

# Study Guide Codarts Dance

2026-2027

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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

## **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 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 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.

## **Study-related Costs**

In addition to tuition fees, students at Codarts may incur additional study-related costs. Examples include study materials such as books, a laptop, dance clothing or shoes, extra travel expenses for performances, and costs for attending shows or recitals.

These costs may vary depending on the program and the academic year. In some cases, there may be additional costs specifically associated with a particular program.

The internship module is a compulsory component of the fourth year study programme. Additions for this module take place during the third year. Please note that participation in the audition process may involve additional costs for students.

If the internship takes place outside The Netherlands, participating in certain curricular components such as Final Exam and attending the graduation ceremony may incur additional costs for the student.

## 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, 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
- Skanes Dansteater
- Ballet National de Marseille
- Theater Hagen
- Theater Mannheim
- 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 | 2026-2027                                                                                |  |
|----------|-------|--------|------------------------------------------------------------------------------------------|--|
| 34       | Aug   | Mon 17 | scheduled-free week / Summer holiday*; all locations open for rehearsals and exams       |  |
| 35       |       | Mon 24 | introduction week 2026-2027 / re-examinations 2025-2026                                  |  |
| 36       |       | Mon 31 | C&R intrain week 1, start of the study year 2026-2027                                    |  |
| 37       | Sep   | Mon 07 | C&R intrain week 2                                                                       |  |
| 38       |       | Mon 14 | Opening of the school year                                                               |  |
| 39       |       | Mon 21 |                                                                                          |  |
| 40       |       | Mon 28 |                                                                                          |  |
| 41       | Oct   | Mon 05 |                                                                                          |  |
| 42       |       | Mon 12 |                                                                                          |  |
| 43       |       | Mon 19 | scheduled-free week / Autumn holiday*                                                    |  |
| 44       |       | Mon 26 | C&R week 3                                                                               |  |
| 45       | Nov   | Mon 02 |                                                                                          |  |
| 46       |       | Mon 09 |                                                                                          |  |
| 47       |       | Mon 16 |                                                                                          |  |
| 48       |       | Mon 23 |                                                                                          |  |
| 49       |       | Mon 30 |                                                                                          |  |
| 50       | Dec   | Mon 07 |                                                                                          |  |
| 51       |       | Mon 14 | C&R week 4                                                                               |  |
| 52       |       | Mon 21 | scheduled-free week / Christmas holiday*                                                 |  |
| 53       |       | Mon 28 | scheduled-free week / Christmas holiday ; all locations closed from 28-12-26 till 1-1-27 |  |
| 1        | Jan   | Mon 04 |                                                                                          |  |
| 2        |       | Mon 11 |                                                                                          |  |
| 3        |       | Mon 18 |                                                                                          |  |
| 4        |       | Mon 25 |                                                                                          |  |
| 5        | Feb   | Mon 01 |                                                                                          |  |
| 6        |       | Mon 08 |                                                                                          |  |
| 7        |       | Mon 15 | C&R week 5                                                                               |  |
| 8        |       | Mon 22 | scheduled-free week / Spring holiday*                                                    |  |
| 9        | Mar   | Mon 01 |                                                                                          |  |

