

Study Guide

Codarts

Dance

2024-2025

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Disclaimer:

This study guide has been compiled while taking the greatest possible care. However, it is always possible that some information in it is incomplete or incorrect. No rights can be derived from this.

1 / Codarts Rotterdam

Codarts is an international university firmly rooted in Rotterdam society, offering high-quality Bachelor's and Master's programmes in the fields of music, music theatre, dance, circus, music and dance education and music and dance therapy.

Diversity, interdisciplinarity and sustainability are anchored in Codarts' genes. We are part of national and international networks. The innovative education and research programme Rotterdam Arts & Sciences Lab - a collaboration between Erasmus University Rotterdam, Willem de Kooning Academy/Hogeschool Rotterdam and Codarts - testify to this.

Codarts has over 1,000 students, of about 65 nationalities, and about 420 staff members.

Codarts Rotterdam provides the following study programmes:

- Bachelor of Music (Jazz, Pop, World Music, Classical Music and Music Theatre)
- Bachelor of Music in Education
- Bachelor of Dance
- Bachelor of Dance in Education
- Bachelor of Circus Arts
- Master of Music
- Master of Arts in Education
- Master Arts Therapies (Dance Therapy and Music Therapy)
- Master Choreography (Joint degree with Fontys, Tilburg)

Education at Codarts

Codarts Rotterdam trains talented and driven dancers, musicians and circus performers to become dedicated and inspiring artists, leaders and facilitators, ready to spread their wings in a dynamic, international context.

Our mission is based on six concepts that together make up Codarts' vision: Craftsmanship, Self-Management, Diversity, Inquisitiveness, Sustainability and Connectivity.

Craftsmanship

Codarts combines the oldest traditions and the latest trends in its professional arts education, which is based on international standards. Students immediately apply everything they learn in projects, performances and concerts.

Self-Management

Codarts regards students as self-conscious designers of their own future. From the very start they learn to both take and share responsibility. This means that everything is focused on developing their personal artistic identity to the greatest effect.

Diversity

Codarts is firmly rooted in Rotterdam and has always been passing on the most diverse cultures, styles and disciplines to new generations of performing artists who indeed see the world as their operational field.

Inquisitiveness

Codarts is a research-oriented community where ideas and questions are developed, exchanged and evaluated. This takes place in a constant collaboration between professors, teachers, students and external partners. At Codarts, doing follows naturally from thinking and the students are explicitly challenged to engage in both.

Sustainability

Codarts prepares students for a professional life that may last dozens of years. Therefore, students are coached intensively in developing and maintaining their health, resilience and flexibility.

Connectivity

Codarts is the link between talents and the international professional field. In the end, everything is about connections. Connections between artist and colleagues, between artist and audience, between artist and society. Obviously, the international professional field comes to Codarts to scout talent. Aside from that, Codarts is in close contact with numerous local, national and international organizations in order to make those talents be seen and heard outside its own walls as well.

2/ Bachelor Dance

The Bachelor Dance is a four-year full-time course. The total study load is 240 study points (EC), consisting of a one-year propaedeutic phase of 60 EC and a three-year main phase of 180 EC. The official language in all classes is English. After completing the programme you will have obtained the degree Bachelor of Arts (BA) in Dance.

Codarts' mission states that we provide a learning environment in which the attention is focused on you, the student. Codarts Dance trains dancers who, as adaptive professionals and on the basis of their personal artistic identity, are able to claim their own place in the world of dance. This is why our learning environment challenges you to make choices in how you apply your creativity, helped by vocational skills and knowledge. The unique range in dance styles and other art disciplines available at Codarts provide you with plenty of room to design your own artistic identity.

We believe in a student-driven learning environment where the focus is on individual artistic development. The study course provides a framework for this. Own initiative and responsibility are key values. Classes are given by an inspiring team of teachers and guest teachers from their varied expertise, within Codarts' view of dance.

Codarts maintains close relations with an extensive – international - network of dance companies, production houses, ad hoc projects, and festivals, favouring an educational environment that is continually developing. Together with partners such as the Holland Dance Festival, venue De Doelen and the Willem de Kooning Academy we frequently organise tours, performances, projects and events, both in the Netherlands and abroad.

Codarts does more than providing the artistic facilities you need to become a successful performing artist. For a successful, sustainable career, injury prevention is essential. At Codarts, Student Life provides various facilities that can help you prevent or eliminate impediments, as well as good advice to have a long and healthy life in dance.

