keith-Derrick Randolph  
Marta Reig Torres  
Antonin Rioche  
Ishan Rustam  
Hofesh Shechter  
Stephen Shropshire  
Ton Simons  
Diego Sinniger de Salas  
Cayetano Soto  
Lukaš Timulak  
Dario Tortorelli  
Fernando Troya  
Neel Verdoorn  
Heidi Vierthaler  
Sasha Waltz  
Niek Wagenaar  
Ed Wubbe