

Study Guide Codarts Bachelor of Music

Global Musics

Year 1 – 2

2026-2027

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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)

Within the Bachelor of Music, Global Musics contributes to Codarts' international and intercultural profile by working with living musical traditions, Rotterdam communities, and international artistic networks.

2/ Tuition Fees and Additional Study Costs

Students at Codarts pay tuition fees every academic year. In the Netherlands, there are two types of tuition fees: the statutory tuition fee, which is determined annually by the Dutch Ministry of Education, Culture and Science, and the institutional tuition fee, which is determined annually by Codarts. The institutional tuition fee applies to students who do not meet the conditions for the statutory tuition fee.

For the academic year 2026–2027, the statutory tuition fee for full-time and part-time students is €2,694. Students who do not qualify for the statutory tuition fee pay the institutional tuition fee. For Bachelor's and Master's programmes, excluding specific exceptions listed by Codarts, the institutional tuition fee for non-EU/EEA students is €11,000. For EU students following a second study in the Netherlands, the institutional tuition fee may also apply, depending on the cohort and situation.

In addition to tuition fees, students at Codarts should take into account additional study-related costs. These may include study materials such as books, a laptop, instrument-related equipment, extra travel expenses for performances, and costs related to attending concerts, shows or productions. These costs vary per programme and may change from year to year; therefore, no central amount is provided.

For Global Musics students, additional costs may also relate to participation in performances, community projects, workshops, masterclasses or study activities connected to the musical traditions and professional contexts of the programme. These costs may vary per study year and per individual learning route.

For Bachelor's and Master's programmes, Codarts does not charge audition fees. New vocalist students in Bachelor of Music programmes, including Global Musics, may be asked to take a voice test after admission. For the academic year 2026–2027, this voice test costs €165.

Students are advised to consult the Codarts website for the most up-to-date information about tuition fees, institutional fees, additional costs and fee conditions.

3/ Bachelor of Music

Welcome to Global Musics

Welcome to the Bachelor of Music – Global Musics at Codarts Rotterdam.

Global Musics is an international learning community where artistic excellence, cultural understanding and professional practice come together. We educate musicians who are technically accomplished, artistically curious and socially engaged. Our students deepen their own musical traditions while learning from the diverse musical practices, perspectives and communities that shape today's interconnected world.

We believe that music is more than performance. Music carries histories, identities, memories and ways of understanding the world. It creates dialogue across cultures, strengthens communities and connects people across generations. Becoming a musician therefore means more than mastering an instrument or voice. It means developing an artistic identity, understanding the traditions from which music emerges, learning to collaborate across cultural contexts and recognising the responsibility that comes with artistic practice.

Throughout the programme, students are encouraged to deepen their own musical heritage while remaining open to the traditions, perspectives and experiences of others. We believe that artistic excellence and cultural openness are inseparable. Technical mastery, creativity, critical reflection and community engagement together define what it means to become a Global Musics graduate.

Located in Rotterdam, one of Europe's most culturally diverse cities, Global Musics connects students with artists, communities, festivals, cultural organisations and international networks. Learning therefore extends beyond the conservatoire into the wider artistic and social landscape, allowing students to experience music as a living practice that continuously evolves through dialogue, collaboration and exchange. Our educational philosophy is grounded in the six Codarts core values: Craft, Self-management, Diversity, Inquisitiveness, Sustainability and Connectivity. These values shape the way we learn, create and collaborate throughout the programme. Within Global Musics they are expressed through artistic excellence, intercultural dialogue, responsible cultural exchange, reflective practice and meaningful engagement with society.

4/ Our Ambitions

Global Musics prepares musicians for an increasingly interconnected world. Our curriculum is shaped by five ambitions that guide our educational philosophy, artistic practice and professional partnerships.

1. Artistic Excellence Rooted in Living Traditions

Global Musics cultivates highly skilled musicians who combine technical excellence with a deep understanding of the living traditions they study. Students learn through performance, oral transmission, embodied practice, artistic collaboration and reflective learning. Tradition is understood not as something fixed, but as a living process that is continuously renewed through artistic practice. By honouring musical lineages while encouraging innovation, students develop artistic voices that are both authentic and contemporary.