Professional Roles

Codarts Dance trains students to become broadly employable dancers, who know how to place their art in the market as a strong product. The key to this is an open and inquisitive attitude: looking beyond the boundaries of what you know, always looking for challenges and how to make your own unique contribution. By developing innovative ideas and concepts and by shaping your working environment, as a young artist, you are able to communicate your craftsmanship, vision, and inspiration to others.

To help you find your way in all these aspects of being a professional artist, the Bachelor Dance course is structured according to so-called professional roles. In Dance, these are:

1. The Dancer/Performer
2. The Maker/Performer
3. Contextual Studies
4. The Professional/Entrepreneur

The Dancer/Performer

This is the core of the course. The focus is on acquiring dance-technical competencies at the highest possible level, in an educational structure of eight semesters. The dance technical development consists of ballet, a wide range of modern dance styles, Graham, Limon, Cunningham, Laban, modern jazz dance/urban and 'floorwork'. In addition, many guest teachers contribute their personal modern styles, often inspired by their own development and research. 'Body Awareness & Conditioning' includes fitness, Yoga and Pilates classes. This is the pillar where we work with young and renowned choreographers on repertoire resulting in various performances.

The Maker/Performer

This pillar consists of drama classes, improvisation and composition classes, creating your own work and LMA (Laban Movement Analysis). Together, these subjects make up the 'Performance Creative Skills'. Artistic research is rooted in the professional practice and is not only part of the pillar Maker/ performer, but also has a strong presence in the other professional roles. As such it transcends the curriculum. This contributes to a broadening of personal qualities, insights and competencies that benefit dancers as creative artists and performers. In the second and third year, students choreograph their own work, which is then performed in a theatre.

Contextual Studies

This is the collective name for the theoretical support of dance-technical and creative development, as well as the dancer's development as a performing artist. The programme consists of Dance History, Music Theory and the theoretical programme MPP ('Maximizing Performance Programme'). The latter deals with subjects such as anatomy, injury prevention, nutrition, and performance psychology. In the subjects Dance History and Music Theory students learn about the history of dance and music, but also how to apply and explore elements of these in their current practice.

Over the course of four study years, the focus shifts from 'knowledge transfer' to doing your own research and forming your own opinions and views. Within the

course, research is made concrete by writing a paper, making your own portfolio and giving presentations.

The Professional/Entrepreneur

This is the collective name of those components in the curriculum that specifically address entrepreneurship. One aspect of this is developing a professional work attitude, which entails communicative skills and the ability to guide processes. Another aspect of this professional role is learning about the profession from a practical point of view, and career guidance. This takes place in the module 'Orientation & Practice', which is an introduction to the professional field through various workshops, going to performances and attending lectures. This module also includes classes around networking and doing audition, knowledge of contracts, what is required to work as a freelancer, writing a resume, making a promotional video and building your own website.

This role also provides space for individual study activities. This will stimulate you to profile yourself and, in that sense, adopt an entrepreneurial attitude with your profile as starting point. During the fourth year an internship in a professional company or freelance production takes place. In the module Professional Development students are monitored and coached in finding artistic depth and a professional work attitude.

3/ Structure of the programme

Broadly speaking, the first phase (the propaedeutic phase) may be described as basic training. The emphasis is on acquiring the necessary technical dance competencies/skills. During this basic year, you will take classes as ballet, modern dance, modern jazz dance/urban, improvisation and composition. You will also begin to work on repertoire with (guest) choreographers.

During the main phase (year two and three), specialization in modern dance techniques begins. Besides your regular teachers, classes will increasingly be taught by guest teachers from the professional field. An important element in the main phase is obtaining more insight into improvisation, composition and drama (Performance Creative Skills). This stimulates your own creativity and personality as a performing artist.

During your studies you will gain much stage experience by taking part in performances and by doing internships with dance companies (year 4).

Gaining Practical Experience

Codarts is known for the many opportunities we provide to students to gain practical experience by taking part in diverse performances, as well as in performances by our Codarts Dance Company. Besides regular classes, much time is spent on learning repertoire and creating new work together with (guest) choreographers.

