

DEN DANSKE
SCENEKUNST
SKOLE

THE DANISH
NATIONAL SCHOOL
OF PERFORMING
ARTS



MASTER'S PROGRAMME IN DANCE AND PARTICIPATION

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LEGAL FRAMEWORK

LEGAL BASIS

The curriculum has been prepared pursuant to Ministerial Order on the Danish National School of Performing Arts (Ministerial Order No. 121 of 24 January 2025). The legal basis of the programme is described in detail in the common study regulations of the Danish National School of Performing Arts.

DESIGNATION

The programme will give the graduate the right to the designation Master of Fine Arts (MFA) in Dance and Participation. The Danish designation is kandidat i dans og participation.

CAMPUS

The students will be admitted to The Danish National School of Performing Arts in Copenhagen.

LANGUAGE

The programme is taught in English.

INTERIM ARRANGEMENT AND COMMENCEMENT

This curriculum is effective for students starting in August 2025.

APPROVAL

The Principal approved the curriculum after recommendation from the Study Board on 21 April 2025.

OBJECTIVES AND STRUCTURE

OBJECTIVES

The Master of Fine Arts programme in Dance and Participation educates professionally practising dancers and choreographers who wish to combine artistic and pedagogic practice with a view to develop and carry out artistic projects in which the participants' physical, social and creative experiences are central. The field of study is participant involving practice within dance and choreography, understood here as a spectrum spanning artistic, social, collaborative and educational approaches to the art form.

The aim is to educate well-reflected and innovative graduates who are able to master, apply and evaluate the artistic methods, tools, forms of expression and theories related to dance and participation. The graduates are able to independently initiate and implement artistic participatory projects and to handle potentially complex work circumstances and situations. The graduates can take responsibility for their own professional development and specialisation, including - but not limited to - working as independent artists, working in education or culture institutions or pursuing a research career.

The students are encouraged to develop their own artistic facilitation methods, and, on a knowledge foundation of artistic and academic research and artistic and pedagogic practice, to critically engage with and challenge current practice within the field of dance and participation.

The graduates can discuss and reflect on their practice in a local, national and international context and develop a sophisticated and sustainable personal perspective on individual practice that is able to take advantage of current and future opportunities for professional development and advancement. The programme is affiliated with various national partners and international networks, and students may partake in placements, conferences, exchange and study trips where they encounter leading artists and scholars in the field and engage with diverse and divergent pedagogic, artistic and academic approaches. Collaborations with students from other fields of study and a focus on entrepreneurship further enables the students to actualise their artistic proposals after graduation.

The course of study alternates between classes and workshops and periods in which the students carry out pedagogical and artistic inquiries in the field, including periods in which the students plan and implement projects with particular participant groups. Reflection formats vary in form, from tightly structured writing tasks to open portfolio hand-ins, from individual practical inquiries to group feedback processes, from academically structured thinking to physical artistic speculative practice. The programme concludes with a substantial graduation project. Exact course content is partially developed in response to the particular student group, and the specific semester content is described in the course catalogue.

QUALIFICATION DESCRIPTION

After completing the programme, the students will be able to:

Knowledge

- demonstrate comprehensive knowledge of selected parts of the theories, methods and artistic traditions related to dance, participation and pedagogy.
- understand and critically reflect on knowledge of artistic and pedagogical practice, theory and method, and place this in relevant artistic, historical and social contexts.
- identify artistic and pedagogical challenges and relevant theoretical issues in selected subject fields and in relation to their own artistic practice.
- understand and critically reflect on their own artistic, participant involving practice in an international context.

Skills

- master relevant artistic and pedagogical methods, tools and forms of expression in relation to their own participant involving artistic practice.
- apply relevant methods and tools from artistic research and social science related to the development of their own participant involving artistic dance practice.
- master general skills related to employment within the field of dance and participation in an international context.
- assess and choose among artistic and relevant theories, work methods and tools from artistic research and social science.
- define new expressions and solution models in relation to their own participant involving artistic practice.
- convey, document and discuss their own participant involving artistic practice with both professional peers and non-specialists.

Competences

- initiate and conduct artistic, academically supported enquiries from generating ideas and researching, to reflecting and documenting.
- organise, manage and complete complex and unpredictable artistic projects.
- independently launch and implement disciplinary and interdisciplinary collaboration and assume professional responsibility.
- work independently and entrepreneurially with participant involving dance projects.
- independently take responsibility for developing their own artistic practice.

