Hanze

# Course: Flex step 12 credits: 15

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| **Course code** | LDVB26FL12 |
| **Name** | Flex step 12 |
| **Study year** | 2026-2027 |
| **ECTS credits** | 15 |
| **Language** | Dutch, with parts in English |
| **Coordinator** | M. van Agteren |

**Modes of delivery**

**Assessments**

## Learning outcomes

**Artistic practice**
You develop a coherent artistic vision from which you guide artistic processes and create works.

**Context-oriented practice**
You facilitate meaningful art education interactions, establishing a connection with social issues.

## Content

**Flex Domain** The components of this domain are designed to give students the opportunity to shape a personal learning pathway. During the Intensive Weeks, students can design this pathway themselves by selecting elective packages. In level 9Ba, it is possible to choose domain components from the Higher Professional Education Bachelor Programme in Dance Education, allowing students to create the possibility to follow the Bachelor of Dance and the Bachelor of Dance Education simultaneously from level 10Ba onward through the *Plus de Deux* track.

**Intensive**
An intensive takes place during a schedule-free week. In an intensive, students are immersed in a specific aspect of Dance (making) and/or Music Theatre (making). Within a short period of time, the student develops the skills associated with this component.

**Flex Module / Flex Education**
Through flex modules, students have the opportunity to deepen or broaden their learning. They can choose between two variants: flex modules focused on education or flex modules focused on performance. Flex modules in education are a requirement for admission to the *Plus de Deux* programme (double degree). In level 11, students may choose to specialize in Piano or Solfège, among other options.

**Flexible Space**
Through the Flexible Space, students have the opportunity to deepen or broaden their learning. In levels 11 and 12, students can propose how this space will be structured within a personal plan. Guidance in writing the Personal Plan is provided within Personal Development (PD). Through a personal plan, the student determines the direction of the Flexible Space domain component by formulating goals that reflect a personal, artistic, feasible, and assessable need for development, answering the question: “What do I need as an artist to improve?”

In levels 9Ba, 10Ba, and 11Ba, the Personal Plan serves as a guiding document in which the structure of the Flexible Space is recorded. In level 12Ba, the student is also assessed and reflects on the achievement of the goals.

**Marthas International Program (MIP)** Through this domain component, students become acquainted with the international professional field of the Performing Arts. This takes place through intensives, exchanges, and a study trip. By participating, students learn to work with international choreographers and collaborate with students from partner institutions. Each academic year, the student participates in one international component. See section 2.3.3 for further description and applicable procedures.
The international components involve Innovation Labs, in which students collaborate with students from partner institutions, choreographers from the professional field, and teachers from their own programme and/or partner institutions.

**(MeDi) Skills** Within the Skills component, students in levels 11Ba and 12Ba have the opportunity to further deepen and broaden their individual focus within their chosen professional field. The hours are arranged individually. This domain component is linked to MeDi Skills. The student selects a MeDi Skills package and learns the

methodology and skills needed to further develop teaching within the chosen discipline.

**Included in programme(s)**

Dance in Education (Amsterdam)

**School(s)**

Arts, Design & Built Environment

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