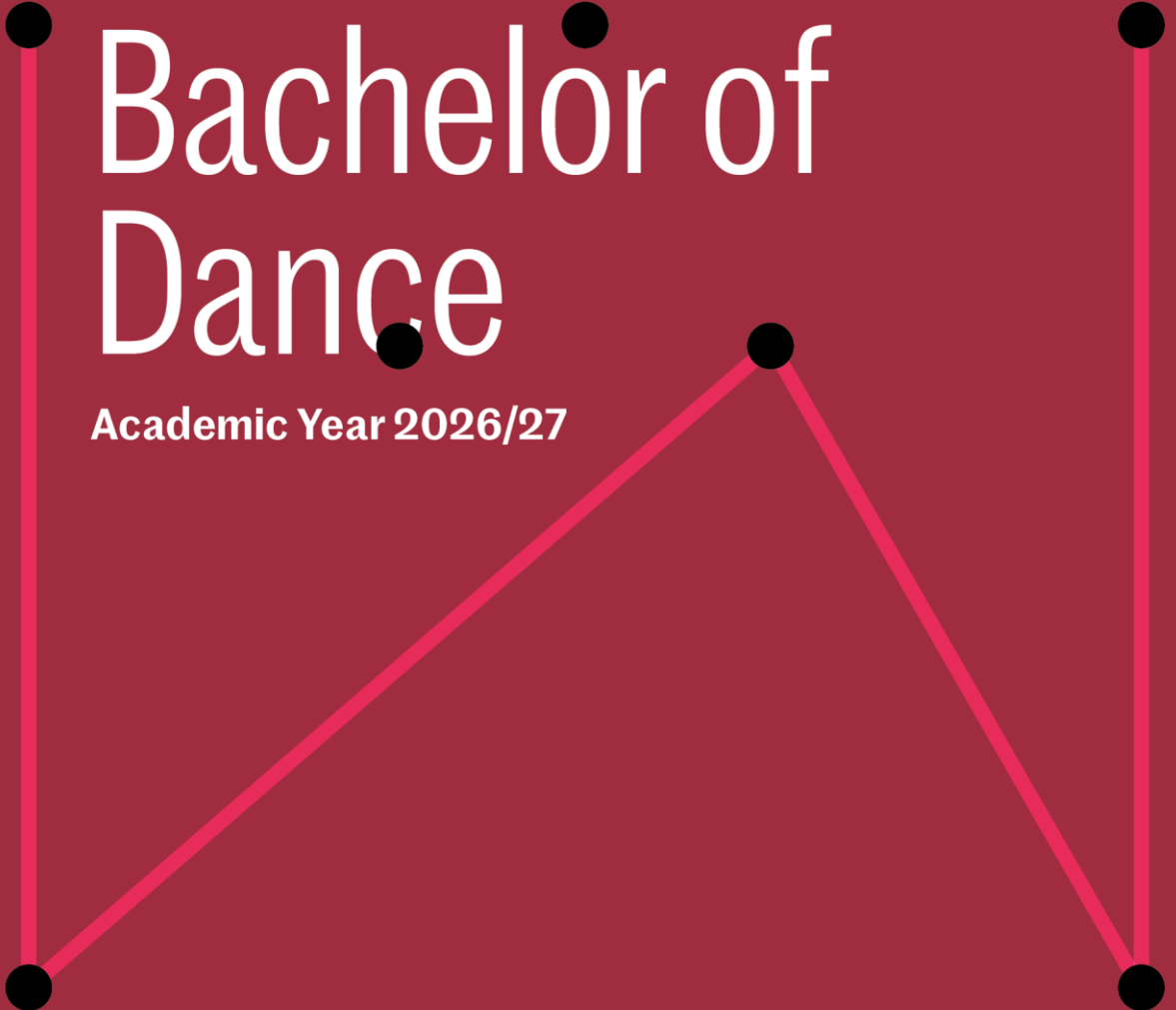


# Curriculum Handbook Bachelor of Dance



Academic Year 2026/27

**Royal  
Conservatoire  
The Hague**

The information contained in this Curriculum Handbook is, errors and omissions excepted, correct at the time of publication, but may be subject to change during the academic year. Therefore, always make sure you are referring to the latest version of this document which can be found on the website and the KC Portal.

## **TABLE OF CONTENTS**

INTRODUCTION.....	3
PROGRAMME OBJECTIVES .....	4
CURRICULUM OVERVIEW .....	6
COURSE DESCRIPTIONS.....	8
<b>MAIN SUBJECTS</b> .....	8
Ballet .....	8
Pointe Technique.....	10
Virtuosic Technique.....	13
Ballet Variation .....	15
Ballet Repertoire .....	16
Partnering.....	17
Modern & Contemporary Dance .....	19
Repertoire & Creation Nederlands Dans Theater (NDT).....	21
Repertoire ‘Dutch School’ .....	23
Improvisation .....	25
<b>PERSONAL PROFESSIONAL PREPARATION</b> .....	27
Study & Career Planning/Graduation Interview .....	27
Creating a Solo .....	33
Dance Now – Discourse.....	36
Dance Now – Portfolio .....	39
Internal/External Internship Report .....	43
Workshops/Masterclasses.....	45
<b>SUPPORTING COURSES</b> .....	47
Health & Wellbeing .....	47
GRADING SCALES .....	50

## INTRODUCTION

### Introduction to the Dance Curriculum

KC Dance is a place where emerging artists develop a strong base, as well as the versatility, curiosity, and resilience required for a career in today's international dance landscape. The programme is grounded in dance education that embraces a dynamic and continuously evolving practice and contemporary dance as a distinct movement language. It prepares students to enter the field of international mixed repertoire companies as resilient, collaborative, creative performers, with a strong sense of artistic identity.

The curriculum brings together classical and contemporary training as integrated practice. Ballet and pointe work are approached as living techniques, supporting alignment, clarity, and range, while virtuosic technique, partnering, and variations develop coordination, dynamics, and duet skills across styles. Contemporary classes and improvisation expand movement possibilities, encouraging adaptability, creativity, collaboration, and responsiveness.

Repertoire plays a central role in the programme. Students engage with a wide spectrum of work, from classical and neo-classical pieces to contemporary repertoire closely connected to Nederlands Dans Theater (NDT) and a diverse range of Dutch and international choreographic voices. Through this, they develop the ability to shift between different artistic languages and perform with precision, nuance, and awareness.

Workshops with leading contemporary choreographers form an essential part of the curriculum, offering direct insight into current creative processes and professional expectations.

Supporting studies include dance history, career planning, solo creation, and the development of an individual study trajectory. Throughout the programme, students are encouraged to take ownership of their development, shape their artistic identity, and prepare for the transition into the professional field. The programme takes a holistic approach to training, recognizing the connection between body and mind through high-level physical conditioning and meditative practices, supporting both performance and wellbeing.

Offered at the Royal Conservatoire, the Faculty of Music and Dance of the University of the Arts The Hague, KC Dance is led by a dedicated artistic and academic team who support students throughout their development. The department is the students' first point of contact for questions about the curriculum, study planning, and assessments, and is there to guide them during the time in the programme.

This Curriculum Handbook aims to provide you with all necessary information related to the curriculum and courses of the Bachelor Dance programme. After the programme objectives and a schematic overview of the curriculum, you will find descriptions of all courses, including learning goals (called 'objectives') and assessment methods and criteria, helping you understand what is expected and how to take ownership of your development as a dancer. We recommend that you read this document, the study guide, the Admissions and Assessment Policies Dance, and the Education and Examination Regulations (EER) carefully. All these documents, including this Curriculum Handbook, can be found on our website as well as the KC Portal.

## PROGRAMME OBJECTIVES

The Royal Conservatoire has taken the seven dance competencies defined by the national Network Dance (2017)<sup>1</sup> as the starting point for the formulation of the programme objectives for its own Bachelor of Dance programme. Each of the seven broad competencies encompasses a cluster of specific capabilities which together make up our programme objectives. For ease of reference, they are numbered 1. (1), 1. (2), 2. (1), 2 (2), etc.

In the course descriptions in this handbook, the ‘programme objectives’ field shows the programme objectives to which that specific course relates. In other words, the course contributes to obtaining the skills and knowledge described in those programme objectives. Various courses can contribute to achieving a particular objective.

DANCE PROGRAMME – LEARNING OUTCOMES	DANCE PROGRAMME – SPECIFIC COMPETENCIES
1. Creative ability: the graduate is able to give meaning to the required repertoire in various styles and genres of dance on the basis of a personal artistic vision.	1. The graduate translates ideas into movement through physical interpretation, association, analysis and a personal artistic vision.
	2. The graduate displays imagination, musicality, technical control, individuality and inventiveness in their performance.
	3. The graduate develops a style of their own.
	4. The graduate links knowledge and practice to develop and deepen the work process.
	5. The graduate has an understanding of the demands of the profession in an international perspective.
2. Craft: the graduate is able to apply expertise and a wide range of (physical) instrumental skills to a professional standard.	1. The graduate possesses suitable physical control and body awareness, demonstrating it through power, flexibility, musicality, stamina and dynamic ability.
	2. The graduate has mastered the international dance vocabulary.
	3. The graduate displays a strong sense of concept, space, time, sound, image, light and other facets.
	4. The graduate has insight into the phases of the creation process and can make an appropriate contribution to them.
	5. In dance practice, the graduate displays knowledge of national and international cultural history, repertoire and developments in the contemporary cultural landscape.
	6. The graduate knows how to maintain a healthy lifestyle.
3. Research and reflective capabilities: through research and reflection, particularly in the studio, the	1. The graduate has gained insight into their talent and potential and reflects on his or her personal development in relation to his or her vision and work.

1

<https://www.vereniginghogescholen.nl/system/profiles/documents/000/000/067/original/dans.bop.2018.pdf?1523949283>

graduate is continuously able to gain knowledge and understanding of how they function as a professional.	2. The graduate continually questions their technical, physical and artistic ability, thus deepening their functioning as a professional.
	3. The graduate continually measures their work and work process against the international demands of the profession.
	4. The graduate assesses their own work and that of others in terms of intentions, artistic value and public perception.
	5. The graduate critically reviews their position in relation to the professional field and the social context.
	6. The graduate assimilates knowledge from various artistic disciplines that is relevant for their development as an artist.
4. Potential for growth and innovation: the graduate is able to absorb new insights, knowledge and skills to develop and deepen their practice and so contribute to the professional field and society.	1. The graduate explores and experiments and uses the findings to further develop their artistic practice.
	2. The graduate is open to ideas and acquires new knowledge, insights and skills to continue developing.
	3. The graduate adopts a constructive approach to diverse professional situations and changing circumstances.
	4. The graduate makes links between cultural and social developments and expressions and uses their findings to contribute to the professional field and society.
5. Entrepreneurial and organisational ability: the graduate is independently able to establish a career in an interdisciplinary and international profession.	1. The graduate identifies opportunities inside and outside the constantly changing work field and exploits them to achieve their ambitions.
	2. The graduate clearly understands their own method of working and potential and can oversee all aspects of the work process and the interaction between the disciplines involved.
	3. The graduate makes relevant contacts for building and maintaining an international network.
	4. The graduate positions themselves in the work field as a performing artist.
	5. The graduate takes the necessary professional measures to be able to work as a dance artist in the long term.
	6. The graduate negotiates with clients and other stakeholders on organisational and other substantive aspects of the profession.
6. Ability to communicate: the graduate is able to communicate effectively in a variety of professional contexts.	1. The graduate communicates effectively in an interdisciplinary, intercultural and international working environment.
	2. The graduate can articulate and physically express their artistic identity, ideas, ambitions and qualities to others within or outside the artistic process.
	3. The graduate actively generates publicity and/or opportunities to work.
	4. The graduate adequately asserts their professional needs and values.

7. Ability to collaborate: the graduate is able, on the basis of their vision, to work constructively with others in the creation of a joint artistic product.	1. The graduate realises their own artistic goals in consultation with others.
	2. The graduate is aware of their own qualities and identity and uses them effectively when working with others.
	3. The graduate acts strategically, flexibly and respectfully with respect to the various roles, responsibilities, interests and qualities involved in (interdisciplinary) collaboration.
	4. The graduate gives and receives feedback in a constructive manner.

## CURRICULUM OVERVIEW

The Bachelor of Dance is a full-time programme worth 240 ECTS (European Credits). Students are entering a two-year Bachelor programme, as exemptions are given for years 1 and 2 (120 ECTS) based on the education and training they have either received in the School for Young Talent Dance programme at the Royal Conservatoire or in Dance academies of an equivalent level elsewhere.