Last seasons, (new) works were made together with (guest) choreographers as Felix Landerer, Stephen Shropshire, Juanjo Arques, Amos Ben-Tal and Neel Verdoorn. In addition, there were repertoire pieces by Hofesh Shechter Company, Wayne McGregor, William Forsythe, Jiří Kylián, Cayetano Soto, Guy & Roni, Ton Simons, Ed Wubbe, Marina Mascarell, Lorand Zachar and Jan Martens.

Third-year students have their own performance programme, Talent on the Move, which tours throughout the Netherlands and often abroad as well. In last seasons, students performed in the Netherlands, Italy, Macedonia, Poland, Russia, Switzerland, France and the United States of America. This annual tour is co-organized by our partner Holland Dance Festival.

Internships

In the fourth year, students do an internship with a dance company or production house or gaining experience as an independent artist. This internship is a regular and mandatory part of the curriculum of the fourth year and is an important element

in the development from student to professional dancer. Competencies acquired earlier must now be applied in the professional field itself. In previous seasons, fourth-year students have done internships with various companies, including:

In the Netherlands:

- Scapino Ballet Rotterdam
- Nederlands Danstheater 2 (NDT-2)
- Introdans
- Conny Janssen Danst
- Club Guy & Roni
- ICK Amsterdam
- Dansgroep De Stilte
- Sally Dance Company

Abroad:

- Dansih Dance Theatre – Marina Mascarell
- Tanz Luzerner Theater
- Bern Ballet
- St Gallen Dance Company
- Hessisches Staatsballett Wiesbaden
- Staatstheater Nürnberg Ballet
- Theater Heidelberg
- Tanz Mainz
- Theater Bielefeld
- Tanz Kassel
- Tanz Bielefeld
- Goteborg Operans Danskompani
- Skanes Dansteater
- Grand theatre De Geneve – Sidi Larbi

4/ Module descriptions

Of all modules from the study programme, module descriptions are made that include:

- the content of the module
- the study load
- the learning outcomes
- information about the examinations (form, criteria, results scale)
- entrance requirements

Codarts students can access the module descriptions through the *MyCodarts app*.

5/ Curriculum overview

UD 2024/2025

Rol	Module	ECTS	ECTS	ECTS	ECTS	ECTS	ECTS	ECTS	ECTS
		S1	S2	S3	S4	S5	S6	S7	S8
Dancer									
	Ballet	5	5		10		10		
	Modern Techniques	5	5		10		10		
	Performance Practice	5	5		10		15		
	Body Awareness & Conditioning (BAC)	1	2		3				
	Training/skills								15
Maker/Performer									
	Performance/creative skills	3	8		7		10		3
	Artistic Research		3		5		5		
Contextual studies									
	Dance & Music Theory	2	3	3	3				
	Maximizing Performance Program (MPP)	2	2	2	2	2			
Professional/Entrepreneur									
	Orientation & Practice		2						
	Professional Development	1	1	2	3	4	4		12
	Internship								30
Total		24	36	7	53	6	54	0	60

6/ Learning Outcomes

This section lists the learning outcomes from the Bachelor Dance at Codarts Rotterdam. The learning outcomes are listed in seven categories. The competencies that the graduates have acquired during their training are listed in specific competencies. These competencies were discussed and approved by the professional field.

1. Creative potential

The graduate is capable of giving meaning to choreographic work on the basis of a personal artistic vision.

- 1.1. The graduate translates ideas into movement through association, analysis and (physical) interpretation.
- 1.2. The graduate displays his imagination, individuality and inventiveness in his performance.
- 1.3. The graduate develops a style of his own.
- 1.4. The graduate links knowledge with practice in order to develop and deepen the work process.
- 1.5. The graduate can position his work in a broader (inter)cultural, social and international perspective.

2. Craftsmanship

In his work, the graduate applies expertise and a broad range of instrumental skills in a professional way.

- 2.1. The graduate possesses suitable body control and body consciousness. He shows this through his power, flexibility, musicality, stamina and dynamic ability.
- 2.2. The graduate has mastered an international dance vocabulary.
- 2.3. The graduate displays a strong sense of concept, space, time, sound, image, light and the other.
- 2.4. The graduate has insight in (the phases) of the creative process and can make a fitting contribution.
- 2.5. In dance practice, the graduate displays knowledge of (international) cultural history, repertoire and developments in our present-day cultural landscape.
- 2.6. The graduate is well-informed about how dancers can sustain a healthy lifestyle and takes good care of his own mental and physical state.

3. Investigative and reflective abilities

Through research and reflection the graduate gains understanding and knowledge about how he functions as a professional and use such insights in an artistic and social context.