ADMISSION CRITERIA

The Danish National School of Performing Arts admits applicants to the programme who are assessed to be the most qualified in relation to the following criteria:

- Motivation to immerse oneself into the field within the framework of the programme
- Capacity to take responsibility for complex and collective artistic processes and learning environments.
- Ability to analyse one's own and others' artistic practices.
- Knowledge and skills within the subject area and potential for further development.
- Ability to clearly articulate ideas through movement, speech, and text.
- Communicative and collaborative skills.
- Personal motivation, including an idea of how the education is expected to shape the future artistic practice of the applicant.

SUBJECT STRUCTURE

The subject structure gives an overview of the subjects in the programme based on ECTS credits.

Subject	ECTS credits
Pedagogy and Creative Practice	45
Master's Project	33
Contextualisation	15
Performance Project	15
Artistic Enquiry	9
Artistic Research	3
Total	120

SEMESTER STRUCTURE

The semester structure gives an overview of the distribution of subject elements within each semester. The subject elements are structured based on their ECTS credits.

Subject Element	ECTS credits
First semester	
Pedagogy and Creative Practice	20
Contextualisation	3
Artistic Research	3
Artistic Enquiry	4
Second semester	
Performance Project	15
Pedagogy and Creative Practice	10
Contextualisation	5
Third semester	
Pedagogy and Creative Practice	15
Contextualisation	7
Artistic Enquiry	5
Master's Project: Initiation	3
Fourth semester	
Master's Project: Completion	30

SUBJECTS

PEDAGOGY AND CREATIVE PRACTICE

Objective

The subject introduces pedagogy, participation and facilitation, and lays the foundation for the students to develop their own distinctive practice in the field of dance and participation. The students gain insight into academic and artistic approaches to pedagogy and participation that supports and challenges their artistic practice and their ability to plan, facilitate and reflect on participant involving projects. Teaching is based on internationally recognised artistic and pedagogical practices as well as artistic and academic research. The students develop their individual artistic and pedagogic facilitation skills, for instance through practical classes, workshops, engagement with literature and lectures. Placements allow the students to practically test their approach in an educational setting. Observation and feedback from experts and peers support the reflection and further development of own practice and facilitation skills.

A continually developing physical dance practice runs parallel to the expansion of practice into the field of pedagogy and facilitation, as the students extend their bodily and kinaesthetic practice through taught classes and independent work. The students engage with different modes of production through critical engagement with pedagogic studies and dance facilitation as well as workshops and lectures introducing other artists' work and methods. They learn to situate their own approach within selected current and historical artistic and social contexts and gain a deeper understanding of the field of participant involving dance. The subject also focuses on how to invite people into artistic processes and on the ethical dimension of participation. This expanded awareness enables the students to critically engage with and refine their own work methods, continually seeking ways to merge interests, skills and needs of participants with their own artistic aim. The aim is for the students to develop a singular, well considered artistic practice from an explorative pedagogical point of view.

Subject elements

Pedagogy and creative practice, first semester, 20 ECTS credits

Pedagogy and creative practice, second semester, 10 ECTS credits

Pedagogy and creative practice, third semester, 15 ECTS credits

Learning Outcomes

At the completion of the subject element, the student will be able to:

Pedagogy and creative practice, first semester, 20 ECTS credits

- demonstrate competences and skills in facilitation and implementation of dance encounters.
- demonstrate knowledge of selected scientific and artistic research methods considered relevant in a contemporary facilitative dance practice and apply these in the development of own artistic practice.
- demonstrate knowledge of established methods within dance practice, participation and creative dance.
- demonstrate knowledge of selected concepts, arguments and theories concerning dance, participation and pedagogy.
- discuss and substantiate personal and professional views concerning general and concrete issues related to dance, facilitation and participatory practice.
- make and substantiate artistic and pedagogic choices based on selected theories and methods in connection to the planning, organisation, evaluation and development of own artistic participatory practice.
- apply newly acquired knowledge, understanding and critical awareness to independent analysis and reflection upon their own individual practice and that of others.