2. Musicians for a Changing World

The role of the musician is constantly evolving. Today's artists are performers, creators, educators, collaborators, researchers, organisers and cultural leaders. Global Musics prepares students to navigate this changing landscape by developing artistic independence, entrepreneurial thinking, adaptability and sustainable professional practice. Graduates leave the programme equipped to build meaningful careers across artistic, educational and community contexts while remaining responsive to new opportunities and societal developments.

3. Music as Cultural Dialogue

Music connects people across cultures, histories and experiences. Global Musics embraces diversity as a source of artistic richness and mutual learning. Students engage with musical traditions through dialogue, reciprocity and critical reflection, recognising that every tradition represents lived experiences, communities and knowledge systems. Rather than simply learning about cultures, students learn with the people who sustain them, developing respect for multiple ways of making, sharing and understanding music.

4. Learning Through Inquiry, Reflection and Collaboration

Meaningful artistic development requires curiosity, experimentation and continuous reflection. Students are encouraged to ask questions, challenge assumptions, engage in artistic research and learn collaboratively across traditions and disciplines. Reflection, feedback and critical inquiry become integral parts of artistic practice, supporting lifelong learning and continuous professional growth.

5. Connected to Society

Music becomes meaningful through connection. Global Musics is deeply embedded within Rotterdam while maintaining strong international artistic partnerships. Students engage with festivals, cultural organisations, community projects, educational institutions and international networks throughout their studies. These collaborations allow students to understand music as a practice that contributes to society while preparing them to become active participants within diverse artistic ecosystems.

5/Our Educational Approach

The ambitions of Global Musics are realised through four interconnected educational pillars. Together they form the framework for the curriculum and reflect the qualities of the contemporary Global Musics graduate.

Rather than separating artistic, creative and professional development into isolated disciplines, the programme integrates them throughout the four years of study. Technical mastery supports creativity. Creative practice strengthens performance. Cultural understanding informs artistic choices. Professional development enables sustainable careers. Together these dimensions shape musicians who are capable of contributing meaningfully to artistic and social life.

The Performer

Performance forms the artistic foundation of the programme.

Students develop technical fluency, musical sensitivity and artistic confidence through individual lessons, ensemble playing, improvisation, rehearsal and public performance. Technical development is always connected to artistic expression, communication and collaboration. Performance is understood as a meaningful encounter between musicians, audiences and communities rather than simply the presentation of repertoire.

Throughout the programme students progressively deepen their chosen tradition while expanding their ability to perform across diverse artistic contexts.

The Maker

Creative practice is an essential dimension of musicianship. Students develop creative literacy through transcription, arranging, composition, technology, recording and

experimentation. They learn to analyse musical material, generate new artistic ideas and use creative processes as tools for artistic development.

Making music is understood as an ongoing dialogue between listening, reflection, imagination and performance. Students gradually develop an individual artistic voice while remaining grounded in the traditions that inspire their work.

The Ambassador

Music exists within cultural, historical and social contexts.

Students explore the traditions they study through history, cultural understanding, artistic research and direct engagement with musicians and communities. They learn to approach musical traditions with curiosity, humility and respect while recognising the responsibilities involved in representing cultural knowledge.

The Ambassador pillar encourages students to become artists who build bridges between communities, facilitate dialogue and contribute positively to intercultural understanding.

The Professional

Professional development begins on the first day of the programme.

Students gradually develop reflective practice, self-management, collaboration, entrepreneurship and leadership. Through coaching, portfolio development, feedback and project work they learn to take ownership of their own learning while building the habits required for sustainable artistic careers.

Professionalism within Global Musics combines artistic excellence with ethical responsibility, adaptability, resilience and lifelong learning.