- 3.1. The graduate has gained insight in his talents and potential and reflects on his personal development in relation to his vision and work.

- 3.2. The graduate has an investigative attitude and can undertake (practice-oriented) research.
- 3.3. The graduate continually questions his own work and manner of working.
- 3.4. The graduate assesses his own and others' work and work method with regard to intention, artistic value and public perception.
- 3.5. The graduate positions himself and his work critically towards that of his own professional field and social context.
- 3.6. The graduate assimilates knowledge of different art disciplines in his development as a dance artist.

4. Potential for growth and innovation

The graduate has the ability to constantly develop and deepen his artistic practice and way of working and thereby contributes to the development of his professional field and society.

- 4.1. The graduate explores and experiments and uses his findings to further develop his artistic practice.
- 4.2. The graduate is open to ideas and acquires new knowledge, insights and skills so he can continue to develop himself.
- 4.3. The graduate is constructive in his approach to diverse professional situations and changing circumstances.
- 4.4. The graduate exposes links between cultural and social developments and expression and uses his findings to contribute to his professional field and society.

5. Entrepreneurial and organisational ability

The graduate can effectively shape his ambitions in an interdisciplinary and (inter)national work field.

- 5.1. The graduate signals opportunities inside and outside a constantly changing work field and exploits these to realize his ambitions.
- 5.2. The graduate develops his own manner of working and oversees all aspects of the work process and the interaction of the disciplines involved.
- 5.3. The graduate forges contacts that are relevant to building up and maintaining an (inter)national network.
- 5.4. The graduate positions himself in the work field as a performing artist.
- 5.5. The graduate takes the necessary professional measures to enable him to work as a dance artist in the long term.
- 5.6. The graduate negotiates about organizational, financial and substantive aspects of the work field with clients and other interested parties.

6. Communicative ability

The graduate is able to interact effectively within a wide range of professional contexts.

- 6.1. The graduate communicates purposefully within an interdisciplinary, intercultural and international work environment.
- 6.2. The graduate can articulate and physically express his artistic identity, ideas, ambitions and qualities to parties in and outside the artistic process.

6.3. The graduate actively seeks to generate publicity and/or opportunities for his work.

6.4. The graduate asserts his professional needs and values in an adequate way.

7. Collaborative ability

Following on from his function, the graduate contributes constructively to the realization of an artistic product or process.

7.1. The graduate realises his own artistic goals in coordination with others.

7.2. The graduate is conscious of his own identity and qualities and uses these effectively when working with others.

7.3. The graduate is strategic, flexible and respectful regarding the different roles, responsibilities, interests and qualities that play a part in (interdisciplinary) collaboration.

7.4. The graduate offers and accepts feedback in a constructive way.

7/ Annual planning

<i>Week no.</i>	<i>Month</i>	<i>Monday</i>	2024-2025 Dance
34	Aug	Mon 19	Scheduled-free week / Summer holiday*; all locations open for rehearsals and exams
35		Mon 26	Introduction week '24-'25 / re-examinations '24-'25
36	Sep	Mon 02	Special week C&R 1 Dance, D3 Light Tech.
37		Mon 09	Special week C&R 2 Dance 9th medical screening for D1/new students
38		Mon 16	
39		Mon 23	
40		Mon 30	
41	Oct	Mon 07	10th D3 Introduction Blind date / ERASMUS + VISIT (tentative)
42		Mon 14	Blind Date D3 in rep time (only ballet guest in this week) 6.41 reserve, Sara W. (BD)
43		Mon 21	Special week C&R 3 Dance + Blind Date performances 24,25 October
44		Mon 28	scheduled-free week / Autumn holiday*
45	Nov	Mon 04	D1 Choreo. Project
46		Mon 11	D1 Choreo. Project
47		Mon 18	D1 Choreo. Project
48		Mon 25	D1 Choreo. Project
49	Dec	Mon 02	
50		Mon 09	Youth D2 + D1 tests tech. Kerstdinner option 13th (tentative)
51		Mon 16	Special week C&R 4 Dance Choreographers project D1, Youth D2 -
52		Mon 23	scheduled-free week / Christmas holiday*; all locations closed from 21-12-24 t/m 27-12
1		Mon 30	Scheduled-free week / Christmas holiday; all locations closed from 30-12 t/m 1-1 closed)
2	Jan	Mon 06	
3		Mon 13	
4		Mon 20	TOTM Montage
5		Mon 27	
6	Feb	Mon 03	

