# Course: Integration step 12 credits: 20

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| **Course code** | LDVB26IN12 |
| **Name** | Integration step 12 |
| **Study year** | 2026-2027 |
| **ECTS credits** | 20 |
| **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.

**Pedagogical and didactic practice**
You design and create meaningful learning environments, in consultation with those involved, based on a coherent artistic and pedagogical vision.

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

**Inquiry-based practice**
You adopt an inquiry-based approach, focused on developing and improving your professional practice in art education.

## Content

**Integration Domain**: in this domain, the student attends lessons and learns to teach independently. In this way, their awareness of both teaching practice and lesson structure is increased. Students also become acquainted with their future professional field. They gain practical experience through internships at a level appropriate to their stage of study.

**Base Theatre**

**Performing Knowledge/IWP**
In this domain component, the theory and history of music theatre are put into practice. The focus lies on creating connections between Education, Research and the Professional Field; Innovation Workplace (IWP). In Performing Knowledge, students integrate theory through research with practice and develop this into an innovative whole, also in an international context.

**Cultural Educational Practice (CEP)**
CEP offers the opportunity to put arts-educational teaching materials into practice within primary, secondary and general education. The projects operate at the intersection of the target group's culture, the arts, and current social themes. Within CEP, the knowledge and skills acquired in the subjects Management, Organisation and Entrepreneurship and Cultural Educational Project Theory are applied in an integrated manner.

**EXCEP/Arts Education Practice**
Project EXCEP is an examination component in which the competencies related to translating theory into practice are assessed, as well as the artistic and creative components of the programme. "Creative and educational design", "problem-solving skills" and "leadership and initiative" are key competencies within this project. Candidates take on the roles of designer, performer and teacher.

**Theatre Practice/Integration**
Project Theatre practice internships and the Integration Project offer opportunities to gain stage and professional field experience as a performing artist, partly independently and partly under supervision.

**Core Education**

**MeDi Practice (Performing Education)**
Out-of-School Educational practice focuses on out-of-school internships. Students gain experience teaching various target groups in PTMD and Ballet, modern, ADMV, TLSD, DAZ, singing, hip-hop or tap.

**MeDi Practice (Performing Education)**
In-School Educational practice focuses on in-school internships. Students gain experience teaching various target groups within the school environment.

**Projects**

**CREACORE**
This is a Performing Arts project in which students, guided by their coach and working from a theme, create a presentation or Performing Arts project within an educational setting, gaining experience in entrepreneurship and creation.

**Project MT**
In the MT education project, students acquire the skills to adapt an existing piece for a specific target group. Existing musical repertoire is studied and transformed into teaching material for primary and secondary school pupils. Research is conducted into the essence of the material and the didactic possibilities for conveying it.

**Project “We”**
Project “We” takes place early in level 9Ba and has an orienting and collaborative purpose.

**Integration Project**
In the Integration Project, a theatre production is created under the guidance of various choreographers and directors, integrating different domains into a coherent whole.

**Project CEP**
CEP offers the opportunity to put arts-educational teaching materials into practice within primary, secondary and general education. The projects operate at the intersection of the target group’s culture, the arts, and current social themes.

**Included in programme(s)**
Dance in Education (Amsterdam)

**School(s)**
Arts, Design & Built Environment

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