Pedagogy and creative practice, second semester, 10 ECTS credits

- understand and reflect upon selected scientific and artistic research methods considered relevant in a contemporary facilitative dance practice and apply these in the development of own artistic practice.

- demonstrate extensive knowledge of and skills within selected methods within dance practice, participation and creative dance.
- develop own methods within dance and participation based on own artistic and choreographic interest.
- understand and reflect upon selected concepts, arguments, theories and research results concerning dance, choreography and participation.
- apply relevant scientific methods and tools to consider and evaluate people's perception, behaviour and ability to engage in dance related practice under various conditions.
- make and critically reflect on artistic and pedagogic choices based on selected theories and methods in connection to the planning, organisation, evaluation and development of own artistic participatory practice.
- initiate engagement between physical practice and artistic participatory practice/facilitative practice.

Pedagogy and creative practice, third semester, 15 ECTS credits

- understand and critically reflect upon selected scientific and artistic research methods considered relevant in a contemporary facilitative dance practice and apply these in the development of own artistic practice.
- understand and critically engage with selected concepts, arguments, theories and research results concerning dance, choreography and participation.
- develop their own distinct method within dance practice, choreography and participation as well as their own corresponding research approach drawing on established scholarly and artistic methods.
- analyse and critically evaluate concepts, arguments, theories and research results concerning dance and participation.
- critically engage with the role of 'the participant' in relation to the physical, social and artistic experience of the individual as well as their contribution to the artistic expression of the context they partake in.
- take responsibility for the continued development of own physical practice, and demonstrate a well-considered understanding of the role of bodily and kinaesthetic experience within own artistic participant involving practice.

Teaching and Working Methods

The methods alternate between class teaching – including workshops, lectures and discussions - supervised placements, written assignments, projects and own preparation.

Assessment

Active participation with assessment of absence (internal assessment)

The pass/fail assessment is made by Head of Programme at the end of the subject element. The assessment is based on the student's professional development and participation. In order to pass the subject element, the student's professional development must reflect the learning objectives, and the student's attendance and active participation must be assessed as sufficient. If the student does not pass, a plan must be drawn up for later follow-up of the learning objectives that have not been satisfactorily met.

MASTER'S PROJECT

Objective

The purpose of the Master's Project is to give the students with the opportunity to engage, either individually or collaboratively, in an in-depth investigation of a topic of their own choosing.

Building upon their core disciplinary competences, the student is required to independently define, plan and implement practice-based artistic research that meets the standards for knowledge, skills and competencies at the level of Master of Fine Arts.

Additionally, the student must document and critically reflect on the process and potential of the project as well as explore and put into perspective related artistic works and/or development activities, methods and fields of interest within both national and international contexts. This reflection must be presented and discussed with both peers and non-specialists.

Subject elements

Master's Project (Initiation), third semester, 3 ECTS credits

Master's Project (Completion), fourth semester, 30 ECTS credits

Learning outcomes

After completing the subject element, the students will be able to:

Master's Project (Initiation), third semester, 3 ECTS credits

- formulate research questions and a project description for an artistic (performing arts-related) research project.
- reflect on artistic knowledge and research relevant to the project.
- propose and present relevant artistic methods and documentation forms to be applied to the project.

Master's Project (Completion), fourth semester, 30 ECTS credits

- conduct one or more experiments related to the research questions of the project and master skills within their own field in the completed experiment – possibly in work format.
- demonstrate knowledge of selected field-specific areas of interest, based on recognised artistic practice and research.
- reflect on artistic knowledge related to the project, identify artistic and theoretical challenges, and contextualise the project in relation to these.
- propose and test relevant artistic methods, expressions and solutions in the research work.
- apply methods from artistic research, including documentation of the work process and critical reflection on the relationship between research questions and outcomes.
- work independently and entrepreneurially with the research project, and subsequently be able to explain how the project could potentially create progress and value for the performing arts field and the candidate's future practice.
- communicate key insights and conclusions of the artistic research project to both peers and non-specialists.

Teaching and Working Methods

Work methods alternate between self-organised project work, group teaching, group reflection, individual supervision, documentation and reflection, and presentation.