7		Mon 10	Sa 15 Feb TOTM Veendam
8		Mon 17	Special week C&R 5 Dance Th 20 feb TOTM Woerden Fr 21 Feb TOTM Maassluis
9		Mon 24	Scheduled-free week / Spring holiday* Th 27 Feb TOTM Veenendaal
10	Mar	Mon 03	Fr 7 March TOTM Den Helder
11		Mon 10	We 12 March TOTM Papendrecht Th 13 March TOTM De Meern Fr 14 March TOTM Weert
12		Mon 17	We 19 March TOTM Helmond
13		Mon 24	Codarts Project Week / , We 26 March TOTM Groningen Sa 29 March TOTM Wassenaar Guest teachers:
14		Mon 31	Th 3 Apr TOTM Meppel Fr 4 Apr TOTM Franeker Sa 5 Apr TOTM Wijchen
15	Apr	Mon 07	Th 10 Apr TOTM Hoogezaand Fr 11 Apr TOTM Raalte Sa 12 Apr TOTM Hellevoetsluis
16		Mon 14	We 16 Apr TOTM Houten Th 17 Apr TOTM Heerhugowaard All locations closed on Good Friday (18-4); WMDC closed on 19-4,
17		Mon 21	All locations closed on Easter Monday (21-4) and King's Day (27-4) Evening with Martha Graham, 22,23,24,25.4 Th 24 Apr TOTM Kampen
18		Mon 28	Scheduled-free week / May holiday*; Th 1 May TOTM Nunspeet
19	May	Mon 05	All locations closed on Liberty Day 5-5 Th 8 May TOTM Vlaardingen Sa 10 May TOTM Voorburg
20		Mon 12	Sa 17 May TOTM Roden
21		Mon 19	
22		Mon 26	D1 solos (6.41) all locations closed on Ascension Day 29-5 & 30-5 (on 30-5 only Fenix open)
23	Jun	Mon 02	D4 Final Exam, 3,5,6 Juni D3 Own work (6.41)
24		Mon 09	All locations closed on Whit Monday (09-06) 10,11,12, 13 June - Montage TOTM & SOTM
25		Mon 16	
26		Mon 23	
27		Mon 30	De-train+ Re-tests (5 July D4 Diploma)
28	Jul	Mon 07	Scheduled-free week*
29		Mon 14	No classes / Summer holiday*; all locations closed for students
30		Mon 21	No classes / Summer holiday*; all locations closed for students
31		Mon 28	No classes / Summer holiday*; all locations closed for students
32	Aug	Mon 04	No classes / Summer holiday*; all locations closed for students
33		Mon 11	No classes / Summer holiday*; all locations closed for students
34		Mon 18	Scheduled-free week / Summer holiday*; Kruisplein and WMDC open for rehearsals for exams

35		Mon 25	Introduction week '25-'26 / re-examinations '25-'26
36	Sep	Mon 01	Start study year 2025-2026
37		Mon 08	

* Note: During scheduled-free weeks / holidays all locations are closed on Saturdays and Sundays!
 In scheduled-free weeks off, some educational activities may still be planned. Adjusted opening hours may apply that are published on Mycodarts

BACHELOR DANCE - HOLIDAY OVERVIEW 2024-2025

BACHELOR DANCE - HOLIDAY OVERVIEW 2024-2025					
Holidays	Class (season 23-24)	Start holidays	Final return day	Back in schoolstudios	Remarks
Summer 2024	D1 (= new students)	-	25-aug-24	26-aug-24	
	D2	-	1-sep-24	2-sep-24	
	D3	-	1-sep-24	2-sep-24	
Autumn 2024	D1	28 october 2024	3-nov-24	4-nov-24	
	D2	28 october 2024	3-nov-24	4-nov-24	
	D3	28 october 2024	3-nov-24	4-nov-24	
Christmas-NY 2024-2025	D1	23-dec-24	5 january 2025	6 january 2025	
	D2	23-dec-24	5 january 2025	6 january 2025	
	D3	23-dec-24	5 january 2025	6 january 2025	
Spring 2025	D1	24 february 2025	2 march 2025	3 march 2025	
	D2	24 february 2025	2 march 2025	3 march 2025	
	D3	24 february 2025	2 march 2025	3 march 2025	
May 2025	D1	26-apr-25	5 may 2025	6 may 2025	
	D2	26-apr-25	5 may 2025	6 may 2025	
	D3	26-apr-25	5 may 2025	6 may 2025	
Summer 2025	D1	12 july 2025	24-aug-25	26-aug-25	
	D2	12 july 2025	24-aug-25	26-aug-25	
	D3	12 july 2025	Not applicable	Not applicable	Internships