An overview of the Dance department, from Young KC-Dance to School for Young Talent Dance (SVJT) and Bachelor of Dance (HBO):

HBO-4	Bachelor of Dance		
HBO-3	Bachelor of Dance		
Ballet group VIII			VWO 6-SVJT
Ballet group VII		HAVO 5-SVJT	VWO 5-SVJT
Ballet group VI	HAS 4-SVJT	HAVO 4-SVJT	VWO 4-SVJT
Ballet group V	HAS 3-SVJT	HAVO 3-SVJT	VWO 3-SVJT
Ballet group IV	AVO 2-SVJT		
Ballet group III	AVO 1-SVJT		
Ballet group II	Primary school 8-SVJT		
Ballet group I	Primary school 7-SVJT		
Young KC-Dance 2	Primary school 6-external		
Young KC-Dance 1	Primary school 5-external		

An overview of the Bachelor of Dance curriculum:

code	Dance	Year 3	Year 4
	<b>Bachelor of Dance 2026-2027</b>		
<b>KC-DA- Main subjects</b>			
ATC	Ballet	15	15
PTC	Pointes Technique <i>or</i> Virtuositic Technique	3	3
CV	Ballet Variation	2	2
CR	Ballet Repertoire	3	3
PDD	Partnering	3	3
MO	Modern & Contemporary Dance	6	6
NDT	Repertoire & Creation NDT	4	4
RDS	Repertoire 'Dutch school'	3	3
CI	Improvisation	2	2
	<b>Subtotal</b>	<b>41</b>	<b>41</b>
<b>KC-DA- Personal Professional Preparation</b>			
CP	Study & Career Planning/Graduation Interview	4	4
SO	Creating a Solo	1	1
DHA	Dance Now - Discourse	4	0
DHV	Dance Now - Portfolio	0	2
IS	Internal/External Internship Report	0	2
MC	Workshops/Masterclasses	4	4
	<b>Subtotal</b>	<b>13</b>	<b>13</b>
<b>KC-DA- Supporting courses</b>			
HW	Health & Wellbeing	6	6
	<i>Including Pilates, Yoga, Bodyconditioning, Physical training, Injury prevention, Nutrition, Stretching</i>		
	<b>Subtotal</b>	<b>6</b>	<b>6</b>
	<b>Total per year</b>	<b>60</b>	<b>60</b>

*This overview is subject to change as the Royal Conservatoire monitors its curricula on an annual basis.*

## COURSE DESCRIPTIONS

### MAIN SUBJECTS

#### Ballet

<b>Course title</b>	<b>Ballet</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-ATC
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>In this course students participate in daily group classes in ballet. The training focuses on developing technical clarity, pointe work and/or virtuosity, musicality, coordination, and an embodied understanding of phrasing and interpretation. Ballet is approached as a dynamic and evolving practice, integrating a range of influences within the broader framework of the programme.</p> <p>Alongside technical development, there is a strong emphasis on artistry and stylistic awareness.</p> <p>Students in B-IV continue to deepen their practice, working towards a higher level of technical and artistic maturity, with an increased understanding of the demands and nuances of performing in a professional stage environment.</p>
<b>Programme objectives</b>	2. (1, 2, 3, 4, 5) 3. (1, 2, 3) 4. (1, 2, 3) 7. (1, 2, 3, 4)
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- demonstrate technical control, musicality, coordination, and a refined sense of style within ballet, with clarity and accuracy in the application of classical codes and technique, as well as in movement, phrasing, and interpretation;</li> <li>- perform ballet at a high technical and artistic level, and apply this knowledge and skillset to further develop your practice;</li> <li>- possess the technical, artistic, and musical competencies required to achieve artistic goals and carry out assignments within a professional context.</li> </ul>
<b>Credits</b>	15 ECTS
<b>Level</b>	Bachelor
<b>Work form</b>	Group lessons
<b>Literature</b>	
<b>Language</b>	English, Dutch
<b>Scheduling</b>	12 hours per week throughout the academic year
<b>Date, time &amp; venue</b>	See ASIMUT
<b>Teachers</b>	Aki Saito, guest teachers
<b>Contact information</b>	François Petit (f.petit@koncon.nl)
<b>Assessment</b>	This course is assessed using the following assignments. All assignments will have to be passed in order to pass this course.

<b>Assignment</b>	<b>Assignment 1</b>		
<b>Assignment type</b>	Group lesson		
<b>Assignment description</b>	The student performs the elements of ballet in the studio and is assessed by the teacher/guest teacher on the basis of their observations regarding the criteria listed below.		
<b>Assignment planning</b>	Continuous assessment during semester 1		
<b>Assessment criteria</b>	<b>Ballet - Group lesson</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Technical control	<ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>
	2	Physical skill	<ul style="list-style-type: none"> <li>• Physical potential</li> </ul>
	3	Coordination	<ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>
	4	Feel for dance	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>
	5	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul>
	6	Work ethic	<ul style="list-style-type: none"> <li>• Attendance, punctuality, and readiness to work</li> <li>• Commitment, motivation, and engagement</li> <li>• Understanding and application of instructions and corrections</li> <li>• Focus, awareness, and responsiveness</li> <li>• Respectful and professional behaviour</li> <li>• Mutual cooperation</li> </ul>
	7	Progress	<ul style="list-style-type: none"> <li>• Artistic and technical development in bringing together the above elements</li> </ul>
<b>Weighting</b>	50%		
<b>Grading scale</b>	Numeric		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		

Assignment	Assignment 2		
Assignment type	Class material of Ballet in a stage setting		
Assignment description	<p>The assessment takes place in a stage setting and is based on the criteria listed below.</p> <p>Assessors: Ballet is part of the Ballet and Modern &amp; Contemporary Exam in March/April and is assessed by a committee of examiners consisting of teachers and external experts from the national and international professional field.</p> <p>General feedback discussion: Immediately after the exam, the exam and the preceding work process are evaluated in a joint 60 minutes' meeting of all examiners and students.</p>		
Assignment planning	March/April		
Assessment criteria	<b>Ballet - Class material Ballet in a stage setting (Ballet and Modern &amp; Contemporary Exam)</b>		
	<b>Assessment criteria</b>		
	<b>Assessment indicators</b>		
	1	Technical control	<ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>
	2	Physical skill	<ul style="list-style-type: none"> <li>• Physical potential</li> </ul>
	3	Coordination	<ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>
	4	Feel for dance	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>
	5	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul>
6	Performance	<ul style="list-style-type: none"> <li>• Performance control</li> <li>• Bringing together of all the above elements</li> </ul>	
Weighting	50%		
Grading scale	Numeric		
Re-assignment description	Same as assignment(s) above		
Re-assignment planning	In consultation with the department		

### Pointe Technique

Course title	<b>Pointe Technique</b>
Department responsible	Dance
OSIRIS course code	KC-DA-PTC
Type of course	Compulsory course; alternatively, Virtuosity Technique course
Prerequisites	Not applicable
Course content	In this course you develop specific pointe techniques that build on your ballet training. The classes are also preparation for the courses in Ballet Variation and Ballet Repertoire.

	<p>The lessons encompass repertoire and exercises with an emphasis on the relevant aspects of pointe technique, including coordination, virtuosity and presentation. You learn to work constructively with others and to accept feedback and coaching with respect.</p> <p>Students in B-IV continue their development, thus reaching a higher standard as a dancer with a deeper understanding of what working on pointe in a stage setting involves.</p>	
<b>Programme objectives</b>	1. (1, 2, 3, 4) 2. (1, 2, 3, 4, 5) 4. (1, 2, 3, 4) 7. (1, 2, 3, 4)	
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- have mastered the combination of technical control, musicality and sense of style required for the pointe technique;</li> <li>- have mastered the pointe technique for the various assignments in the international dance repertoire;</li> <li>- are able to apply your knowledge, skills and artistry to the vocabulary of the pointework to be performed.</li> </ul>	
<b>Credits</b>	3 ECTS	
<b>Level</b>	Bachelor	
<b>Work form</b>	Group lesson	
<b>Literature</b>		
<b>Language</b>	English, Dutch	
<b>Scheduling</b>	4 hours per week throughout the academic year	
<b>Date, time &amp; venue</b>	See ASIMUT	
<b>Teachers</b>	Esther Protzman, Sabine Chaland	
<b>Contact information</b>	François Petit (f.petit@koncon.nl)	
<b>Assessment</b>	This course is assessed using the following assignments. The assignments need to be passed in order to pass this course.	
<b>Assignment</b>	<b>Assignment 1</b>	
<b>Assignment type</b>	Group lesson	
<b>Assignment description</b>	The student performs the elements in pointe technique in the studio and is assessed by the teacher on the basis of observations in the group lessons regarding the criteria listed below.	
<b>Assignment planning</b>	Continuous assessment during semester 1	
<b>Assessment criteria</b>	<b>Pointe technique/Group lesson</b>	
		<b>Assessment criteria</b>
		<b>Assessment indicators</b>
	1	<p>Technical control</p> <ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>
	2	<p>Physical skill</p> <ul style="list-style-type: none"> <li>• Physical potential</li> </ul>
3	<p>Coordination</p> <ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>	
4	<p>Feel for dance</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>	

	5	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul>																												
	6	Work ethic	<ul style="list-style-type: none"> <li>• Attendance, punctuality, and readiness to work</li> <li>• Commitment, motivation, and engagement</li> <li>• Understanding and application of instructions and corrections</li> <li>• Focus, awareness, and responsiveness</li> <li>• Respectful and professional behaviour</li> <li>• Mutual cooperation</li> </ul>																												
<b>Weighting</b>	50%																														
<b>Grading scale</b>	Numeric																														
<b>Re-assignment description</b>	Same as assignment(s) above																														
<b>Re-assignment planning</b>	In consultation with the department																														
<b>Assignment</b>	<b>Assignment 2</b>																														
<b>Assignment type</b>	Pointe technique in a stage setting																														
<b>Assignment description</b>	<p>Pointe technique is a specific element in the Ballet and Modern &amp; Contemporary Exam.</p> <p>Assessors: Pointe technique is assessed by a committee of examiners consisting of teachers and external experts from the national and international professional field. Feedback about this element can be part of the study progress evaluation interview with the student after the examination period.</p>																														
<b>Assignment planning</b>	March/April																														
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="4"><b>Ballet and Modern &amp; Contemporary Exam - Class material pointe technique in a stage setting</b></th> </tr> <tr> <th colspan="2"><b>Assessment criteria</b></th> <th colspan="2"><b>Assessment indicators</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Technical control</td> <td colspan="2"> <ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul> </td> </tr> <tr> <td>2</td> <td>Physical skill</td> <td colspan="2"> <ul style="list-style-type: none"> <li>• Physical potential</li> </ul> </td> </tr> <tr> <td>3</td> <td>Coordination</td> <td colspan="2"> <ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul> </td> </tr> <tr> <td>4</td> <td>Feel for dance</td> <td colspan="2"> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul> </td> </tr> <tr> <td>5</td> <td>Musicality</td> <td colspan="2"> <ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul> </td> </tr> </tbody> </table>			<b>Ballet and Modern &amp; Contemporary Exam - Class material pointe technique in a stage setting</b>				<b>Assessment criteria</b>		<b>Assessment indicators</b>		1	Technical control	<ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>		2	Physical skill	<ul style="list-style-type: none"> <li>• Physical potential</li> </ul>		3	Coordination	<ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>		4	Feel for dance	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>		5	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul>	
<b>Ballet and Modern &amp; Contemporary Exam - Class material pointe technique in a stage setting</b>																															
<b>Assessment criteria</b>		<b>Assessment indicators</b>																													
1	Technical control	<ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>																													
2	Physical skill	<ul style="list-style-type: none"> <li>• Physical potential</li> </ul>																													
3	Coordination	<ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>																													
4	Feel for dance	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>																													
5	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul>																													
<b>Weighting</b>	50%																														
<b>Grading scale</b>	Numeric																														
<b>Re-assignment description</b>	Same as assignment(s) above																														
<b>Re-assignment planning</b>	In consultation with the department																														

## Virtuosic Technique

<b>Course title</b>	<b>Virtuosic Technique</b>										
<b>Department responsible</b>	Dance										
<b>OSIRIS course code</b>	KC-DA-PTC										
<b>Type of course</b>	Compulsory course; alternatively, Pointe Technique course										
<b>Prerequisites</b>	Not applicable										
<b>Course content</b>	<p>In this course you learn specific dance techniques that build on your ballet training. The classes are also preparation for the courses in Ballet Variation and Ballet Repertoire. The lessons encompass repertoire and exercises in virtuosic technique, with an emphasis on relevant aspects such as batterie, turns and the quality of jumping.</p> <p>You learn to work constructively with others and to accept feedback and coaching with respect.</p> <p>Students in B-IV continue their development, thus reaching a higher standard as a dancer with a deeper understanding of what working in a stage setting involves.</p>										
<b>Programme objectives</b>	1. (1, 2, 3, 4) 2. (1, 2, 3, 4, 5) 4. (1, 2, 3, 4) 7. (1, 2, 3, 4)										
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- demonstrate technical control, musicality, and a refined sense of style within the specific technical demands of the practice;</li> <li>- show insight into your abilities and are able to apply them effectively across different assignments;</li> <li>- apply your knowledge, skills, and artistry to the movement vocabulary of the work performed.</li> </ul>										
<b>Credits</b>	3 ECTS										
<b>Level</b>	Bachelor										
<b>Work form</b>	Group lessons										
<b>Literature</b>											
<b>Language</b>	English, Dutch										
<b>Scheduling</b>	4 hours per week throughout the academic year										
<b>Date, time &amp; venue</b>	See ASIMUT										
<b>Teachers</b>	Victor Swank										
<b>Contact information</b>	François Petit (f.petit@koncon.nl)										
<b>Assessment</b>	This course is assessed using the following assignments. The assignments need to be passed in order to pass this course.										
<b>Assignment</b>	<b>Assignment 1</b>										
<b>Assignment type</b>	Group Lesson										
<b>Assignment description</b>	The student performs the elements of Virtuosic Technique in the studio and is assessed by the teacher on the basis of observation during group lessons regarding the criteria listed below.										
<b>Assignment planning</b>	Continuous assessment during semester 1										
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3">Virtuosic Technique/Group lessons</th> </tr> <tr> <th colspan="2">Assessment criteria</th> <th>Assessment indicators</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Technical control</td> <td> <ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul> </td> </tr> </tbody> </table>		Virtuosic Technique/Group lessons			Assessment criteria		Assessment indicators	1	Technical control	<ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>
Virtuosic Technique/Group lessons											
Assessment criteria		Assessment indicators									
1	Technical control	<ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Extensions/turn-out</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>									