6/ Programme Structure

The Bachelor of Music – Global Musics is a four-year bachelor's programme designed to support students in their artistic, creative and professional development through progressively independent learning. The curriculum is organized around the four educational pillars:

1. The Performer
2. The Maker
3. The Ambassador
4. The Professional

The educational pillars provide a coherent framework for artistic practice, creative exploration, cultural engagement and professional development throughout the programme.

During the 2026-2027 academic year, Global Musics programme comprises Year 1, Year 2, and Year 4. As part of the phased implementation of the renewed curriculum. Year 3 is not offered during this academic year. Year 4 continues under the previous curriculum, allowing students already enrolled in that cohort to complete their studies according to the programme under which they commenced. Students follow the curriculum corresponding to their cohort, ensuring a coherent progression through the programme while maintaining continuity in their learning experience.

The following sections provide an overview of the curriculum, learning objectives and educational components for each year of the programme.

7/ Dual Degree

The Rotterdam Arts & Sciences Lab (RASL) is a collaboration between Codarts Rotterdam, the Willem de Kooning Academy, Erasmus University Rotterdam, and Erasmus University College. In RASL several research and educational projects are realised, including the Dual Degree programme. The Dual Degree is a five-year program with an integrated HBO-WO curriculum (which is innovative in the binary educational system) in which a student obtains two bachelors: one from one of the two Rotterdam art academies and one from Erasmus University.

Both Bachelor programmes are geared to one another in terms of scheduling and content to such an extent that you can complete both studies in five years. After successfully completing the programme, you will receive two diplomas.

At Codarts the Dual Degree is offered in two variants:

One in combination with the International Bachelor of Arts and Culture Studies (IBACS) at Erasmus University and one in combination with the Liberal Arts and Sciences programme at the Erasmus University College (EUC).

The following study programmes within Codarts participate in the Dual Degree programme: Jazz, Pop, Global Musics, and Classical Music. For Global Musics students, the Dual Degree can support broader research into cultural exchange, migration, identity, community practice and the social role of music.

More information about the programme and the admission procedure can be found at [RASL | Where arts meets science](#).

8/ LEARNING AIMS

8.1 Generic Learning Aims and Progression

No	Generic Learning Aim	Year 1: Building foundations	Year 2: Increasing independence
1	Knowledge: Students understand and remember the key concepts, terms and relationships relevant to the module.	Students accurately identify and explain the key concepts, terms and relationships relevant to the module.	Students accurately identify and explain the key concepts, terms and relationships relevant to the module.
2	Skills and Application: Students apply the key concepts, terms and relationships relevant to the module and develop the required technical and practical skills.	Students apply relevant concepts, terms and relationships correctly and demonstrate technical and practical skills at the level expected for Year 1.	Students apply relevant concepts, terms and relationships correctly and demonstrate technical and practical skills at the level expected for Year 2.
3	Integration and Transfer: Students connect learning from different modules and gradually relate it to their professional practice.	Students use fundamental concepts in predefined, structured tasks that connect different modules. Teachers explicitly design the connections and guide students in selecting and applying relevant content.	Students independently identify relevant connections between modules and work with these connections within structured tasks. Students begin to choose and process relevant content themselves within teacher-defined frameworks.
4	Human Dimension: Students develop awareness of the personal, social and cultural implications of their area of study.	Students engage with traditions, practices and cultural codes other than their own as these are introduced through the curriculum.	Students actively and independently seek out and engage with traditions, practices and cultural codes other than their own.
5	Caring and Engagement: Students develop meaningful engagement with the area of study and with the opportunities provided by the programme.	Students demonstrate meaningful participation through consistent attendance, preparation and engagement in class. They provide authentic work, broaden their personal repertoire	Students demonstrate meaningful participation through consistent attendance, preparation and engagement in class. They provide authentic work, broaden their repertoire and routinely use historical, stylistic and cultural context to understand musical

		and engage with material that may not be immediately familiar or recognisable to them.	material and relate it to their own work.
6	Self-Regulation and Sustainability: Students develop the ability to continue learning independently within their area of study.	Students set one clear focus for improvement, drawing on feedback and dialogue with their teacher. They keep track of their learning process and reflect on what supported or hindered their progress.	Students identify challenges, formulate goals and adjust them where necessary. With guidance, they monitor their process, select and refine strategies, and use feedback, peer discussion and structured reflection to improve their approach.