8/ Staff

Caroline Harder - Head of the Dance department

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Keith Derrick Randolph - Coordinator

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Sara Erens - Coordinator

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Sanja Maier-Hasagic - Coordinator

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Ellen Dijkstra - Production

ecdijkstra@codarts.nl

Ann Baranova – Educational Support Officer

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Denise Garcia Flores – Educational Support Officer

adflores@codarts.nl

Study counsellors

Year 1: Sanja Maier-Hasagic

Year 2: Samuela Papotto

Year 3 & 4: Sara Erens

Guest teachers Contemporary Techniques

Anouk van Dijk (Counter technique)

Anette Jellne (Counter technique)

Eva Schaller (Counter technique)

Evelien Janssen

Merel Lammers

Kristina & Sadé Alleyne

Samir Calixto

Yael Cibulski

Suka Horn

Igor Podsiadly

Joan Clevillé

Diego Sinniger de Salas

Liel Fibak

Patricia van Deutekom
Hilde Elbers
James Finnemore
Niek Wagenaar
Angela Herenda
Thomas Goodwin
Michael Langeneckert
Maroula Iliopoulou
Michele Pogliani
Neel Verdoorn
Liat Waysbort
Harold Luya

Ballet Guest teachers Ballet

Michel Bejard
Dario Dinuzzi
Kathleen Mc Nurney
Zoran Markovic
Marta Reig Torres
Francesca Peniguel
Laura Bernasconi
Didier Chape
Amy Raymond
Pedro Goucha Gomez
Min Li
Bryndis Brynjolfsdottir
Ralitza Malehounova
Loic Perela
Marta Reig Torres
Dario Tortorelli
Sun Xiao
Simon de Mowbray

(Guest) Choreographers

Ed Wubbe
Jiří Kylián
Francesca Harper
Conny Janssen
Cayetano Soto
Nacho Duato
Rafael Bonachela
Bill T. Jones
Frederik Kaijser
Wayne McGregor
Hofesh Shechter
Hans van Manen
Jan Martens
Marina Mascarell Martinez

Stephen Shropshire
Ishan Rustam
Ton Simons
Lóránd Zachár
Marco Goecke
Marta Reig Torres
Keith-Derrick Randolph
Simon Kuban
Neel Verdoorn
Heidi Vierthaler
Sjoerd Vreugdenhil
Joost Vrouenraets
Wubkje Kuindersma
Kenzo Kusuda
Maciej Kuźmiński
Felix Landerer
Sasha Waltz
Jan Linkens
Bruno Listopad
Jérôme Meyer & Isabelle Chaffaud
Giulia Mureddu
Wessel Oostrum
Loïc Perela
Iván Pérez
Michele Pogliani
Roy Assaf
Davide Bellotta
Amos Ben-Tal
Regina van Berkel
Mauro Bigonzetti
Samir Calixto
Jarek Cemerek
Krisztina de Châtel
Lucinda Childs
Club Guy&Roni; Roni Haver & Guy Weizman
Antonin Comestaz
Jens van Daele
Patricia van Deutekom
Fernando Dominguez Rincon
Alida Dors
Joeri Dubbe
Kenneth Falk & Külli Roosna
Adonis Foniadakis
William Forsythe
Itzik Galili
Michael Getman
Andre Gingras
Amancio Gonzalez

Pedro Goucha Gomes
Martha Graham
Kyle Abraham
Kristina & Sadé Alleyne
Iker Arrue
Juanjo Arques
Konstantin Keykhel
Antonin Rioche
Risima Risimkin
Arthur Rosenfeld
Lonneke van Leth
Itamar Serussi Sahar
Jone San Martin
Michael Schumacher
Diego Sinniger de Salas
Thom Stuart
Christopher Tandy
Lukaš Timulak
Dario Tortorelli
Fernando Troya
Milena Ugren Koulas
Jianhui Wang
Tom Weksler
Ederson Rodrigues Xavier
Marie Khatib-Shahidi & Youri Peters