	2	Physical skill	<ul style="list-style-type: none"> <li>Physical potential</li> </ul>																								
	3	Coordination	<ul style="list-style-type: none"> <li>Harmonious use of the body, to facilitate quality of movement</li> </ul>																								
	4	Feel for dance	<ul style="list-style-type: none"> <li>Presentation</li> <li>Artistic interpretation and sense of style</li> <li>Use of space</li> </ul>																								
	5	Musicality	<ul style="list-style-type: none"> <li>Dynamism</li> <li>Sense of rhythm</li> <li>Phrasing</li> </ul>																								
	6	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Focus, awareness, and responsiveness</li> <li>Respectful and professional behaviour</li> <li>Mutual cooperation</li> </ul>																								
<b>Weighting</b>	50%																										
<b>Grading scale</b>	Numeric																										
<b>Re-assignment description</b>	Same as assignment(s) above																										
<b>Re-assignment planning</b>	In consultation with the department																										
<b>Assignment</b>	<b>Assignment 2</b>																										
<b>Assignment type</b>	Class material of Virtuosoic Technique in a stage setting																										
<b>Assignment description</b>	<p>Virtuosoic Technique is a specific element of the Ballet and Modern &amp; Contemporary Exam.</p> <p>Assessors: Virtuosoic Technique is assessed by a committee of examiners consisting of teachers and external experts from the national and international professional field. Feedback about this element can be part of the study progress evaluation interview with the student after the examination period.</p>																										
<b>Assignment planning</b>	March/April																										
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="4"><b>Ballet and Modern &amp; Contemporary Exam - Class material Virtuosoic Technique in a stage setting</b></th> </tr> <tr> <th colspan="2"><b>Assessment criteria</b></th> <th colspan="2"><b>Assessment indicators</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Technical control</td> <td colspan="2"> <ul style="list-style-type: none"> <li>Placement and accuracy</li> <li>Weight transfer and stability</li> <li>Use of jump technique</li> <li>Strength</li> <li>Virtuosity</li> <li>Use and control of physical abilities</li> </ul> </td> </tr> <tr> <td>2</td> <td>Physical skill</td> <td colspan="2"> <ul style="list-style-type: none"> <li>Physical potential</li> </ul> </td> </tr> <tr> <td>3</td> <td>Coordination</td> <td colspan="2"> <ul style="list-style-type: none"> <li>Harmonious use of the body, to facilitate quality of movement</li> </ul> </td> </tr> <tr> <td>4</td> <td>Feel for dance</td> <td colspan="2"> <ul style="list-style-type: none"> <li>Presentation</li> <li>Artistic interpretation and sense of style</li> </ul> </td> </tr> </tbody> </table>			<b>Ballet and Modern &amp; Contemporary Exam - Class material Virtuosoic Technique in a stage setting</b>				<b>Assessment criteria</b>		<b>Assessment indicators</b>		1	Technical control	<ul style="list-style-type: none"> <li>Placement and accuracy</li> <li>Weight transfer and stability</li> <li>Use of jump technique</li> <li>Strength</li> <li>Virtuosity</li> <li>Use and control of physical abilities</li> </ul>		2	Physical skill	<ul style="list-style-type: none"> <li>Physical potential</li> </ul>		3	Coordination	<ul style="list-style-type: none"> <li>Harmonious use of the body, to facilitate quality of movement</li> </ul>		4	Feel for dance	<ul style="list-style-type: none"> <li>Presentation</li> <li>Artistic interpretation and sense of style</li> </ul>	
<b>Ballet and Modern &amp; Contemporary Exam - Class material Virtuosoic Technique in a stage setting</b>																											
<b>Assessment criteria</b>		<b>Assessment indicators</b>																									
1	Technical control	<ul style="list-style-type: none"> <li>Placement and accuracy</li> <li>Weight transfer and stability</li> <li>Use of jump technique</li> <li>Strength</li> <li>Virtuosity</li> <li>Use and control of physical abilities</li> </ul>																									
2	Physical skill	<ul style="list-style-type: none"> <li>Physical potential</li> </ul>																									
3	Coordination	<ul style="list-style-type: none"> <li>Harmonious use of the body, to facilitate quality of movement</li> </ul>																									
4	Feel for dance	<ul style="list-style-type: none"> <li>Presentation</li> <li>Artistic interpretation and sense of style</li> </ul>																									

			<ul style="list-style-type: none"> <li>• Use of space</li> </ul>
	5	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul>
<b>Weighting</b>	50%		
<b>Grading scale</b>	Numeric		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		

### Ballet Variation

<b>Course title</b>	<b>Ballet Variation</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-CV
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>With lessons and individual coaching in the performance of Ballet Variations you build on the course in Ballet. You learn the variation in a group lesson and receive individual coaching. The lessons cover technique, musicality, phrasing, dynamics, expression, virtuosity and presentation and how to combine them. You learn to work constructively with others and to accept feedback and coaching with respect.</p> <p>Students in B-IV continue their development, thus reaching a higher standard as a dancer with a deeper understanding of what working in a stage setting involves.</p>
<b>Programme objectives</b>	1. (1, 2, 3, 4) 2. (1, 2, 3, 4, 5), 4. (1, 2, 3, 4) 7. (1, 2, 3, 4)
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- possess the coordination to perform a classical/neo-classical variation in an appropriate musical, technical, expressive and virtuoso style;</li> <li>- are able to adapt your personality and artistic presentation to the different styles of classical/neo-classical variations in the international dance repertoire;</li> <li>- are able to apply your knowledge, skills and artistry to the chosen variation.</li> </ul>
<b>Credits</b>	2 ECTS
<b>Level</b>	Bachelor
<b>Work form</b>	Group lesson and individual coaching
<b>Literature</b>	
<b>Language</b>	English, Dutch
<b>Scheduling</b>	2 hours per week throughout the academic year
<b>Date, time &amp; venue</b>	See ASIMUT
<b>Teachers</b>	Esther Protzman, Aki Saito
<b>Contact information</b>	François Petit (f.petit@koncon.nl)
<b>Assessment</b>	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.

<b>Assignment</b>	<b>Assignment 1</b>		
<b>Assignment type</b>	Presentation Ballet Variation in a stage setting		
<b>Assignment description</b>	Ballet Variation is a specific element of the Ballet and Modern & Contemporary Exam. Assessors: Ballet Variation is assessed by a committee of examiners consisting of teachers and external experts from the national and international professional field. Feedback about this element can be part of the study progress evaluation interview with the student after the examination period.		
<b>Assignment planning</b>	March/April		
<b>Assessment criteria</b>	<b>Ballet and Modern &amp; Contemporary Exam - Presentation Ballet Variation material in a stage setting</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Technical control	<ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Use of jump technique</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>
	2	Coordination	<ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>
	3	Feel for dance	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>
4	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul>	
<b>Weighting</b>	100%		
<b>Grading scale</b>	Numeric		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		

### Ballet Repertoire

<b>Course title</b>	<a href="#">Ballet Repertoire</a>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-CR
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	In this course you study solo roles, group dances, corps de ballet work and pas de deux/ partnering from the existing classical/neo-classical ballet repertoire to build on the lessons in the Ballet course. You learn to work with others in a group process and acquire an understanding of different styles in the repertoire. These lessons bring together and apply the technical skills you have learned in the ballet classes and courses in partnering, pointe technique, virtuosic technique and variations. The classes in existing repertoire provide an opportunity to assess the quality of your dancing in relation to the standard required to perform the ballet

	repertoire. The selected works are representative of the repertoire of international professional companies.																			
<b>Programme objectives</b>	1. (1, 2, 3, 4) 2. (1, 2, 3, 4, 5) 4. (1, 2, 3, 4) 7. (1, 2, 3, 4)																			
<b>Course objectives</b>	At the end of this course, you: - have studied to collaborate constructively with others - have studied to apply your knowledge, skills and artistry to the chosen repertoire; - have studied to accept feedback and coaching with respect.																			
<b>Credits</b>	3 ECTS																			
<b>Level</b>	Bachelor																			
<b>Work form</b>	Group lesson																			
<b>Literature</b>																				
<b>Language</b>	English, Dutch																			
<b>Scheduling</b>	3 hours per week throughout the academic year																			
<b>Date, time &amp; venue</b>	See ASIMUT																			
<b>Teachers</b>	Esther Protzman, Aki Saito, guest teachers																			
<b>Contact information</b>	François Petit (f.petit@koncon.nl)																			
<b>Assessment</b>	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.																			
<b>Assignment</b>	<b>Assignment 1</b>																			
<b>Assignment type</b>	Active participation																			
<b>Assignment description</b>	You will be assessed on your participation, using the following criteria. Continuous assessment with feedback during the lessons.																			
<b>Assignment planning</b>	Continuous assessment during semester 1 and 2																			
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3">Ballet repertoire</th> </tr> <tr> <th></th> <th>Assessment criteria</th> <th>Assessment indicators</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Work ethic</td> <td> <ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul> </td> </tr> <tr> <td>2</td> <td>Focus / openness</td> <td> <ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul> </td> </tr> <tr> <td>3</td> <td>Cooperation / communication</td> <td> <ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul> </td> </tr> <tr> <td>4</td> <td>Receptiveness to feedback / progression</td> <td> <ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul> </td> </tr> </tbody> </table>		Ballet repertoire				Assessment criteria	Assessment indicators	1	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul>	2	Focus / openness	<ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul>	3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul>	4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul>
Ballet repertoire																				
	Assessment criteria	Assessment indicators																		
1	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul>																		
2	Focus / openness	<ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul>																		
3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul>																		
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul>																		
<b>Weighting</b>	100%																			
<b>Grading scale</b>	Participation sufficient/insufficient																			
<b>Re-assignment description</b>	In consultation with the department																			
<b>Re-assignment planning</b>	In consultation with the department																			

## Partnering

<b>Course title</b>	Partnering
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-PDD

<b>Type of course</b>	Compulsory course																			
<b>Prerequisites</b>	Not applicable																			
<b>Course content</b>	This course involves group lessons in partnering. During the lessons you learn the principles of partnering in the classical and neo-classical ballet idiom to build on the lessons in the Ballet course. You learn the various roles in dance partnering by studying examples from the existing repertoire and through exercises. You learn to make connections between the lessons in repertoire and variations and to work on the interaction, the style and the character of the pas de deux repertoire.																			
<b>Programme objectives</b>	1. (1, 2, 3, 4) 2. (1, 2, 3, 4, 5) 4. (1, 2, 3, 4) 7. (1, 2, 3, 4)																			
<b>Course objectives</b>	At the end of this course, you: - have studied to collaborate constructively with others; - have studied to apply your knowledge, skills and artistry to the chosen pas de deux repertoire; - have studied to accept feedback and coaching with respect.																			
<b>Credits</b>	3 ECTS																			
<b>Level</b>	Bachelor																			
<b>Work form</b>	Group lesson																			
<b>Literature</b>																				
<b>Language</b>	English, Dutch																			
<b>Scheduling</b>	3 hours per week throughout the academic year																			
<b>Date, time &amp; venue</b>	See ASIMUT																			
<b>Teachers</b>	Esther Protzman, guest teachers																			
<b>Contact information</b>	François Petit (f.petit@koncon.nl)																			
<b>Assessment</b>	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.																			
<b>Assignment</b>	<b>Assignment 1</b>																			
<b>Assignment type</b>	Active participation																			
<b>Assignment description</b>	You will be assessed on your participation, using the following criteria. Continuous assessment with feedback during the lessons.																			
<b>Assignment planning</b>	Continuous assessment during semester 1 and 2																			
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3">Partnering</th> </tr> <tr> <th colspan="2">Assessment criteria</th> <th>Assessment indicators</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Work ethic</td> <td> <ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul> </td> </tr> <tr> <td>2</td> <td>Focus / openess</td> <td> <ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul> </td> </tr> <tr> <td>3</td> <td>Cooperation / communication</td> <td> <ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul> </td> </tr> <tr> <td>4</td> <td>Receptiveness to feedback / progression</td> <td> <ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul> </td> </tr> </tbody> </table>		Partnering			Assessment criteria		Assessment indicators	1	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul>	2	Focus / openess	<ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul>	3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul>	4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul>
Partnering																				
Assessment criteria		Assessment indicators																		
1	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul>																		
2	Focus / openess	<ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul>																		
3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul>																		
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul>																		
<b>Weighting</b>	100%																			
<b>Grading scale</b>	Participation sufficient/insufficient																			
<b>Re-assignment description</b>	In consultation with the department																			

<b>Re-assignment planning</b>	In consultation with the department
-------------------------------	-------------------------------------

## Modern & Contemporary Dance

<b>Course title</b>	<b>Modern &amp; Contemporary Dance</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-MO
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>There are two parts to this course:</p> <p><b>1. Group lesson in modern and contemporary dance</b>  You have lessons in modern and contemporary dance techniques, such as the Martha Graham technique and/or the teacher/choreographer's personal signature and are introduced to a diversity of styles. The lessons focus on developing technical control, personality, interpretation, coordination, expressiveness, feel for dance and musicality.</p> <p><b>2. Repertoire</b>  You work on repertoire from different choreographers during the whole year. Through the process you learn to understand style, approach, dynamics, phrasing and concepts. Part of the repertoire studied is further developed into performances and presentations within projects such as ChoreoComp, the Winter Project, the End-of-Year Performances, and the collaborative project with NDT.</p> <p>You have group lessons and receive individual coaching and feedback from a repetiteur/choreographer who is familiar with the repertoire.</p> <p>Students in B-IV continue their development, thus reaching a higher standard as a dancer with a deeper understanding of what working in a stage setting involves.</p>
<b>Programme objectives</b>	1. (1, 2, 3, 4) 2. (1, 2, 3, 4, 5) 4. (1, 2, 3, 4) 5. (3) 6. (1, 2, 3) 7. (1, 2, 3, 4)
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- have mastered modern and contemporary dance techniques and are able to translate them to the various assignments of modern and contemporary dance vocabulary and repertoire;</li> <li>- are capable of researching and reflecting on movement, particularly while working in the studio;</li> <li>- are able to apply new insights, knowledge and skills in developing your own interpretation;</li> <li>- are disciplined and capable of managing your own work process in the studio and reflecting on the working methods in the international professional field;</li> <li>- are able to collaborate and communicate well with others in putting artistic ideas and objectives into practice during the work process;</li> <li>- are able to collaborate constructively with others and to accept feedback and coaching with respect.</li> </ul>
<b>Credits</b>	6 ECTS
<b>Level</b>	Bachelor
<b>Work form</b>	Group lessons and individual coaching