9/First and Second Years

9.1/ Year 1 - Building Foundations

The first year establishes the artistic, creative and professional foundations of the programme. Students begin developing the knowledge, skills and attitudes that will support their artistic journey throughout the Bachelor.

Year 1 introduces the core competencies of contemporary musicianship. Students strengthen technical fluency, develop musicianship, explore creative processes and begin understanding the wider cultural and historical contexts of their chosen musical traditions. Individual lessons, ensemble work, contextual studies, performances and portfolio assignments provide opportunities to integrate learning across artistic and academic domains.

Learning during the first year is characterised by exploration. Students are encouraged to ask questions, experiment, reflect on their artistic development and learn from the diversity of traditions represented within the department. Technical mastery, creativity, cultural understanding and professional responsibility develop simultaneously rather than sequentially.

The first year consists of 60 ECTS distributed across eight interconnected modules that together establish the foundation for the remainder of the programme.

Throughout Year 1 students will:

- strengthen technical and artistic skills on their principal instrument or voice;

- develop ensemble experience and collaborative musicianship;
- explore improvisation, transcription and creative technologies;
- deepen understanding of musical traditions and their cultural contexts;
- develop reflective learning habits through portfolio work;
- participate in artistic projects and public performances;
- begin shaping their own artistic identity within an international learning community.

By the end of Year 1 students have established the foundations necessary to progress towards increasingly independent artistic practice.

9.2/ Development from Year 1 to Year 2

The progression between the first two years is characterised by increasing independence.

In Year 1, learning is mainly structured and guided by teachers. Students establish foundational knowledge and skills, follow clearly designed connections between modules and begin developing awareness of their own learning process.

In Year 2, students take greater responsibility. They begin identifying connections independently, making more conscious artistic and cultural choices, setting and adjusting goals, and selecting strategies to support their development.

9.3/ Year 2 - Deepening Practice and Expanding Perspectives

The second year represents a transition from foundational learning towards increasing artistic independence and professional responsibility. Students continue strengthening technical skills while making increasingly independent artistic decisions. Greater emphasis is placed on interpretation, collaboration, creative experimentation and the relationship between artistic practice and society. Students begin connecting their musical development to professional contexts, community engagement and international artistic networks. Year 2 expands learning beyond the conservatoire.

Community partnerships, collaborative projects and interdisciplinary experiences allow students to explore music as a practice that creates dialogue, strengthens cultural understanding and contributes to society. Artistic excellence is therefore developed alongside ethical awareness, intercultural communication and professional engagement. The second year continues to build upon the four educational pillars while introducing greater complexity and autonomy.

Students refine artistic technique and performance confidence through increasingly demanding ensemble work and project-based learning. Creative practice expands through recording, audio production and responsible engagement with emerging technologies. Contextual understanding develops through deeper exploration of migration, identity, heritage and community partnerships. Professional development broadens towards entrepreneurship, cultural diplomacy, ethics and leadership, preparing students for the increasing independence of Years 3 and 4.

Year 2 consists of 60 ECTS distributed across nine interconnected modules that deepen artistic practice while expanding students' engagement with professional and cultural contexts.

Throughout Year 2 students will:

- refine artistic technique and stylistic confidence;
- strengthen collaborative musicianship across diverse artistic contexts;
- deepen creative practice through recording, production and artistic experimentation;
- engage critically with culture, identity, migration and community;
- develop entrepreneurial, ethical and professional competencies;
- participate in community-based artistic projects;
- prepare for the increasing autonomy and specialisation of Years 3 and 4.

By the end of Year 2 students demonstrate growing artistic maturity, professional awareness and the ability to connect their musical practice with wider cultural and social contexts.