|    |      |        |                                                                                                |
|----|------|--------|------------------------------------------------------------------------------------------------|
| 10 |      | Mon 08 |                                                                                                |
| 11 |      | Mon 15 |                                                                                                |
| 12 |      | Mon 22 | Projectweek 2 Codarts Project week, Auditions, C&R- all locations closed on Good Friday (26-3) |
| 13 |      | Mon 29 | all locations closed on Easter Monday (29-3)                                                   |
| 14 | Apr  | Mon 05 |                                                                                                |
| 15 |      | Mon 12 |                                                                                                |
| 16 |      | Mon 19 |                                                                                                |
| 17 |      | Mon 26 | scheduled-free week / May holiday* All locations closed in King's Day (27-4)                   |
| 18 | May  | Mon 03 | all locations closed on Liberty Day 5-5, Ascension Day 6-5 and Friday 7-5                      |
| 19 |      | Mon 10 |                                                                                                |
| 20 |      | Mon 17 | all locations closed on Whit Monday (17-5)                                                     |
| 21 |      | Mon 24 |                                                                                                |
| 22 |      | Mon 31 |                                                                                                |
| 23 | Jun  | Mon 07 |                                                                                                |
| 24 |      | Mon 14 |                                                                                                |
| 25 |      | Mon 21 |                                                                                                |
| 26 |      | Mon 28 | re-test week                                                                                   |
| 27 | Jul  | Mon 05 | scheduled-free week*                                                                           |
| 28 |      | Mon 12 | scheduled-free week*                                                                           |
| 29 |      | Mon 19 | no classes / Summer holiday*; all locations closed for students                                |
| 30 |      | Mon 26 | no classes / Summer holiday*; all locations closed for students                                |
| 31 | Aug  | Mon 02 | no classes / Summer holiday*; all locations closed for students                                |
| 32 |      | Mon 09 | no classes / Summer holiday*; all locations closed for students                                |
| 33 |      | Mon 16 | scheduled-free week* / open for rehearsals for exams                                           |
| 34 |      | Mon 23 | Introduction week '27-'28 / / re-examinations '26-'27                                          |
| 35 |      | Mon 30 | Start study year 2027-2028                                                                     |
| 36 | Sept | Mon 06 | Opening Study Year                                                                             |

\* 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 2026-2027

| BACHELOR DANCE - HOLIDAY OVERVIEW 2026-2027 |                      |                  |                  |                          |
|---------------------------------------------|----------------------|------------------|------------------|--------------------------|
| Holidays                                    | Class (Season 26-27) | Start holidays   | Final return day | Back in school / studios |
| Summer 2026                                 | D1 (= new students)  | -                | 23-aug-26        | 24-aug-26                |
|                                             | D2                   | -                | 30-aug-26        | 31-aug-26                |
|                                             | D3                   | -                | 30-aug-26        | 31-aug-26                |
|                                             |                      |                  |                  |                          |
| Autumn 2026                                 | D1                   | 17 october 2026  | 25 october 2026  | 26 october 2026          |
|                                             | D2                   | 17 october 2026  | 25 october 2026  | 26 october 2026          |
|                                             | D3                   | 17 october 2026  | 25 october 2026  | 26 october 2026          |
|                                             |                      |                  |                  |                          |
| Christmas-NY 2026-2027                      | D1                   | 18-dec-26        | 3 january 2027   | 4 january 2027           |
|                                             | D2                   | 18-dec-26        | 3 january 2027   | 4 january 2027           |
|                                             | D3                   | 18-dec-26        | 3 january 2027   | 4 january 2027           |
|                                             |                      |                  |                  |                          |
| Spring 2027                                 | D1                   | 20 february 2027 | 28 february 2027 | 1 march 2027             |
|                                             | D2                   | 20 february 2027 | 28 february 2027 | 1 march 2027             |
|                                             | D3                   | 20 february 2027 | 28 february 2027 | 1 march 2027             |
|                                             |                      |                  |                  |                          |
| May 2027                                    | D1                   | 24-apr-27        | 2 may 2027       | 3 may 2027               |
|                                             | D2                   | 24-apr-27        | 2 may 2027       | 3 may 2027               |
|                                             | D3                   | 24-apr-27        | 2 may 2027       | 3 may 2027               |
|                                             |                      |                  |                  |                          |
| Summer 2027                                 | D1                   | 2 july 2027      | 29-aug-27        | 30-aug-27                |
|                                             | D2                   | 2 july 2027      | 29-aug-27        | 30-aug-27                |
|                                             | D3                   | 2 july 2027      | Not applicable   | Not applicable           |
|                                             |                      |                  |                  |                          |