<b>Literature</b>																									
<b>Language</b>	English, Dutch																								
<b>Scheduling</b>	5 hours per week throughout the academic year																								
<b>Date, time &amp; venue</b>	See ASIMUT																								
<b>Teachers</b>	Mario Camacho, Isabelle Chaffaud, Jerome Meyer and guest teachers																								
<b>Contact information</b>	François Petit (f.petit@koncon.nl)																								
<b>Assessment</b>	This course is assessed using the following assignments. The assignments need to be passed in order to pass this course.																								
<b>Assignment</b>	<b>Assignment 1</b>																								
<b>Assignment type</b>	Active participation																								
<b>Assignment description</b>	The student performs the elements of Modern & Contemporary Dance in the studio and is assessed by the teacher/guest teacher on the basis of their observations regarding the criteria below.																								
<b>Assignment planning</b>	Continuous assessment during semester 1																								
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3"><b>Ballet and Modern &amp; Contemporary Exam - Group Lesson</b></th> </tr> <tr> <th colspan="2"><b>Assessment criteria</b></th> <th><b>Assessment indicators</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Technical control</td> <td> <ul style="list-style-type: none"> <li>• Placement</li> <li>• Weight transfer and stability</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Quality of bringing above elements together</li> </ul> </td> </tr> <tr> <td>2</td> <td>Physical skills</td> <td> <ul style="list-style-type: none"> <li>• Physical potential</li> <li>• Use and control of physical abilities</li> </ul> </td> </tr> <tr> <td>3</td> <td>Coordination</td> <td> <ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul> </td> </tr> <tr> <td>4</td> <td>Feel for dance</td> <td> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul> </td> </tr> <tr> <td>5</td> <td>Musicality</td> <td> <ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Musical phrasing</li> <li>• Musical interpretation</li> </ul> </td> </tr> <tr> <td>6</td> <td>Work ethic</td> <td> <ul style="list-style-type: none"> <li>• Attendance, punctuality, and readiness to work</li> <li>• Commitment, motivation, and engagement</li> <li>• Understanding and application of instructions and corrections</li> <li>• Respectful and professional behaviour</li> </ul> </td> </tr> </tbody> </table>	<b>Ballet and Modern &amp; Contemporary Exam - Group Lesson</b>			<b>Assessment criteria</b>		<b>Assessment indicators</b>	1	Technical control	<ul style="list-style-type: none"> <li>• Placement</li> <li>• Weight transfer and stability</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Quality of bringing above elements together</li> </ul>	2	Physical skills	<ul style="list-style-type: none"> <li>• Physical potential</li> <li>• Use and control of physical abilities</li> </ul>	3	Coordination	<ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>	4	Feel for dance	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>	5	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Musical phrasing</li> <li>• Musical interpretation</li> </ul>	6	Work ethic	<ul style="list-style-type: none"> <li>• Attendance, punctuality, and readiness to work</li> <li>• Commitment, motivation, and engagement</li> <li>• Understanding and application of instructions and corrections</li> <li>• Respectful and professional behaviour</li> </ul>
<b>Ballet and Modern &amp; Contemporary Exam - Group Lesson</b>																									
<b>Assessment criteria</b>		<b>Assessment indicators</b>																							
1	Technical control	<ul style="list-style-type: none"> <li>• Placement</li> <li>• Weight transfer and stability</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Quality of bringing above elements together</li> </ul>																							
2	Physical skills	<ul style="list-style-type: none"> <li>• Physical potential</li> <li>• Use and control of physical abilities</li> </ul>																							
3	Coordination	<ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>																							
4	Feel for dance	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>																							
5	Musicality	<ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Musical phrasing</li> <li>• Musical interpretation</li> </ul>																							
6	Work ethic	<ul style="list-style-type: none"> <li>• Attendance, punctuality, and readiness to work</li> <li>• Commitment, motivation, and engagement</li> <li>• Understanding and application of instructions and corrections</li> <li>• Respectful and professional behaviour</li> </ul>																							
<b>Weighting</b>	50%																								
<b>Grading scale</b>	Numeric																								
<b>Re-assignment description</b>	Same as assignment(s) above																								
<b>Re-assignment planning</b>	In consultation with the department																								

<b>Assignment</b>	<b>Assignment 2</b>	
<b>Assignment type</b>	Learning a new choreography	
<b>Assignment description</b>	Group lesson as part of the Ballet and Modern & Contemporary Exam, in which students learn and perform a fragment of choreography. Assessors: the Ballet and Modern & Contemporary Exam is assessed by a committee of examiners consisting of teachers and external experts from the national and international professional field. Feedback about this element can be part of the study progress evaluation interview with the student after the examination period.	
<b>Assignment planning</b>	March/April	
<b>Assessment criteria</b>	<b>Ballet and Modern &amp; Contemporary Exam - Modern Repertoire</b>	
	<b>Assessment criteria</b>	
	<b>Assessment indicators</b>	
	1	Technical control <ul style="list-style-type: none"> <li>• Placement and accuracy</li> <li>• Weight transfer and stability</li> <li>• Use of jump technique</li> <li>• Strength</li> <li>• Virtuosity</li> <li>• Use and control of physical abilities</li> </ul>
	2	Coordination <ul style="list-style-type: none"> <li>• Harmonious use of the body, to facilitate quality of movement</li> </ul>
3	Feel for dance <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Artistic interpretation and sense of style</li> <li>• Use of space</li> </ul>	
4	Musicality <ul style="list-style-type: none"> <li>• Dynamism</li> <li>• Sense of rhythm</li> <li>• Phrasing</li> </ul>	
<b>Weighting</b>	50%	
<b>Grading scale</b>	Numeric	
<b>Re-assignment description</b>	Same as assignment(s) above	
<b>Re-assignment planning</b>	In consultation with the department	

### Repertoire & Creation Nederlands Dans Theater (NDT)

<b>Course title</b>	<b>Repertoire &amp; Creation Nederlands Dans Theater (NDT)</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-NDT
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	This course builds on the Modern & Contemporary Dance course by introducing the repertoire and creative work principles of Nederlands Dans Theater (NDT) through group lessons. Working directly with NDT choreographers and répétiteurs, you engage with excerpts from the company's repertoire and gain insight into their creative processes. The course develops the ability to actively contribute to creative processes, while refining analytical skills and the capacity to perform with clarity, precision, and artistic quality.
<b>Programme objectives</b>	1. (1, 2, 3, 4, 5) 2. (1, 2, 3, 4, 5) 3. (1, 4) 4. (1, 2, 3) 5. (3) 7. (1, 2, 3, 4)

<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- have studied to collaborate constructively and creatively with others;</li> <li>- have studied to apply your knowledge, skills and artistry to the chosen NDT repertoire;</li> <li>- are able to accept feedback and use it to perform designated NDT repertoire correctly;</li> <li>- can embody an excerpt of NDT repertoire and engage constructively with professional artists, demonstrating informed, well-prepared interaction;</li> <li>- have expanded your dance vocabulary, deepened your understanding and of the specific repertoire and creation processes;</li> <li>- have gained understanding of the movement language of the choreographer.</li> </ul>		
<b>Credits</b>	4 ECTS		
<b>Level</b>	Bachelor		
<b>Work form</b>	Group lessons		
<b>Literature</b>			
<b>Language</b>	English, Dutch		
<b>Scheduling</b>	approx. 2-3 times per study year; a 2–4-week intensive period		
<b>Date, time &amp; venue</b>	See ASIMUT		
<b>Teachers</b>	Guest teachers		
<b>Contact information</b>	François Petit (f.petit@koncon.nl)		
<b>Assessment</b>	This course is assessed using the following assignments. The assignments need to be passed in order to pass this course.		
<b>Assignment</b>	<b>Assignment 1</b>		
<b>Assignment type</b>	Active participation 1		
<b>Assignment description</b>	<p>The student performs the elements of Repertoire &amp; Creation Nederlands Dans Theater (NDT) in the studio and is assessed by the teacher/guest teacher based on their observations regarding the criteria below. During the first intensive period of the academic year, there is a strong focus on learning and presenting NDT repertoire. You will be assessed on your participation, using the following criteria. Continuous assessment with feedback will take place throughout the lessons.</p>		
<b>Assignment planning</b>	Continuous assessment during semester 1		
<b>Assessment criteria</b>	<b>Repertoire &amp; Creation Nederlands Dans Theater (NDT)</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Work ethic	<ul style="list-style-type: none"> <li>• Attendance, punctuality, and readiness to work</li> <li>• Commitment, motivation, and engagement</li> <li>• Understanding and application of instructions and corrections</li> <li>• Respectful and professional behaviour</li> </ul>
	2	Focus / openness	<ul style="list-style-type: none"> <li>• Openness to new approaches and sustained focus in practice</li> </ul>
	3	Cooperation / communication	<ul style="list-style-type: none"> <li>• Ability to collaborate and share material with colleagues</li> </ul>
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>• Willingness to receive feedback and to apply it</li> </ul>	

<b>Weighting</b>	50%	
<b>Grading scale</b>	Participation sufficient/insufficient	
<b>Re-assignment description</b>	In consultation with the department	
<b>Re-assignment planning</b>	In consultation with the department	
<b>Assignment</b>	<b>Assignment 2</b>	
<b>Assignment type</b>	Active participation 2	
<b>Assignment description</b>	<p>The student performs the elements of Repertoire &amp; Creation Nederlands Dans Theater (NDT) in the studio and is assessed by the teacher/guest teacher based on their observations regarding the criteria below.</p> <p>During the second intensive period of the academic year, the focus shifts towards creation, with an emphasis on developing and performing newly created material.</p> <p>You will be assessed on your participation, using the following criteria. Continuous assessment with feedback will take place throughout the lessons.</p>	
<b>Assignment planning</b>	Continuous assessment during semester 2	
<b>Assessment criteria</b>	<b>Repertoire &amp; Creation Nederlands Dans Theater (NDT)</b>	
	<b>Assessment criteria</b>	
	1	<p>Work ethic</p> <ul style="list-style-type: none"> <li>• Attendance, punctuality, and readiness to work</li> <li>• Commitment, motivation, and engagement</li> <li>• Understanding and application of instructions and corrections</li> <li>• Respectful and professional behaviour</li> </ul>
	2	<p>Focus / openness</p> <ul style="list-style-type: none"> <li>• Openness to new approaches and sustained focus in practice</li> </ul>
	3	<p>Cooperation / communication</p> <ul style="list-style-type: none"> <li>• Ability to collaborate and share material with colleagues</li> </ul>
4	<p>Receptiveness to feedback / progression</p> <ul style="list-style-type: none"> <li>• Willingness to receive feedback and to apply it</li> </ul>	
<b>Weighting</b>	50%	
<b>Grading scale</b>	Participation sufficient/insufficient	
<b>Re-assignment description</b>	In consultation with the department	
<b>Re-assignment planning</b>	In consultation with the department	

### Repertoire 'Dutch School'

<b>Course title</b>	<b>Repertoire 'Dutch School'</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-RDS
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>This course consists of group lessons focused on the repertoire of the Dutch School. The work draws from a lineage that has shaped Dutch dance history, while also engaging with recent Dutch choreographic voices. It is characterised by clarity, musicality, spatial awareness, and precision, where complexity is often articulated through simplicity.</p> <p>Through this repertoire, students engage with distinct performance qualities and underlying artistic principles. The course develops the ability</p>

	to contribute to creative processes, while performing with clarity, accuracy, and a refined sense of presence.																			
<b>Programme objectives</b>	1. (1, 2, 3, 4, 5) 2. (1, 2, 3, 4, 5) 3. (1, 4) 4. (1, 2, 3) 7. (1, 2, 3, 4)																			
<b>Course objectives</b>	At the end of this course, you: - have studied to collaborate constructively with others; - have studied to apply your knowledge, skills and artistry to the chosen Dutch school repertoire; - are able to accept feedback and use it to perform designated Dutch school repertoire correctly.																			
<b>Credits</b>	3 ECTS																			
<b>Level</b>	Bachelor																			
<b>Work form</b>	Group lessons																			
<b>Literature</b>																				
<b>Language</b>	English, Dutch																			
<b>Scheduling</b>	2.5 hours per week throughout the academic year																			
<b>Date, time &amp; venue</b>	See ASIMUT																			
<b>Teachers</b>	Mariëtte Redel, guest teachers																			
<b>Contact information</b>	François Petit (f.petit@koncon.nl)																			
<b>Assessment</b>	This course is assessed using the following assignments. The assignments need to be passed in order to pass this course.																			
<b>Assignment</b>	<b>Assignment 1</b>																			
<b>Assignment type</b>	Active participation 1																			
<b>Assignment description</b>	You will be assessed on your participation, using the following criteria. Continuous assessment with feedback during the lessons.																			
<b>Assignment planning</b>	Continuous assessment during semester 1																			
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3">Repertoire 'Dutch school'</th> </tr> <tr> <th></th> <th>Assessment criteria</th> <th>Assessment indicators</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Work ethic</td> <td> <ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul> </td> </tr> <tr> <td>2</td> <td>Focus / openness</td> <td> <ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul> </td> </tr> <tr> <td>3</td> <td>Cooperation / communication</td> <td> <ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul> </td> </tr> <tr> <td>4</td> <td>Receptiveness to feedback / progression</td> <td> <ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul> </td> </tr> </tbody> </table>		Repertoire 'Dutch school'				Assessment criteria	Assessment indicators	1	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul>	2	Focus / openness	<ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul>	3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul>	4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul>
Repertoire 'Dutch school'																				
	Assessment criteria	Assessment indicators																		
1	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul>																		
2	Focus / openness	<ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul>																		
3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> </ul>																		
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> </ul>																		
<b>Weighting</b>	50%																			
<b>Grading scale</b>	Participation sufficient/insufficient																			
<b>Re-assignment description</b>	In consultation with the department																			
<b>Re-assignment planning</b>	In consultation with the department																			
<b>Assignment</b>	<b>Assignment 2</b>																			
<b>Assignment type</b>	Active participation 2																			
<b>Assignment description</b>	You will be assessed on your participation, using the following criteria. Continuous assessment with feedback during the lessons.																			
<b>Assignment planning</b>	Continuous assessment during semester 2																			

Assessment criteria	Repertoire 'Dutch school'		
	Assessment criteria		Assessment indicators
	1	Work ethic	<ul style="list-style-type: none"> <li>• Attendance, punctuality, and readiness to work</li> <li>• Commitment, motivation, and engagement</li> <li>• Understanding and application of instructions and corrections</li> <li>• Respectful and professional behaviour</li> </ul>
	2	Focus / openness	<ul style="list-style-type: none"> <li>• Openness to new approaches and sustained focus in practice</li> </ul>
	3	Cooperation / communication	<ul style="list-style-type: none"> <li>• Ability to collaborate and share material with colleagues</li> </ul>
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>• Willingness to receive feedback and to apply it</li> </ul>	
<b>Weighting</b>	50%		
<b>Grading scale</b>	Participation sufficient/insufficient		
<b>Re-assignment description</b>	In consultation with the department		
<b>Re-assignment planning</b>	In consultation with the department		

### Improvisation

<b>Course title</b>	<b>Improvisation</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-CI
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>This course develops your creativity, imagination, and individual artistic voice. Through group studio sessions, you explore how to apply your personal qualities and skills within different creative processes and projects, while developing strength, flexibility, technical ability, musicality, stamina, dynamics, and performative presence.</p> <p>You are introduced to a range of improvisation approaches, such as structured improvisation, contact improvisation, release-based work, and improvisation through tasks and creative prompts. Working in the studio, you learn to research, experiment with, and reflect on movement, translating ideas and artistic intentions into movement material that demonstrates imagination, individuality, and inventiveness.</p> <p>The course also develops your spatial awareness, responsiveness, decision-making, and collaborative skills within creative processes and performance situations, including auditions and in-class presentations.</p>
<b>Programme objectives</b>	1. (1, 2, 3, 4, 5) 2. (1, 2, 3, 4, 5) 3. (1, 2, 4) 4. (1, 2, 3) 5. (2, 4, 5) 6. (2, 4) 7. (1, 2, 3, 4)
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- are disciplined and capable of managing your own work process in carrying out assignments in the studio;</li> <li>- are capable of clearly articulating artistic ideas, work processes and ambitions to others;</li> </ul>