Assessment

Master's Project (Initiation), third semester, 3 ECTS credits

Active participation with assessment of absence (internal assessment)

The pass/fail assessment is made by Head of Programme at the end of the subject element. The assessment is based on the student's professional development and participation. In order to pass the subject element, the student's professional development must reflect the learning objectives, and the student's attendance and active participation must be assessed as sufficient. If the student does not

pass, a plan must be drawn up for later follow-up of the learning objectives that have not been satisfactorily met.

Master's Project (Completion), fourth semester, 30 ECTS credits

Product/performance (external assessment)

The pass/fail assessment is made by Head of Programme, the supervisor and an external examiner appointed by the Ministry of Culture at the end of the subject element. The assessment is based on the student's presentation, publication and verbal reflection, with a special emphasis on the artistic and pedagogic quality of the participant-involving project. In order to pass the subject element, the student's professional development must reflect the learning objectives. If the student does not pass, a plan must be drawn up for later follow-up of the learning objectives that have not been satisfactorily met.

The content of and requirements for the Master's Project are described in further detail in the compendium 'Master's Project: Guidelines'.

CONTEXTUALISATION

Objective

Within the subject of "Contextualisation", the students learn to contextualise their practice through engagement with relevant methods and theory within dance, performance and participation, drawing both on artistic practices and scholarly and artistic research. The students develop a nuanced understanding of dance, choreography, pedagogy and participation and possible relations between them, as they gain new knowledge through practical and theoretical studies, supported by discursive approaches considered relevant in a contemporary participatory dance context.

The module also focuses on idea development, project implementation and knowledge of the field, with the objective of equipping the students with practical tools for implementing own artistic work. Modes of production are addressed, and the students gain an understanding of existing and alternative structures within the field of participant involving dance both in artistic and social context. The students become qualified to discuss and reflect on their practice in a local, national and international context and develop a sophisticated and sustainable personal perspective on individual practice that is able to take advantage of current and future opportunities for professional development and advancement.

Subject elements

Contextualisation, first semester, 3 ECTS credits

Contextualisation, second semester, 5 ECTS credits

Contextualisation, third semester, 7 ECTS credits

Learning Outcomes

After completing the subject element, the student will be able to:

Contextualisation, first semester, 3 ECTS credits

- demonstrate knowledge of selected theoretical knowledge and artistic discursive approaches considered relevant in a contemporary participatory dance context.
- situate own artistic practice in relation to the acquired theoretical knowledge.

Contextualisation, second semester, 5 ECTS credits

- understand and reflect upon selected theoretical knowledge and artistic discursive approaches considered relevant in a contemporary participatory dance context.
- situate and discuss own artistic practice in relation to the acquired theoretical knowledge.
- demonstrate insight into the current and historical conditions and societal role of dance artists.

Contextualisation, third semester, 7 ECTS credits

- critically reflect on theoretical knowledge and artistic discursive approaches considered relevant in a contemporary participatory dance context.
- critically reflect on own artistic practice in relation to the acquired knowledge and relate own artistic work to global and local social and/or artistic contexts.
- demonstrate knowledge of and skills in selected approaches to entrepreneurship, that are deemed relevant to a participant involving practice.
- discuss relevant artistic issues and convey artistic ideas and intentions to peers as well as non-specialists.

Teaching and Working Methods

The methods alternate between classroom teaching, lectures, workshops, group work, presentations and own preparation.

Assessment

Active participation with assessment of absence (internal assessment)

The pass/fail assessment is made by Head of Programme at the end of the subject element. The assessment is based on the student's professional development and participation. In order to pass the subject element, the student's professional development must reflect the learning objectives, and the

student's attendance and active participation must be assessed as sufficient. If the student does not pass, a plan must be drawn up for later follow-up of the learning objectives that have not been satisfactorily met.

PERFORMANCE PROJECT

Objective

The performance project focuses on participant-involving choreography and the artistic potential of the participatory situation. The students develop, plan and implement an individual performance, taking into account the participants' capabilities, experience and commitment as well as the artistic expression of the performance. The module introduces artistic co-creation and the students develop a nuanced understanding of the role of 'the participant' in their work, as a creator, maker and/or performer. The aim is for the students to develop an ability to conceive, carry out and reflect on an individual piece of creative participant involving work demonstrating a critical awareness of contexts of production and reception.