# 8/ Staff

**Keith Derrick Randolph - Coordinator**  
**Sanja Maier-Hasagic - Coordinator**  
**Sara Erens - Coordinator**

**Ellen Dijkstra – Production Leader**

**Sun Hee Dieben - Planning assistant**

**Ann Baranova – Educational Support Officer**

**Denise Garcia Flores – Educational Support Officer**

**General programme related questions:** [bachelordance@codarts.nl](mailto:bachelordance@codarts.nl)

## **Study counsellors**

Year 1: Sanja Maier-Hasagic

Year 2: Samuela Papotto

Year 3 & 4: Sara Erens

## **Regular teachers:**

Ricardo Araujo (Pilates)

Mario Camacho (Graham)

Kevin Cregan (Ballet)

Hildegard Draijer (Drama)

Sara Erens (Orientation & Practice/ Professional Development)

Tessa Ros – Könemann (Maximizing Performance Programme)

Sanja Maier-Hasagic (Improvisation/Composition, Special projects, Own Work)

Samuela Papotto (Graham / Professional Development)

Keith-Derrick Randolph (Partnering and Guest Choreographer)

Niels van Setten (Conditioning)

Katherine Stimpson (Dance History)

Suzan Tunca (Artistic Research)

Roisin Verheul (Yoga)

Annemieke Wijers (Laban)

## **Guest teachers Contemporary Techniques**

Jeremy Alberge, Borna Babic (Guest Choreographer), Samir Calixto (Guest Choreographer), Elita Cannata, Anouk van Dijk (Counter technique), Liel Fibak, Pau Aran Gimeno, Jade van der Hout, Evelien Janssen (Guest Choreographer), Ralf Jaroschinski, Adam Khazhmuradov, Maciej Kuźmiński (Guest Choreographer), Merel Lammers, Michael Langeneckert, Iacopo Loliva, Carolina Mancusa, Gianni

Notarnicola, Xanthe van Opstal, Michele Pastorini, Luigi Sardone, Johnny Schoofs, Samuel van der Veer, Neel Verdoorn (Guest Choreographer), Niek Wagenaar (Guest Choreographer), Liat Waysbort

### **Ballet Guest teachers Ballet**

Aymeric Aude, Bryndis Brynjolfsdottir, Federica Dadamo, Dario Dinuzzi, Dimo Milev, Dario Tortorelli, Dario Tortorelli, Didier Chape, Francesca Peniguel, Giuseppe Calabrese, Loic Perela, Mariko Shimoda, Marta Reig Torres (Guest Choreographer), Min Li, Sun Xiao

### **Choreographers 2009-2027**

(LA)HORDE, Adonis Foniadakis, Alida Dors, Amos Ben-Tal, Andre Gingras, Antonin Comestaz, Antonin Rioche, Bill T. Jones, Bornha Babic & Eliana Stragapede, Cayetano Soto, Club Guy&Roni; Roni Haver & Guy Weizman, Conny Janssen, Dalton Jansen, Diego Sinniger de Salas, Dunja Jovic, Ed Wubbe, Faizah Grootens, Felix Landerer, Fernando Troya, Giovanni Napoli, Hans van Manen, Heidi Vierthaler, Hofesh Shechter, HURyCAN (Candelaria Antelo & Arthur Bernard-Bazin), Ishan Rustam, Itzik Galili, Iván Pérez, Jarek Cemerek, Jan Martens, Jens van Daele & Patricia van Deutekom, Jiří Kylián, Johan Inger, Kyle Abraham, Kristina & Sadé Alleyne, Krisztina de Châtel, Lai Hung-Chung, Lonneke van Leth, Lucinda Childs, Lukaš Timulak, Manuel Paolini, Marco Goecke, Marina Mascarell Martinez, Mauro Bigonzetti, Milena Ugren Koulas, Nacho Duato, Nnamdi Nwagwu, Rafael Bonachela, Regina van Berkel, Roy Assaf, Rutkay Ozpinar, Sasha Waltz, Sir Wayne McGregor, Stephen Shropshire, Ton Simons, Tu Huang, William Forsythe