	- are able to pursue your artistic goals in consultation with others and are open to feedback but are also willing to provide feedback by observing others and by sharing ideas within the group and with coaches.																			
<b>Credits</b>	2 ECTS																			
<b>Level</b>	Bachelor																			
<b>Work form</b>	Group lessons																			
<b>Literature</b>																				
<b>Language</b>	English, Dutch																			
<b>Scheduling</b>	Several sessions of 2 hours per academic year																			
<b>Date, time &amp; venue</b>	See ASIMUT																			
<b>Teachers</b>	Jerome Meyer, Isabelle Chaffaud and guest teachers																			
<b>Contact information</b>	François Petit (f.petit@koncon.nl)																			
<b>Assessment</b>	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.																			
<b>Assignment</b>	<b>Assignment 1</b>																			
<b>Assignment type</b>	Active participation																			
<b>Assignment description</b>	You will be assessed on your participation, using the following criteria. Continuous assessment with feedback during the lessons.																			
<b>Assignment planning</b>	Continuous assessment during semester 1 and 2																			
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3"><b>Improvisation</b></th> </tr> <tr> <th colspan="2"><b>Assessment criteria</b></th> <th><b>Assessment indicators</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Work ethic</td> <td> <ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul> </td> </tr> <tr> <td>2</td> <td>Focus / openness</td> <td> <ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul> </td> </tr> <tr> <td>3</td> <td>Cooperation / communication</td> <td> <ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> <li>Articulation of artistic ideas</li> </ul> </td> </tr> <tr> <td>4</td> <td>Receptiveness to feedback / progression</td> <td> <ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> <li>Ability to provide constructive feedback</li> </ul> </td> </tr> </tbody> </table>		<b>Improvisation</b>			<b>Assessment criteria</b>		<b>Assessment indicators</b>	1	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul>	2	Focus / openness	<ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul>	3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> <li>Articulation of artistic ideas</li> </ul>	4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> <li>Ability to provide constructive feedback</li> </ul>
<b>Improvisation</b>																				
<b>Assessment criteria</b>		<b>Assessment indicators</b>																		
1	Work ethic	<ul style="list-style-type: none"> <li>Attendance, punctuality, and readiness to work</li> <li>Commitment, motivation, and engagement</li> <li>Understanding and application of instructions and corrections</li> <li>Respectful and professional behaviour</li> </ul>																		
2	Focus / openness	<ul style="list-style-type: none"> <li>Openness to new approaches and sustained focus in practice</li> </ul>																		
3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate and share material with colleagues</li> <li>Articulation of artistic ideas</li> </ul>																		
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> <li>Ability to provide constructive feedback</li> </ul>																		
<b>Weighting</b>	100%																			
<b>Grading scale</b>	Participation sufficient/insufficient																			
<b>Re-assignment description</b>	In consultation with the department																			
<b>Re-assignment planning</b>	In consultation with the department																			

## PERSONAL PROFESSIONAL PREPARATION

### Study & Career Planning/Graduation Interview

<b>Course title</b>	<b>Study &amp; Career Planning/Graduation Interview</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-CP
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>This course focuses on your future as a professional dancer and offers insight into the constantly changing professional field of work and your position in it. The course consists of group lessons and individual assignments.</p> <p>The lessons cover parts of professional practice that are relevant to a future dance professional:</p> <ul style="list-style-type: none"> <li>• learning to compile profiles of national and international dance companies;</li> <li>• making a CV and motivation letter in preparation for auditions (B-III: for an internship contract; B-IV: for a dancer's contract);</li> <li>• studying different contracts (internship, temporary, permanent, project);</li> <li>• introduction to different forms of employment contracts;</li> <li>• reflection on an interdisciplinary, intercultural and international work environment.</li> </ul> <p>A large degree of self-study is required. You are expected to actively seek out information about companies, open classes and auditions. You will learn to reflect in writing on both your study path and your future career on the basis of submitted and discussed formats: Study Plan, Young Talent Project, Creating a Solo and Audition/Internship Report. All formats can be found in the Teams environment.</p> <p><b>Study Plan</b></p> <p>This document helps you to develop generic study and professional skills, such as planning, directing and demonstrating your competence development, reflection on your own learning and working style and self-regulation. Central in this course is to identify and discuss obstacles and find solutions for them. The study plan is intended as an aid to your development towards independent learning, planning, organizing and action. In addition, it provides lecturers and management with important information about your progress of you as a student.</p> <p>The Study Plan consists of four and three parts respectively:</p> <ul style="list-style-type: none"> <li>- Personal profile (B-III only)</li> <li>- Personal development plan</li> <li>- Progress report</li> <li>- Final report</li> </ul>

	<p><b>CV</b> A clear Curriculum Vitae and motivation letter are important materials for (internship) audition applications. You will learn to write a basic CV and motivation letter and tailor these documents to the specific requirements and characteristics of different companies.</p> <p><b>Graduation Interview (B-IV only)</b> At the end of the Bachelor of Dance study path, you will take part in an interview in which you reflect on the various parts of the completed curriculum, including all your written formats, as well as your plans for the future. The graduation interview will last 45 minutes and will address the following: - the development during the study based on the written reports, study plan, audition/internship report; - the performance standard in relation to the professional dance field; - the future plans and expectations.</p>
<b>Programme objectives</b>	1. (4, 5) 2. (5) 3. (1, 2, 3, 4, 5, 6) 4. (1, 2, 3) 5. (1, 2, 3, 4, 5, 6) 6. (1, 2, 3, 4) 7. (1, 2, 3, 4)
<b>Course objectives</b>	<p>At the end of this course, you:</p> <p><b>Group Lesson</b> - You receive the information needed to reflect on daily practice, write the Study Plan and build your Professional Materials. - You are informed about current matters in the professional dance field: build knowledge of the professional field, gain understanding on various company structures (large repertoire companies to independent project-based activities), introduction to different types of employment and engagement contract, audition sourcing and research, and research on financial aid possibilities such as grants and scholarships. - You develop the ability to give and receive constructive feedback on peer documents and work processes.</p> <p><b>Study Plan</b> To use investigative and reflective capacities to connect knowledge/practice, develop the work process, and to clearly articulate experiences in writing.</p> <p><b>CV, Motivation letter</b> - You can write a CV, adaptable to the specific requirements of various dance companies. - Through the form of a motivation letter you can articulate your suitability and motivation for a specific audition.</p> <p><b>Graduation Interview</b> - You can reflect on your development as a dancer during your studies learning various techniques, styles and skills; - Can identify career opportunities and understand the transition from an educational setting to the professional field; - Understand the function of auditions in the professional field and are able to prepare for and approach them professionally and effectively</p>
<b>Credits</b>	4 ECTS
<b>Level</b>	Bachelor

<b>Work form</b>	Group lesson and individual coaching		
<b>Literature</b>			
<b>Language</b>	English, Dutch		
<b>Scheduling</b>	1.5 hours per week throughout the academic year		
<b>Date, time &amp; venue</b>	See ASIMUT		
<b>Teachers</b>	Jacq Algra		
<b>Contact information</b>	François Petit (f.petit@koncon.nl)		
<b>Assessment</b>	This course is assessed using the following assignments. All assignments will have to be passed in order to pass this course.		
<b>Assignment</b>	<b>Assignment 1</b>		
<b>Assignment type</b>	B-III: Group Lesson		
<b>Assignment description</b>	The Group Lesson needs to be passed to pass the course.		
<b>Assignment planning</b>	The date/deadlines for the various elements will be shared with you during the year.		
<b>Assessment criteria</b>	<b>Study &amp; Career Planning/Graduation Interview - Group Lesson</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Attendance	<ul style="list-style-type: none"> <li>Attendance and active participation at every lesson</li> </ul>
	2	Focus / openness	<ul style="list-style-type: none"> <li>Willingness to broaden horizons and to concentrate on work</li> </ul>
	3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate with colleagues</li> </ul>
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and to apply it</li> <li>Ability to provide constructive feedback</li> </ul>	
<b>Weighting</b>	33%		
<b>Grading scale</b>	Pass/Fail		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 2</b>		
<b>Assignment type</b>	B-III: Study Plan		
<b>Assignment description</b>	The Study Plan needs to be passed to pass the course.		
<b>Assignment planning</b>	The deadlines will be shared with you during the year.		
<b>Assessment criteria</b>	<b>Study &amp; Career Planning/Graduation Interview - Study Plan</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Correspondence with the formal requirements specified in the form provided	<ul style="list-style-type: none"> <li>Deadline (date)</li> <li>Length (number of words)</li> </ul>
	2	Structure	<ul style="list-style-type: none"> <li>Is arranged in accordance with the specified guidelines: observation-interpretation-evaluation</li> </ul>
3	Vocabulary	<ul style="list-style-type: none"> <li>Ability to use professional terminology relating to dance forms correctly</li> <li>Ability to formulate clearly and transparently</li> </ul>	

	4	Insight into studies and personal development	<ul style="list-style-type: none"> <li>Ability to describe development, progress, and results</li> </ul>
	5	Quality of reflection/feedback	<ul style="list-style-type: none"> <li>Ability to reflect on the study programme and yourself</li> <li>Ability to reflect on the personal perspective on the study programme</li> <li>Ability to formulate learning objectives based on feedback</li> </ul>
<b>Weighting</b>	33%		
<b>Grading scale</b>	Pass/Fail		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 3</b>		
<b>Assignment type</b>	B-III: CV		
<b>Assignment description</b>	The CV and motivational letter need to be passed to pass the course.		
<b>Assignment planning</b>	The deadlines will be shared with you during the year.		
<b>Assessment criteria</b>	<b>Study &amp; Career Planning/Graduation Interview - CV</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Correspondence with the formal requirements specified in the form provided	<ul style="list-style-type: none"> <li>Deadline (date)</li> <li>Length (number of words)</li> </ul>
	2	Structure (CV)	<ul style="list-style-type: none"> <li>Arranged in accordance with the specified guidelines</li> </ul>
	3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to adapt to the requirements of the auditions and companies</li> </ul>
	4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to accept feedback and to apply it</li> </ul>
	5	Writing quality (Motivation letter)	<ul style="list-style-type: none"> <li>Structure, clarity, vocabulary and professional tone</li> </ul>
	6	Understanding of the company's artistic direction (Motivation letter)	<ul style="list-style-type: none"> <li>Demonstrates Research and alignment with the company's aesthetic and values</li> </ul>
	7	Articulation of artistic voice and values (Motivation letter)	<ul style="list-style-type: none"> <li>Clear expression of personal artistic identity and development</li> </ul>
8	Specific motivation (Motivation letter)	<ul style="list-style-type: none"> <li>Elaboration on personal motivation</li> </ul>	
<b>Weighting</b>	34%		
<b>Grading scale</b>	Pass/Fail		
<b>Re-assignment description</b>	Same as assignment(s) above		

<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 4</b>		
<b>Assignment type</b>	B-IV: Study Plan		
<b>Assignment description</b>	The Study Plan needs to be passed to pass the course.		
<b>Assignment planning</b>	The deadlines for the various elements will be shared with you during the year.		
<b>Assessment criteria</b>	<b>Study &amp; Career Planning/Graduation Interview - Study Plan</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Correspondence with the formal requirements specified in the form provided	<ul style="list-style-type: none"> <li>• Deadline (date)</li> <li>• Length (number of words)</li> </ul>
	2	Structure	<ul style="list-style-type: none"> <li>• Arranged in accordance with the specified guidelines: observation-interpretation-evaluation</li> </ul>
	3	Vocabulary	<ul style="list-style-type: none"> <li>• Ability to use professional terminology relating to dance forms correctly</li> <li>• Ability to formulate clearly and transparently</li> </ul>
	4	Insight into studies and personal development	<ul style="list-style-type: none"> <li>• Ability to describe development, progress and results</li> </ul>
	5	Quality of reflection/feedback	<ul style="list-style-type: none"> <li>• Ability to reflect on the study programme and yourself</li> <li>• Ability to reflect on the personal perspective on the study programme</li> <li>• Ability to formulate learning objectives on the basis of feedback</li> </ul>
<b>Weighting</b>	33%		
<b>Grading scale</b>	Pass/Fail		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 5</b>		
<b>Assignment type</b>	B-IV: CV		
<b>Assignment description</b>	The CV and motivation letter needs to be passed to pass the course.		
<b>Assignment planning</b>	The deadlines for the various elements will be shared with you during the year.		
<b>Assessment criteria</b>	<b>Study &amp; Career Planning/Graduation Interview - CV</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Correspondence with the formal requirements specified in the form provided	<ul style="list-style-type: none"> <li>• Deadline (date)</li> <li>• Length (number of words)</li> </ul>
	2	Structure	<ul style="list-style-type: none"> <li>• Is arranged in accordance with the specified guidelines</li> </ul>

	3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to adapt to the requirements of the auditions and companies</li> </ul>
	4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to accept feedback and to apply it</li> </ul>
	5	Writing quality (Motivation letter)	<ul style="list-style-type: none"> <li>Structure, clarity, vocabulary and professional tone</li> </ul>
	6	Understanding of the company's artistic direction (Motivation letter)	<ul style="list-style-type: none"> <li>Demonstrates Research and alignment with the company's aesthetic and values</li> </ul>
	7	Articulation of artistic voice and values (Motivation letter)	<ul style="list-style-type: none"> <li>Clear expression of personal artistic identity and development</li> </ul>
	8	Specific motivation (Motivation letter)	<ul style="list-style-type: none"> <li>Elaboration on personal motivation</li> </ul>
<b>Weighting</b>	33%		
<b>Grading scale</b>	Pass/Fail		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 6</b>		
<b>Assignment type</b>	B-IV: Graduation Interview		
<b>Assignment description</b>	The Graduation Interview needs to be completed to pass the course.		
<b>Assignment planning</b>	The date/deadlines for the various elements will be shared with you during the year.		
<b>Assessment criteria</b>	<b>Study &amp; Career Planning/Graduation Interview - Graduation Interview</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Attendance	<ul style="list-style-type: none"> <li>Attendance and active participation at the interview</li> </ul>
	2	Cooperation/ communication	<ul style="list-style-type: none"> <li>Ability to reflect on the studies and development</li> <li>Ability to clearly formulate with the correct vocabulary</li> </ul>
	3	Receptiveness for feedback	<ul style="list-style-type: none"> <li>Willingness to accept feedback and to apply it</li> </ul>
	4	Personal perspective	<ul style="list-style-type: none"> <li>Has insight into future perspective and career opportunities</li> </ul>
<b>Weighting</b>	34%		
<b>Grading scale</b>	Pass/Fail		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		