10/Annual Planning

Week no.	Month	Monday	2026-2027	Education weeks	Registered-off weeks 2027	Mandatory days off	Kruisplein open on Sunday	Sunday
34	Aug	Mon 17	scheduled-free week / Summer holiday*; all locations open for rehearsals and exams					Sun 23
35		Mon 24	introduction week 2026-2027 / re-examinations 2025-2026					Sun 30
36		Mon 31	start study year 2026-2027	1				Sun 06
37	Sep	Mon 07	Opening collegejaar	1				Sun 13
38		Mon 14		1				Sun 20
39		Mon 21		1				Sun 27
40		Mon 28		1				Sun 04
41	Oct	Mon 05		1				Sun 11
42		Mon 12	Block 1 Project	1				Sun 18
43		Mon 19	scheduled-free week / Autumn holiday*		1			Sun 25
44		Mon 26	Block 2 Project	1				Sun 01
45	Nov	Mon 02		1				Sun 08
46		Mon 09		1				Sun 15
47		Mon 16		1				Sun 22
48		Mon 23		1				Sun 29
49		Mon 30		1				Sun 06
50	Dec	Mon 07		1				Sun 13
51		Mon 14	Foramtive Assessment week	1				Sun 20
52		Mon 21	scheduled-free week / Christmas holiday*; all locations closed from 21-12	1	1	4?		Sun 27
53		Mon 28	scheduled-free week / Christmas holiday ; all locations closed on 1-1	1	1			Sun 03
1	Jan	Mon 04		1				Sun 10
2		Mon 11		1				Sun 17
3		Mon 18		1				Sun 24
4		Mon 25		1				Sun 31
5	Feb	Mon 01		1				Sun 07
6		Mon 08		1				Sun 14
7		Mon 15	Block 3 Project	1				Sun 21
8		Mon 22	scheduled-free week / Spring holiday*		1			Sun 28
9	Mar	Mon 01		1				Sun 07
10		Mon 08		1				Sun 14
11		Mon 15		1				Sun 21
12		Mon 22	Block 4 Project I Auditions all locations closed on Good Fri	1				Sun 28
13		Mon 29	all locations closed on Easter Monday (29-3)	1				Sun 04
14	Apr	Mon 05		1				Sun 11
15		Mon 12		1				Sun 18
16		Mon 19	Project 5	1				Sun 25
17		Mon 26	scheduled-free week / May holiday* All locations closed in King's Day (27-5)	1	1			Sun 02
18	May	Mon 03	all locations closed on Liberty Day 5-5 and on Ascensid	1		1		Sun 09
19		Mon 10		1				Sun 16
20		Mon 17	all locations closed on Whit Monday (17-5)	1				Sun 23
21		Mon 24		1				Sun 30
22		Mon 31		1				Sun 06
23	Jun	Mon 07		1				Sun 13
24		Mon 14		1				Sun 20
25		Mon 21	Assessment week 1 + Festival	1				Sun 27
26		Mon 28	Assessment week 1 + Festival	1				Sun 04
27	Jul	Mon 05	scheduled-free week*		1			Sun 11
28		Mon 12	no classes / Summer holiday*; all locations closed for students		1			Sun 18
29		Mon 19	no classes / Summer holiday*; all locations closed for students		1			Sun 25
30		Mon 26	no classes / Summer holiday*; all locations closed for students		1			Sun 01
31	Aug	Mon 02	no classes / Summer holiday*; all locations closed for students		1			Sun 08
32		Mon 09	no classes / Summer holiday*; all locations closed for students		1			Sun 15
33		Mon 16	scheduled-free week* / re-examinations '26-'27 / open for rehearsals for e	1				Sun 22
34		Mon 23	introduction week '27-'28 / re-examinations '26-'27	1				Sun 29
35		Mon 30	Start study year 2027-2028					
36	sep	Mon 06	Opening collegejaar					
				40	12	1	0	

* 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

11/ Assessment and Progression

Assessment within the Bachelor of Music – Global Musics supports students in developing as reflective, skilled and professionally aware musicians. Throughout the programme, students demonstrate their progress through assessment forms that are connected to the learning outcomes of each module.