Subject elements

Performance project, second semester, 15 ECTS credits

Learning Outcomes

After completing the subject element, the student will be able to:

- demonstrate knowledge of and skills within artistic, creative enterprise.
- identify and address artistic and pedagogical challenges within a participant involving choreographic project.
- demonstrate skills within composition and choreography.
- act in an innovative, proactive and flexible manner in management situations as project manager and creative artist.
- demonstrate management skills, including communication and conflict resolution.
- display an understanding of and take control of complex and unpredictable artistic processes.
- understand and critically reflect on the role of the participants in the process as well as the artistic product.
- on an artistic and, where relevant, scientific basis, make, substantiate and communicate personal artistic choices and situate these in the context of the performing arts field and in a societal context.
- work with different approaches to documenting artistic practice and knowledge.

Teaching and Working Methods

Teaching methods alternate between group teaching, individual project work and individual guidance. The work creation consists of concept development, planning, implementation, presentation, documentation and evaluation, and is primarily independent project work supported by a supervisor.

Assessment

Product/performance (internal assessment)

The pass/fail assessment is made by Head of Programme, the supervisor and an internal examiner at the end of the subject element. The assessment places special emphasis on the artistic process as evidenced through the performance and the portfolio reflection. In order to pass the subject element, the student's professional development must reflect the learning objectives. If the student does not pass, a plan must be drawn up for later follow-up of the learning objectives that have not been satisfactorily met.

The content of and requirements for the project are described in further detail in the compendium 'Performance Project'.

ARTISTIC ENQUIRY

Objective

In this subject, the students focus on their individual artistic practice and develop their creative artistic practice as well as their capacity for critical reflection on their own work. The aim is to give the students an empirical introduction to artistic research as a means of reflecting through practice. Supported by existing knowledge and practice in the field, the students critically engage with their own artistic proposal and begin to develop their own methods of, or approaches to, artistic enquiry through an independent project.

The knowledge foundation is artistic practice, artistic research and academic research. The students acquire a sophisticated development of knowledge, understanding and critical awareness in relation to contemporary methods of, and approaches to, research-driven scholarship and creative practice in the field of dance and participation. On the third semester, the student will hone in on an independent research enquiry, which may inform the Master's Project in the fourth semester.

Subject elements

Artistic enquiry, first semester, 4 ECTS credits

Artistic enquiry, third semester, 5 ECTS credits

Learning Outcomes

After completing the subject element, the student will be able to:

Artistic enquiry, first semester, 4 ECTS credits

- define, plan and carry out an artistic practice-based enquiry related to an area of their own artistic practice.
- demonstrate artistic and organisational skill within the chosen inquiry.

Artistic enquiry, third semester, 5 ECTS credits

- identify artistic, theoretical and/or societal challenges and practically reflect on these through a defined artistic enquiry.
- demonstrate extended artistic and organisational skill within the chosen inquiry.
- critically engage with existing knowledge concerning artistic practice and method.
- master critical reflection in relation to their own artistic enquiry and the work of others.
- work with different approaches to presenting artistic practice and knowledge.

Teaching and Working Methods

The methods alternate between individual project work, group teaching, presentation, documentation and feedback.

Assessment

Product/performance (internal assessment)

The pass/fail assessment is made by Head of Programme at the end of the subject element. The assessment is based on the student's presentation and reflection. In order to pass the subject element, the student's professional development must reflect the learning objectives. If the student does not pass, a plan must be drawn up for later follow-up of the learning objectives that have not been satisfactorily met.

ARTISTIC RESEARCH

Objective

The subject introduces the student to artistic research within the field of performing arts, and provides the student with basic knowledge of theory and the working and documentation methods associated with conducting artistic research.

Learning outcomes

After completing the subject, the student will be able to:

- demonstrate knowledge of theory and methodology in artistic research.
- work with different approaches to documenting performing arts practice.
- critically reflect on performing arts practice with peers.

Teaching and Working Methods

The methods alternate between group teaching and own preparation.

Assessment

Active participation with assessment of absence (internal assessment)

The pass/fail assessment is made by Head of Programme at the end of the subject element. The assessment is based on the student's professional development and participation. In order to pass the subject element, the student's professional development must reflect the learning objectives, and the student's attendance and active participation must be assessed as sufficient. If the student does not pass, a plan must be drawn up for later follow-up of the learning objectives that have not been satisfactorily met.