## Creating a Solo

<b>Course title</b>	<b>Creating a Solo</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-SO
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>In this course, your personal creativity and artistic ability are stimulated and developed by creating your own solo. You also improve your reflective and research skills. You learn to describe the concept of your solo, to pitch the concept and to work independently on the performance of the solo. A self-created solo is an important element in the audition process, reflecting the importance of creativity for the professional dancer. There are several stages in the development of the solo:</p> <p><b>1. Writing a concept:</b></p> <ul style="list-style-type: none"> <li>- You introduce the concept at an interview with the external teachers/coaches, using a specific format to describe the concept, the source of your inspiration and the planned creative process in clear and articulate terms.</li> </ul> <p><b>2. Work process in the studio:</b></p> <ul style="list-style-type: none"> <li>- The teachers/coaches work with you in the studio.</li> <li>- Self-study in the reserved hours in the studio.</li> </ul> <p><b>3. Presentation:</b></p> <ul style="list-style-type: none"> <li>- The performance is preceded by a pitch in which you explain the underlying concept of the solo in English. The length of the solo is not shorter than two minutes and not longer than three minutes.</li> </ul> <p>Students in B-IV produce a higher-level concept and solo, showing a deeper understanding of the working process in the studio.</p>
<b>Programme objectives</b>	1. (1, 2, 3) 2. (1) 3. (1) 4. (2) 5. (2) 6. (2) 7. (1, 4)
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- can use the working process in the studio as well as your research and reflective capabilities to create an original concept, resulting in an individual interpretation and signature;</li> <li>- know how to translate ideas in movement using physical effort, individuality and inventiveness;</li> <li>- can write your concept in a clear format;</li> <li>- can present your concept verbally;</li> <li>- know how to communicate and collaborate with others;</li> <li>- can create and execute a solo, which you can use for professional auditions.</li> </ul>
<b>Credits</b>	2 ECTS
<b>Level</b>	Bachelor
<b>Work form</b>	Group lessons and individual coaching
<b>Literature</b>	
<b>Language</b>	English, Dutch
<b>Scheduling</b>	2 hours per week throughout the academic year
<b>Date, time &amp; venue</b>	See ASIMUT

<b>Teachers</b>	Jerome Meyer, Isabelle Chaffaud, Jacq Algra		
<b>Contact information</b>	François Petit (f.petit@koncon.nl)		
<b>Assessment</b>	This course is assessed using the following assignments. All assignments will have to be passed in order to pass this course.		
<b>Assignment</b>	<b>Assignment 1</b>		
<b>Assignment type</b>	Written concept		
<b>Assignment description</b>	The student writes a concept for creating a solo. This concept is discussed with the coaches at the beginning of the course and is evaluated and reflected on in the sessions with the coaches on the development of the solo. On the deadline that is set in the format (November), you send the concept to the teacher/study guidance.		
<b>Assignment planning</b>	November		
<b>Assessment criteria</b>	<b>Creating a Solo – Written concept</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Correspondence with the formal requirements specified in the form provided	<ul style="list-style-type: none"> <li>• Deadline (date)</li> <li>• Length (number of words)</li> </ul>
	2	Structure	<ul style="list-style-type: none"> <li>• Is arranged in accordance with the specified guidelines: observation-interpretation-evaluation</li> </ul>
	3	Vocabulary	<ul style="list-style-type: none"> <li>• Ability to formulate clearly and transparently</li> </ul>
	4	Insight into studies and personal development	<ul style="list-style-type: none"> <li>• Ability to describe development, progress and results</li> </ul>
	5	Quality of reflection/ Feedback	<ul style="list-style-type: none"> <li>• Ability to reflect on the constant given feedback by coaches to transform the written concept into movement</li> <li>• Ability to formulate learning objectives on the basis of feedback</li> </ul>
<b>Weighting</b>	33,3%		
<b>Grading scale</b>	Pass/Fail		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 2</b>		
<b>Assignment type</b>	Pitch Solo		
<b>Assignment description</b>	The student introduces himself/herself and the concept of the solo in a pitch, explaining the choice of music and the inspiration for the work to the examiners in English. Assessments 2 and 3 are part of the Ballet and Contemporary & Modern Exam. Assessors: The Ballet and Contemporary & Modern Exam is assessed by a committee of examiners consisting of teachers and external experts from the national and international professional field. Feedback about this element can be discussed in the study progress evaluation interview with the student at the end of the examination period.		
<b>Assignment planning</b>	March/April		

<b>Assessment criteria</b>	<b>Ballet and Modern &amp; Contemporary Exam - Pitch Solo</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Concept	<ul style="list-style-type: none"> <li>The concept is clearly described and displays originality</li> </ul>
	2	Structure	<ul style="list-style-type: none"> <li>Coherence of the narrative</li> </ul>
	3	Persuasiveness	<ul style="list-style-type: none"> <li>Conviction</li> <li>Authenticity</li> </ul>
4	Presentation	<ul style="list-style-type: none"> <li>Stage personality and presentation</li> <li>Use of voice and intonation</li> <li>Inspiration/originality</li> </ul>	
<b>Weighting</b>	33,3%		
<b>Grading scale</b>	Numeric		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 3</b>		
<b>Assignment type</b>	Presentation creating a solo in a stage setting		
<b>Assignment description</b>	<p>Presentation of the solo in a stage setting. Assessments 2 and 3 are part of the Ballet and Modern &amp; Contemporary Exam. Assessors: The Ballet and Modern &amp; Contemporary Exam is assessed by a committee of examiners consisting of teachers and external experts from the national and international professional field. Feedback about this element can be discussed in the study progress evaluation interview with the student at the end of the examination period.</p>		
<b>Assignment planning</b>	March/April		
<b>Assessment criteria</b>	<b>Ballet and Modern &amp; Contemporary Exam - Presentation creating a solo in a stage setting</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Concept	<ul style="list-style-type: none"> <li>The concept clearly comes through in the performance and displays originality</li> </ul>
	2	Technical control	<ul style="list-style-type: none"> <li>Placement</li> <li>Coordination and stability</li> <li>Strength, breathing</li> <li>Use of physical capabilities</li> <li>Virtuosity and dynamic capability</li> <li>Quality of the above elements</li> </ul>
	3	Artistic qualities	<ul style="list-style-type: none"> <li>Stage personality and presentation</li> <li>Creativity</li> <li>Use of space</li> </ul>
	4	Musicality	<ul style="list-style-type: none"> <li>Dynamic</li> <li>Feel for rhythm</li> <li>Musical phrasing</li> <li>Musical interpretation</li> </ul>
5	Individual signature	<ul style="list-style-type: none"> <li>Originality</li> </ul>	
<b>Weighting</b>	33,3%		

<b>Grading scale</b>	Numeric
<b>Re-assignment description</b>	Same as assignment(s) above
<b>Re-assignment planning</b>	In consultation with the department

### Dance Now – Discourse

<b>Course title</b>	<b>Dance Now – Discourse</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-DHA
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>In this group course you collectively view, discuss and reflect on rehearsals, choreographic works and dance films. You engage with texts from various sources and conduct independent research using online and library resources.</p> <p>Building on the Repertoire and Creation NDT course, you will attend NDT rehearsal(s), a general rehearsal and take part in Q&amp;A sessions with NDT dancers, stager and/or choreographer.</p> <p>Additionally, you will make an analysis of an ‘evergreen’ production, from the Classical/Romantic repertoire in relation to two contemporary reinterpretations by contemporary choreographers, exploring the dialogue between historical repertoire and contemporary choreographic approaches.</p>
<b>Programme objectives</b>	1. (4, 5) 2. (5) 3. (1, 2, 3, 4, 5, 6) 4. (1, 2, 3) 5. (1, 2, 4, 5) 6. (1, 2, 3, 4) 7. (1, 2, 3, 4)
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- are familiar with the characteristics and working methods of important Dutch and international choreographers and companies, with a particular focus on NDT, and use this knowledge as a basis for further research;</li> <li>- are able to analyse, interpret, and reflect on dance works, and articulate the relationship between dance, music, and staging, both verbally and in writing, using appropriate terminology;</li> <li>- develop and apply a personal analytical framework for observing dance, integrating practical, analytical, and artistic perspectives;</li> <li>- are able to communicate their reflections clearly and position themselves within the professional dance field.</li> </ul>
<b>Credits</b>	4 ECTS
<b>Level</b>	Bachelor
<b>Work form</b>	Group lessons
<b>Literature</b>	
<b>Language</b>	English, Dutch
<b>Scheduling</b>	1.5 hours per week throughout the academic year
<b>Date, time &amp; venue</b>	See ASIMUT
<b>Teachers</b>	Jacq. Algra
<b>Contact information</b>	Jacq. Algra (j.algra@koncon.nl)
<b>Assessment</b>	This course is assessed using the following assignments. The average of all assignments will have to be a passing mark in order to pass this course.
<b>Assignment</b>	<b>Assignment 1</b>
<b>Assignment type</b>	Active participation

<b>Assignment description</b>	Oral or written response to visual or written materials and research themes raised during the lessons. Assessors: The Participation and Review assignments are assessed by the teacher of the course.		
<b>Assignment planning</b>	Continuous assessment during semester 1 and 2		
<b>Assessment criteria</b>	<b>Dance Now – Discourse - Participation</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Attendance	<ul style="list-style-type: none"> <li>Attendance at all lessons and visits to performances in theatres</li> </ul>
	2	Focus / openness	<ul style="list-style-type: none"> <li>Willingness to broaden horizons and to concentrate during viewing/reading</li> </ul>
	3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate with colleagues and to present results of research</li> </ul>
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to accept feedback and to apply it</li> </ul>	
<b>Weighting</b>	25%		
<b>Grading scale</b>	Qualifying		
<b>Re-assignment description</b>	In consultation with the department		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 2</b>		
<b>Assignment type</b>	<b>Preparation, Observation and Reflection – NDT Repertoire &amp; Creation</b>		
<b>Assignment description</b>	<p>In relation to the NDT Repertoire &amp; Creation course, you engage in an ongoing process of preparation, observation, and reflection that supports your studio practice. You study video material and background information of NDT, including the repertoire and choreographers the company works with. Based on this, you prepare research questions for your visit to NDT rehearsals and the Q&amp;A session.</p> <p>Your research questions and insights from these activities are connected to the studio work and further developed in written reflections for which you create a personal <b>Creative Process Log</b>.</p>		
<b>Assignment planning</b>	The deadline for the assignment will be shared with you during the year.		
<b>Assessment criteria</b>	<b>Dance Now – Discourse - Creative Process Log</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Meeting course requirements	<ul style="list-style-type: none"> <li>Completes preparatory work, Documentation + Reflection</li> <li>Participates consistently in rehearsals, Q&amp;A sessions, and related activities</li> </ul>
2	Research and Inquiry	<ul style="list-style-type: none"> <li>Uses preparatory materials and relevant sources to learn about the company, context of the work and the makers.</li> <li>Identifies key elements such as choreography, music, staging, and process</li> </ul>	

			<ul style="list-style-type: none"> <li>Develops relevant (research) questions for rehearsal observation and Q&amp;A sessions, linked to repertoire and context</li> </ul>
	3	Communication	<ul style="list-style-type: none"> <li>Describes rehearsals and creative processes in a clear and coherent way</li> <li>Uses correct vocabulary when referring to dance and creative processes</li> <li>Distinguishes observation, analysis, and evaluation</li> </ul>
	4	Process awareness	<ul style="list-style-type: none"> <li>Reflects on the collaborative creative processes</li> <li>Identifies key moments in learning and development</li> </ul>
<b>Weighting</b>	50 %		
<b>Grading scale</b>	Qualifying		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 3</b>		
<b>Assignment type</b>	<b>Remakes</b>		
<b>Assignment description</b>	An analysis of an “evergreen” from the Classical/Romantic repertoire (Swan Lake, for example) in combination with a description of two innovative versions by contemporary choreographers. Assessors: The Remakes assignment is assessed by the course teacher.		
<b>Assignment planning</b>	Continuous during semester 1 and 2. The teacher will confirm the exact deadline.		
<b>Assessment criteria</b>	<b>Dance Now – Discourse –</b>		
	<b>Assessment criteria</b>		<b>Assessment indicators</b>
	1	Correspondence with the formal requirements specified in the form provided	<ul style="list-style-type: none"> <li>Deadline (date)</li> <li>Length (number of words)</li> </ul>
	2	Structure	<ul style="list-style-type: none"> <li>Arranged according to prescribed guidelines: observation-comparison</li> <li>Description of a specific element such as dance, music, staging, narrative, interrelationships</li> </ul>
3	Vocabulary	<ul style="list-style-type: none"> <li>Ability to use the professional terminology relating to dance forms correctly</li> <li>Ability to describe movement in detail</li> </ul>	

	4	Interpretation / understanding of concept and theme	<ul style="list-style-type: none"> <li>• Ability to describe theme and concept</li> <li>• Use of external sources</li> </ul>
	5	Personal opinion/ insight into quality	<ul style="list-style-type: none"> <li>• Ability to offer a personal perspective on the dance artwork</li> <li>• Possession of insight into the level and position of the choreography / choreographer / company within the dance sector</li> <li>• Understanding of the skills required as a dancer in the production attended</li> </ul>
	6	Comparative Analysis	<ul style="list-style-type: none"> <li>• Understanding of the differences and similarities between the original and the remakes</li> <li>• Ability to provide an argued assessment of the concept and quality of the productions analysed.</li> </ul>
<b>Weighting</b>	25%		
<b>Grading scale</b>	Qualifying		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		

### Dance Now – Portfolio

<b>Course title</b>	<b>Dance Now – Portfolio</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-DHV
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Dance Now – Discourse
<b>Course content</b>	<p>In the Dance Now – Portfolio course, you will study live performances, filmed recordings or dance films, as well as related sources such as programmes, interviews, reviews, professional literature, company websites, and social media. Based on this research and observation, you will write two reviews. The reviews are differentiated through variations in e.g. artistic style (classical/contemporary), the career stage of the choreographers (established/emerging), and the performance context, such as large-scale theatres, smaller venues, or festivals.</p> <p>Building on the Repertoire &amp; Creation NDT course, you will conduct preparatory research into NDT, the repertoire, and the choreographers involved. You will develop questions in advance for rehearsal observations and Q&amp;A sessions with NDT dancers, staggers, and/or choreographers.</p>