- Depending on the module, assessment may include performances, presentations, portfolios, artistic projects, written assignments, practical examinations and reflective documentation. These assessment forms allow students to demonstrate artistic development, creative growth, contextual understanding and professional competence in different ways.
- Each module is assessed according to the learning outcomes and assessment criteria described in the MyCodarts Education Catalogue. When all requirements of a module have been successfully completed, the corresponding ECTS credits are awarded.
- Progression through the programme is based on the successful completion of the curriculum requirements as described in the Teaching and Examination Regulations. As students move through the programme, they are expected to take increasing responsibility for their artistic development, learning process and professional orientation.
- Detailed information about assessment procedures, examination regulations, resits and progression requirements can be found in the Teaching and Examination Regulations and the MyCodarts Education Catalogue.

12/ Module Descriptions

The Bachelor of Music – Global Musics consists of an integrated curriculum in which all modules contribute to the artistic, creative, contextual and professional development of the student.

- The modules are connected to the educational vision of the programme and support the development of the four educational pillars: The Performer, The Maker, The Ambassador and The Professional. Together, these modules form a coherent learning pathway that prepares students for contemporary artistic practice.
- Throughout the programme, students engage in individual artistic development, ensemble practice, creative skills, contextual studies, theory, professional skills and specialisation. Students specialise in either Maqam and Modal Cultures of the Silk Roads or Caribbean and South American Music / CaSA.
- Detailed module descriptions, including learning outcomes, educational activities, assessment methods, contact hours and ECTS credits, are available in the MyCodarts Education Catalogue.
- The curriculum includes the following module groups:
 - Training & Skills
 - Ensembles
 - Performance & Development
 - Creative Skills
 - Contextual Studies
 - Theory of Music
 - Professional Skills
 - Specialisation
 - Global Business, Global Diplomacy and Community
- Together, these modules support students in developing artistic excellence, creative confidence, intercultural understanding and professional competence.

13/ Curriculum Tables

The curriculum tables provide an overview of the programme structure, including the modules, ECTS distribution and progression within the curriculum.

- They show how the different parts of the programme are organised and how students move through the curriculum from foundational learning towards increasing artistic independence and professional responsibility.
- Students should use the curriculum tables together with the module descriptions and the MyCodarts Education Catalogue to gain a complete understanding of the programme requirements.

12.1/ Global Musics Curriculum at a Glance

The Global Musics Curriculum at a Glance provides a visual overview of the Bachelor of Music – Global Musics curriculum.

- It shows how the modules, educational pillars and specialisations connect throughout the programme. The overview helps students understand how artistic development, creative practice, contextual learning and professional preparation are integrated within the curriculum.
- This visual overview serves as a reference point for students throughout their studies and illustrates the progressive learning journey of the Global Musics programme.

Curricula Table Year 1 and 2 26/27																			
Global Musics	Propedeuse			Global Musics	Main phase 1					total									
	sem 1	sem 2	total		sem 3	sem 4		total											
	ects	ects	ects		ects	time	ects	time	ects										
The Performer				The Performer															
Training and Skills		20	20	Training and Skills			15		15										
Performance and Development		6	6	Performance and Development			7		7										
Ensembles		8	8	Ensembles			8		8										
The Maker				The Maker															
Creative Skills		3	3	Creative Skills			5		5										
The Ambassador Contextual studies				The Ambassador Contextual studies															
Contextual Studies		4	4	Contextual Studies			4		4										
Specialisation		10	10	Specialisation			10		10										
Theory of Music		5	5	Theory of Music			5		5										
The Professional				The Professional															
Professional Skills		4	4	Business and Community	1		1		2										
				Professional Skills			4		4										
Total studypoints per semester		60	60	Total studypoints per semester	1		59		60										

Support Staff Education

- **Jan Kuhr**
Head Global Musics
- **Mutlu Kızılgedik**
Coordinator Silk Roads
- **Marijn van der Linden**
Coordinator CaSA
- **Burcu Ramazanoğlu Stavropoulos**
Education Support Officer
- **Pim ten Have**
Producer
- **Wobbe Kuiper**
Curriculum Design