	<p>The course concludes with the composition of a portfolio that brings together the assessments, preparatory research, observations, reflections, and artistic insights developed throughout the academic year.</p> <p>Students who do an internship write a maximum of two reviews of productions of the company in which they dance (together with two reviews of productions elsewhere). The portfolio is completed with an overall evaluation of the productions that you have reviewed.</p>													
<b>Programme objectives</b>	1. (4, 5) 2. (5) 3. (1, 2, 3, 4, 5, 6) 4. (1, 2, 3) 5. (1, 2, 4, 5) 6. (1, 2, 3, 4) 7. (1, 2, 3, 4)													
<b>Course objectives</b>	<p>At the end of this course, you:</p> <ul style="list-style-type: none"> <li>- have insight into the various dance forms (classical/neo-classical/modern ballet; modern/post-modern dance; etc.);</li> <li>- are familiar with the characteristics of various styles and working methods of leading choreographers and companies in the Netherlands and abroad and are able to use that knowledge as the starting point for further research into the subject;</li> <li>- are able to analyse and interpret specific dance artworks and give your personal reflections on the interrelationship between dance, music and staging (decor, lighting, film/technology) in a choreography and how they convey meaning; you are also able to write a clear and coherent report on this using correct academic terminology and engage in an open and professional dialogue with colleagues and the public;</li> <li>- possess the skills to use these competencies to position yourself in the national and international dance field.</li> </ul>													
<b>Credits</b>	2 ECTS													
<b>Level</b>	Bachelor													
<b>Work form</b>	Individual coaching													
<b>Literature</b>														
<b>Language</b>	English, Dutch													
<b>Scheduling</b>	1 hour per week throughout the academic year													
<b>Date, time &amp; venue</b>	See ASIMUT													
<b>Teachers</b>	Jacq. Algra													
<b>Contact information</b>	Jacq. Algra (j.algra@koncon.nl)													
<b>Assessment</b>	This course is assessed using the following assignments. The average of all assignments will have to be a passing mark in order to pass this course.													
<b>Assignment</b>	<b>Assignment 1</b>													
<b>Assignment type</b>	Reviews													
<b>Assignment description</b>	You must submit two written reviews according to the given guidelines.													
<b>Assignment planning</b>	The assignment is due in June.													
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3"><b>Dance Now – Portfolio – Reviews</b></th> </tr> <tr> <th></th> <th><b>Assessment criteria</b></th> <th><b>Assessment indicators</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Correspondence with the formal requirements specified in the form provided</td> <td> <ul style="list-style-type: none"> <li>• Deadline (date)</li> <li>• Length (number of words)</li> </ul> </td> </tr> <tr> <td>2</td> <td>Structure</td> <td> <ul style="list-style-type: none"> <li>• Arranged according to the prescribed guidelines: observation-interpretation-evaluation</li> </ul> </td> </tr> </tbody> </table>		<b>Dance Now – Portfolio – Reviews</b>				<b>Assessment criteria</b>	<b>Assessment indicators</b>	1	Correspondence with the formal requirements specified in the form provided	<ul style="list-style-type: none"> <li>• Deadline (date)</li> <li>• Length (number of words)</li> </ul>	2	Structure	<ul style="list-style-type: none"> <li>• Arranged according to the prescribed guidelines: observation-interpretation-evaluation</li> </ul>
<b>Dance Now – Portfolio – Reviews</b>														
	<b>Assessment criteria</b>	<b>Assessment indicators</b>												
1	Correspondence with the formal requirements specified in the form provided	<ul style="list-style-type: none"> <li>• Deadline (date)</li> <li>• Length (number of words)</li> </ul>												
2	Structure	<ul style="list-style-type: none"> <li>• Arranged according to the prescribed guidelines: observation-interpretation-evaluation</li> </ul>												

			<ul style="list-style-type: none"> <li>• Description of the elements: dance-music-staging-interrelationships</li> </ul>									
	3	Vocabulary	<ul style="list-style-type: none"> <li>• Ability to use the professional terminology relating to dance forms correctly</li> <li>• Ability to describe movement in detail</li> </ul>									
	4	Interpretation/ understanding of concept and theme	<ul style="list-style-type: none"> <li>• Ability to describe theme and concept</li> <li>• Use of external sources</li> </ul>									
	5	Personal opinion / insight into quality	<ul style="list-style-type: none"> <li>• Ability to provide a personal perspective on the dance artwork</li> <li>• Possession of insight into the level and position of the choreography / choreographer / company in the dance sector</li> <li>• Understanding of the skills needed by the dancer in the productions attended</li> </ul>									
<b>Weighting</b>	25%											
<b>Grading scale</b>	Qualifying											
<b>Re-assignment description</b>	Same as assignment(s) above											
<b>Re-assignment planning</b>	In consultation with the department											
<b>Assignment 2</b>	<b>Assignment 2</b>											
<b>Assignment type</b>	<b>Preparation, Observation and Reflection – NDT Repertoire &amp; Creation</b>											
<b>Assignment description</b>	<p>In relation to the NDT Repertoire &amp; Creation course, you engage in an ongoing process of preparation, observation, and reflection that supports your studio practice. You study video material and background information of NDT, including the repertoire and choreographers the company works with. Based on this, you prepare research questions for your visit to NDT rehearsals and the Q&amp;A session.</p> <p>Your research questions and insights from these activities are connected to the studio work and further developed in written reflections for which you create a personal <b>Creative Process Log</b>.</p> <p>Students who do an internship maintain a logbook to reflect on their work with the repertoire of the company where they intern and their own creative development, capturing key insights and learning moments.</p>											
<b>Assignment planning</b>	The deadline for the assignment will be shared with you during the year.											
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3"><b>Dance Now – Discourse - Creative Process Log</b></th> </tr> <tr> <th colspan="2"><b>Assessment criteria</b></th> <th><b>Assessment indicators</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Meeting course requirements</td> <td> <ul style="list-style-type: none"> <li>• Completes preparatory work, Documentation + Reflection</li> <li>• Participates consistently in rehearsals, Q&amp;A sessions, and related activities</li> </ul> </td> </tr> </tbody> </table>			<b>Dance Now – Discourse - Creative Process Log</b>			<b>Assessment criteria</b>		<b>Assessment indicators</b>	1	Meeting course requirements	<ul style="list-style-type: none"> <li>• Completes preparatory work, Documentation + Reflection</li> <li>• Participates consistently in rehearsals, Q&amp;A sessions, and related activities</li> </ul>
<b>Dance Now – Discourse - Creative Process Log</b>												
<b>Assessment criteria</b>		<b>Assessment indicators</b>										
1	Meeting course requirements	<ul style="list-style-type: none"> <li>• Completes preparatory work, Documentation + Reflection</li> <li>• Participates consistently in rehearsals, Q&amp;A sessions, and related activities</li> </ul>										

	2	Research and Inquiry	<ul style="list-style-type: none"> <li>• Uses preparatory materials and relevant sources to learn about the company, context of the work and the makers.</li> <li>• Identifies key elements such as choreography, music, staging, and process</li> <li>• Develops relevant (research) questions for rehearsal observation and Q&amp;A sessions, linked to repertoire and context</li> </ul>
	3	Communication	<ul style="list-style-type: none"> <li>• Describes rehearsals and creative processes in a clear and coherent way</li> <li>• Uses correct vocabulary when referring to dance and creative processes</li> <li>• Distinguishes observation, analysis, and evaluation</li> </ul>
	4	Process awareness	<ul style="list-style-type: none"> <li>• Reflects on the collaborative creative processes</li> <li>• Identifies key moments in learning and development</li> <li>• Reflects on own role and connects observations and experiences to own artistic practice</li> </ul>
	5	Critical insights	<ul style="list-style-type: none"> <li>• Provides a substantiated personal reflection on repertoire and processes.</li> </ul>
<b>Weighting</b>	50%		
<b>Grading scale</b>	Qualifying		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 3</b>		
<b>Assignment type</b>	Composition of portfolio		
<b>Assignment description</b>	<p>The portfolio brings together the work developed throughout Assignments 1 and 2. It consists of the written reviews, preparatory research, observation notes, reflections, and Creative Process Log connected to the NDT Repertoire &amp; Creation course.</p> <p>In the portfolio document you reflect on the artistic insights that you encountered during the academic year in the various Dance Now assignments.</p>		
<b>Assignment planning</b>	Exact deadline TBA by the teacher		

Assessment criteria	Dance Now – Portfolio - Composition of portfolio	
	Assessment criteria	Assessment indicators
	1	Integration and organization of the portfolio
2	Reflection and artistic insight	<ul style="list-style-type: none"> <li>• Demonstrates the ability to compare and reflect on productions, rehearsals, and creative processes</li> <li>• Shows insight into artistic practices, choreographic approaches, and the professional dance field</li> <li>• Connects observations and experiences to own artistic development and position within the contemporary dance field</li> </ul>
<b>Weighting</b>	25%	
<b>Grading scale</b>	Qualifying	
<b>Re-assignment description</b>	Same as assignment(s) above	
<b>Re-assignment planning</b>	In consultation with the department	

### Internal/External Internship Report

<b>Course title</b>	<b>Internal/External Internship Report</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-IS
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>In the final year of the Bachelor of Dance programme, you seek an internship with a professional dance company, production company or with an ad hoc production through auditioning or take part in an exchange programme with one of the partner academies in the Netherlands or abroad. You have to find and choose an internship placement yourself. The purpose of the internship is to bring together your technical skills and stage presentation, with a focus on the further development of your artistry and professionalism in the work field. During the internship, you receive guidance from internship supervisors from the programme, who visit you at the workplace, and from the company/project providing the internship. The length of the internship depends on the company/project concerned. During your internship you will experience the daily routine of lessons, rehearsals, working with choreographers, directors, ballet masters and colleagues, handling costumes and make-up and every other aspect of working in a dance company, all in preparation for a career as a professional dancer. At the end of the internship, you write a reflective report in which you describe</p>

	your personal development, your experiences with the internship and participation in productions, contract negotiations, the supervision and the feedback you received. The specific format for this can be found in the Teams environment. Preparation for the internship is provided in the course on Career Planning during B-III.															
<b>Programme objectives</b>	1. (1, 2, 3, 4, 5) 2. (1, 2, 3, 4, 5) 3. (1, 4) 5. (2, 4, 5, 6) 6. (2, 3, 4) 7. (1, 2, 3, 4)															
<b>Course objectives</b>	At the end of the course, you: <ul style="list-style-type: none"> <li>- are familiar with the day-to-day work process of a dance company;</li> <li>- have gained experience in participating in productions, the creative process in the studio and working in a group;</li> <li>- are able to negotiate a contract, including the financial aspects;</li> <li>- can function at the highest professional level and have a clear sense of your own level in relation to professional standards;</li> <li>- are able to write a clear and structured report of your internship, using the appropriate vocabulary.</li> </ul>															
<b>Credits</b>	2 ECTS															
<b>Level</b>	Bachelor															
<b>Work form</b>	Internship, written report															
<b>Literature</b>																
<b>Language</b>	English, Dutch															
<b>Scheduling</b>	Not applicable															
<b>Date, time &amp; venue</b>	See ASIMUT															
<b>Teachers</b>	Jacq. Algra / François Petit															
<b>Contact information</b>	François Petit (f.petit@koncon.nl)															
<b>Assessment</b>	This course is assessed using the following assignments. All assignments will have to be passed in order to pass this course.															
<b>Assignment</b>	<b>Assignment 1</b>															
<b>Assignment type</b>	Reflective report															
<b>Assignment description</b>	The format for this report, which can be found in the Teams environment, includes questions about your personal impression of the internship, an overview of the work you did, professional preparation, etc.															
<b>Assignment planning</b>	The end of the internship (May)															
<b>Assessment criteria</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left;"><b>Internship - Report</b></th> </tr> <tr> <th style="width: 5%;"></th> <th style="width: 45%;"><b>Assessment criteria</b></th> <th style="width: 50%;"><b>Assessment indicators</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Structure of the report</td> <td> <ul style="list-style-type: none"> <li>• Clearly and transparently written</li> <li>• Length</li> </ul> </td> </tr> <tr> <td style="text-align: center;">2</td> <td>Content and activities</td> <td> <ul style="list-style-type: none"> <li>• Overview of daily activities</li> <li>• Overview of repertoire learned</li> <li>• Overview of repertoire danced</li> </ul> </td> </tr> <tr> <td style="text-align: center;">3</td> <td>Analysis and reflection</td> <td> <ul style="list-style-type: none"> <li>• Clear and transparent description of your objectives, with an analysis of your strengths and weaknesses.</li> <li>• Clear and transparent description of the significance of the internship for your further development as a future professional dancer</li> <li>• Reflection on the supervision by the department and by the company</li> </ul> </td> </tr> </tbody> </table>	<b>Internship - Report</b>				<b>Assessment criteria</b>	<b>Assessment indicators</b>	1	Structure of the report	<ul style="list-style-type: none"> <li>• Clearly and transparently written</li> <li>• Length</li> </ul>	2	Content and activities	<ul style="list-style-type: none"> <li>• Overview of daily activities</li> <li>• Overview of repertoire learned</li> <li>• Overview of repertoire danced</li> </ul>	3	Analysis and reflection	<ul style="list-style-type: none"> <li>• Clear and transparent description of your objectives, with an analysis of your strengths and weaknesses.</li> <li>• Clear and transparent description of the significance of the internship for your further development as a future professional dancer</li> <li>• Reflection on the supervision by the department and by the company</li> </ul>
<b>Internship - Report</b>																
	<b>Assessment criteria</b>	<b>Assessment indicators</b>														
1	Structure of the report	<ul style="list-style-type: none"> <li>• Clearly and transparently written</li> <li>• Length</li> </ul>														
2	Content and activities	<ul style="list-style-type: none"> <li>• Overview of daily activities</li> <li>• Overview of repertoire learned</li> <li>• Overview of repertoire danced</li> </ul>														
3	Analysis and reflection	<ul style="list-style-type: none"> <li>• Clear and transparent description of your objectives, with an analysis of your strengths and weaknesses.</li> <li>• Clear and transparent description of the significance of the internship for your further development as a future professional dancer</li> <li>• Reflection on the supervision by the department and by the company</li> </ul>														
<b>Weighting</b>	50%															
<b>Grading scale</b>	Pass/Fail															

<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 2</b>		
<b>Assignment type</b>	Feedback from internship supervisor of company/project		
<b>Assignment description</b>	<p>The internship supervisor of the company/project informs the department and the student about how the intern functioned.</p> <p>Feedback interview: During the internship, you will be visited at least once by the programme's internship supervisor, to interview both you and the company's internship supervisor.</p> <p>On completion of the internship, the company's internship supervisor is invited to complete a form describing the various aspects of the internship, such as its content, how the intern performed the artistic and technical assignments and his or her participation in the group. This form can be found in the Teams environment. This written evaluation is discussed with you during the graduation interview at the end of the academic year.</p> <p>Assessors: The internship supervisor from the company/project, the department's internship supervisor and the teacher of the Study &amp; Career Planning course.</p>		
<b>Assignment planning</b>	During the internship		
<b>Assessment criteria</b>	<b>Internship - Feedback from internship supervisor of company/project:</b>		
	<b>Assessment criteria</b>		
	<b>Assessment indicators</b>		
	1	Functioning in general	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Awareness</li> <li>• Creativity, curiosity</li> <li>• Effort/involvement</li> </ul>
	2	Craftsmanship	<ul style="list-style-type: none"> <li>• Technical control</li> <li>• Musicality</li> <li>• Artistic qualities</li> <li>• Bringing those elements together</li> </ul>
	3	Collaboration with others	<ul style="list-style-type: none"> <li>• Interaction with colleagues</li> <li>• Interaction with ballet masters, choreographers, artistic directors</li> </ul>
4	Development during the internship	<ul style="list-style-type: none"> <li>• Artistic development</li> <li>• Career potential</li> </ul>	
5	Feedback	<ul style="list-style-type: none"> <li>• Open to feedback</li> <li>• Understanding of the feedback: qualities and points of development</li> <li>• Reflection on feedback</li> </ul>	
<b>Weighting</b>	50%		
<b>Grading scale</b>	Pass/Fail		
<b>Re-assignment description</b>	Same as assignment(s) above		
<b>Re-assignment planning</b>	In consultation with the department		

### Workshops/Masterclasses

<b>Course title</b>	<b>Workshops/Masterclasses</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-MC

<b>Type of course</b>	Compulsory course																			
<b>Prerequisites</b>	Not applicable																			
<b>Course content</b>	In this course, international guest teachers and choreographers give workshops and masterclasses in various subjects, including ballet, classical, neo-classical, contemporary and modern repertoire. You are introduced to the various methods and styles of teaching and the different approaches; learn a wide variety of techniques and styles; and are taught how to respond flexibly and openly in a variety of situations. Workshops can also be devoted to specific themes, may include discussions with a professional or exploration of a specific skill.																			
<b>Programme objectives</b>	1. (1, 2, 3, 4, 5) 2. (1, 2, 3, 4, 5) 3. (1, 4) 4. (1, 2, 3) 7. (1, 2, 3, 4)																			
<b>Course objectives</b>	At the end of the course, you: - have an understanding of different teaching methods and styles and working methods employed by choreographers; - are adaptable and are open and flexible towards teachers/choreographers; - are able to apply your knowledge and skills to contribute to the development of the artistry in the assignments; - are able to apply the various working methods; - are able to treat the various working methods with respect.																			
<b>Credits</b>	3 ECTS																			
<b>Level</b>	Bachelor																			
<b>Work form</b>	Group lesson																			
<b>Literature</b>																				
<b>Language</b>	English, Dutch																			
<b>Scheduling</b>	3 hours per week on average throughout the academic year																			
<b>Date, time &amp; venue</b>	See ASIMUT																			
<b>Teachers</b>	Guest teachers																			
<b>Contact information</b>	François Petit (f.petit@koncon.nl)																			
<b>Assessment</b>	This course is assessed using the following assignment. The assignment needs to be passed in order to pass this course.																			
<b>Assignment</b>	<b>Assignment 1</b>																			
<b>Assignment type</b>	Active participation																			
<b>Assignment description</b>	You will be assessed on your participation. Assessor: the relevant guest teacher.																			
<b>Assignment planning</b>	Continuous assessment during the workshops/masterclasses																			
<b>Assessment criteria</b>	<table border="1"> <thead> <tr> <th colspan="3"><b>Workshops/masterclasses</b></th> </tr> <tr> <th></th> <th><b>Assessment criteria</b></th> <th><b>Assessment indicators</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Attendance</td> <td>• Attendance and active participation at every lesson</td> </tr> <tr> <td>2</td> <td>Focus / openness</td> <td>• Willingness to broaden horizons and to concentrate on the work</td> </tr> <tr> <td>3</td> <td>Cooperation / communication</td> <td>• Ability to collaborate with colleagues</td> </tr> <tr> <td>4</td> <td>Receptiveness to feedback / progression</td> <td>• Willingness to accept feedback and apply it</td> </tr> </tbody> </table>		<b>Workshops/masterclasses</b>				<b>Assessment criteria</b>	<b>Assessment indicators</b>	1	Attendance	• Attendance and active participation at every lesson	2	Focus / openness	• Willingness to broaden horizons and to concentrate on the work	3	Cooperation / communication	• Ability to collaborate with colleagues	4	Receptiveness to feedback / progression	• Willingness to accept feedback and apply it
<b>Workshops/masterclasses</b>																				
	<b>Assessment criteria</b>	<b>Assessment indicators</b>																		
1	Attendance	• Attendance and active participation at every lesson																		
2	Focus / openness	• Willingness to broaden horizons and to concentrate on the work																		
3	Cooperation / communication	• Ability to collaborate with colleagues																		
4	Receptiveness to feedback / progression	• Willingness to accept feedback and apply it																		
<b>Weighting</b>	100%																			
<b>Grading scale</b>	Participation sufficient/insufficient																			
<b>Re-assignment description</b>	In consultation with the department																			
<b>Re-assignment planning</b>	In consultation with the department																			

## SUPPORTING COURSES

### Health & Wellbeing

<b>Course title</b>	<b>Health &amp; Wellbeing</b>
<b>Department responsible</b>	Dance
<b>OSIRIS course code</b>	KC-DA-HW
<b>Type of course</b>	Compulsory course
<b>Prerequisites</b>	Not applicable
<b>Course content</b>	<p>The components of the course in Health &amp; Wellbeing are taught throughout the academic year. Each course component is designed to support and enhance both the courses in the technical aspects of academic theatre dance and modern dance and your general development as a student.</p> <p><b>Pilates</b> The purpose of the Pilates course is to make you aware of the correct alignment of your body. The lessons are designed to reveal physical imbalances and correct them. Through the exercises in this class, you learn to use your body's strength (core stability), flexibility and control correctly in order to avoid injury or recover from injury, and ultimately to improve your technical control.</p> <p><b>Yoga</b> The yoga lesson provides relaxation and creates an awareness of your body. You perform series of exercises devoted to improving your concentration, strength, precision, breathing, flexibility and control.</p> <p><b>Body Conditioning</b> Body conditioning is a group lesson based on fitness, strength exercises, stamina training and preventive strengthening of muscle groups.</p> <p><b>Physical Training</b> This group lesson in physical training focuses on building the needed skills for partnering in the classical and modern repertoire.</p> <p><b>Prevention: Injury, Nutrition, Stretching</b> This course is given in various sessions throughout the year. The focus of the group lessons is to provide a basic knowledge of the body's anatomy and physiology, how to take care of your body, correct nutrition, strengthening muscle groups and the importance of properly warming up and stretching.</p>
<b>Programme objectives</b>	2. (1, 6) 3. (1, 2, 3) 4. (1, 2, 3, 4) 7. (1, 2, 3, 4)
<b>Course objectives</b>	<p>At the end of the course, you:</p> <p><b>Pilates</b></p> <ul style="list-style-type: none"> <li>- have studied the Pilates exercises;</li> <li>- have studied to apply your strength, flexibility and control to correct imbalances in your body (core stability);</li> <li>- have studied the Pilates technique to manage the correct alignment of your body.</li> </ul>

	<p><b>Yoga</b> - have studied the yoga exercises in order to relax and gain an awareness of your body.</p> <p><b>Body Conditioning</b> - have studied to control your muscles and are able to work on achieving the fitness required for a professional career.</p> <p><b>Physical Training</b> - have studied to be able to use the strength you have gained for partnering work in the classical, neo-classical and modern repertoire.</p> <p><b>Prevention: Injury, Nutrition, Stretching:</b> - have an understanding of anatomy; - have an understanding of correct nutrition; - have an understanding of how to prevent injuries and can apply that knowledge; - have an understanding of the importance of warming up and stretching and can perform the exercises properly.</p>		
<b>Credits</b>	6 ECTS		
<b>Level</b>	Bachelor		
<b>Work form</b>	Group lessons		
<b>Literature</b>			
<b>Language</b>	English, Dutch		
<b>Scheduling</b>	<p>Approximately:</p> <p>Pilates: 60 minutes per week per year</p> <p>Yoga: 75 minutes per week per year</p> <p>Body conditioning B-III: 10 lessons of 90 minutes per year</p> <p>Body conditioning B-IV: 90 minutes per week per year</p> <p>Physical Training: 75 minutes per week per year</p> <p>Prevention (Injury/Nutrition/Stretching): 8 sessions per year of 90 minutes</p>		
<b>Date, time &amp; venue</b>	See ASIMUT		
<b>Teachers</b>	Pilates: Jane Poerwoatmodjo, Yoga: Paulina Vazquez, Physical Training: Rob van Leeuwen. Body conditioning: guest teacher. Prevention (injury, nutrition, stretching): guest teachers.		
<b>Contact information</b>	François Petit (f.petit@koncon.nl)		
<b>Assessment</b>	This course is assessed using the following assignments. The assignments need to be passed in order to pass this course.		
<b>Assignment</b>	<b>Assignment 1</b>		
<b>Assignment type</b>	Active participation 1		
<b>Assignment description</b>	You will be assessed on your participation, using the following criteria. Continuous assessment with feedback during the lessons.		
<b>Assignment planning</b>	Continuous assessment during semester 1		
<b>Assessment criteria</b>	<b>Health &amp; Wellbeing</b>		
	<b>Assessment criteria</b>		
	<b>Assessment indicators</b>		
	1	Attendance	<ul style="list-style-type: none"> <li>Attendance and active participation at every lesson</li> </ul>
	2	Focus / openness	<ul style="list-style-type: none"> <li>Willingness to broaden your horizons and to concentrate on your work</li> </ul>
3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate with colleagues</li> </ul>	
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and apply it</li> </ul>	

<b>Weighting</b>	50%		
<b>Grading scale</b>	Participation sufficient/insufficient		
<b>Re-assignment description</b>	In consultation with the department		
<b>Re-assignment planning</b>	In consultation with the department		
<b>Assignment</b>	<b>Assignment 2</b>		
<b>Assignment type</b>	Active participation 2		
<b>Assignment description</b>	You will be assessed on your participation, using the following criteria. Continuous assessment with feedback during the lessons.		
<b>Assignment planning</b>	Continuous assessment during semester 2		
<b>Assessment criteria</b>	<b>Health &amp; Wellbeing</b>		
	<b>Assessment criteria</b>		
	<b>Assessment indicators</b>		
	1	Attendance	<ul style="list-style-type: none"> <li>Attendance and active participation at every lesson</li> </ul>
	2	Focus / openness	<ul style="list-style-type: none"> <li>Willingness to broaden your horizons and to concentrate on your work</li> </ul>
3	Cooperation / communication	<ul style="list-style-type: none"> <li>Ability to collaborate with colleagues</li> </ul>	
4	Receptiveness to feedback / progression	<ul style="list-style-type: none"> <li>Willingness to receive feedback and apply it</li> </ul>	
<b>Weighting</b>	50%		
<b>Grading scale</b>	Participation sufficient/insufficient		
<b>Re-assignment description</b>	In consultation with the department		
<b>Re-assignment planning</b>	In consultation with the department		

## GRADING SCALES

### GRADING SCALES

The Royal Conservatoire uses four grading scales for its assessments: Qualifying results - Numeric results - Participation results - Pass/Fail

#### QUALIFYING RESULTS

Description ENG	Code ENG	Omschrijving NL	Code NL	Pass?	Exemption?
Excellent	EXC	Excellent	EXC	Yes	No
Very good	VG	Zeer goed	ZG	Yes	No
Good	G	Goed	G	Yes	No
More than sufficient	MTS	Ruim voldoende	RV	Yes	No
Sufficient	S	Voldoende	V	Yes	No
Insufficient	I	Onvoldoende	O	No	No
Very insufficient	VI	Zeer onvoldoende	ZO	No	No
Poor	PR	Zwak	Z	No	No
Very poor	VP	Zeer zwak	ZZ	No	No
Extremely poor	EP	Uiterst zwak	UZ	No	No
Exemption	EXEMP	Vrijstelling	VRIJ	Yes	Yes
Pass based on entrance exam	PEN	Behaald op basis van toelatingsexamen	BTO	Yes	Yes
Pass based on Erasmus	PER	Behaald op basis van Erasmus	BER	Yes	Yes
Pass based of preparatory year	PPR	Behaald op basis van voorbereidend jaar	BVO	Yes	Yes
Absent	AB	Niet verschenen	NV	No	No

#### PARTICIPATION RESULTS

Description ENG	Code ENG	Omschrijving NL	Code NL	Pass?	Exemption?
Participation sufficient	PS	Voldoende deelname	DV	Yes	No
Participation insufficient	PI	Onvoldoende deelname	DNV	No	No
Exemption	EXEMP	Vrijstelling	VRIJ	Yes	Yes
Pass based on entrance exam	PEN	Behaald op basis van toelatingsexamen	BTO	Yes	Yes
Pass based on Erasmus	PER	Behaald op basis van Erasmus	BER	Yes	Yes
Pass based of preparatory year	PPR	Behaald op basis van voorbereidend jaar	BVO	Yes	Yes
Never participated	NP	Nooit deelgenomen	ND	No	No
Extension	EXT	Uitstel	U	No	No

#### PASS/FAIL

Description ENG	Code ENG	Omschrijving NL	Code NL	Pass?	Exemption?
Pass	P	Pass	P	Yes	No
Fail	F	Fail	F	No	No
Exemption	EXEMP	Vrijstelling	VRIJ	Yes	Yes
Pass based on entrance exam	PEN	Behaald op basis van toelatingsexamen	BTO	Yes	Yes
Pass based on Erasmus	PER	Behaald op basis van Erasmus	BER	Yes	Yes
Pass based of preparatory year	PPR	Behaald op basis van voorbereidend jaar	BVO	Yes	Yes
Absent	AB	Niet verschenen	NV	No	No
Extension	EXT	Uitstel	U	No	No