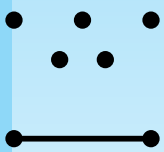


Bachelor Art Science

Curriculum 2025-2026



**Royal
Academy of Art
The Hague**

www.kabk.nl

Bachelor ArtScience

Curriculum overview and Course descriptions

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CURRICULUM OVERVIEW

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Meetings	4	4	4	4
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Excursion	1		1	
Common Ground	6	12		
Interdisciplinary Exchange	2	2		
PPP (Professional Practice Preparation)	2	2	2	
Art Science Courses of Choice		10	14	15
Light-Space-Perception		2		
Individual Study Trajectory (IST)		8	14	8
Introduction Research and Writing Skills			2	
Bachelor Thesis				8
Preview Exam				2
Total	60	60	60	60

COURSE DESCRIPTIONS

BACHELOR 1

Course title	<i>The ArtScience Context</i>	.
Course code	To be filled in	
Year	1	
Tutor(s)	Catelijne van Middelkoop	
Course description	This course introduces key historical developments foundational to the ArtScience domain, with a particular focus on cross-disciplinary and experimental practices. Through several distinct thematic approaches, students will explore a curated selection of artistic and scientific works, ranging from canonical to obscure, realized to unrealized, alongside relevant conceptual frameworks. Each theme is designed to spark dialogue and critical reflection on the evolving relationship between art, science, and technology, both historically and in relation to students' own emerging practices. Special emphasis is placed on how artists and scientists navigate questions of medium, audience, context, and innovation. Central to this process is learning how to formulate a relevant and focused research question, one that meaningfully connects conceptual intent with artistic or scientific inquiry. By fostering both analytical and imaginative thinking, the course provides a historical and theoretical foundation for students to critically position their work within the broader ArtScience discourse.	
Learning objectives	By the end of the course, the student can: • Identify and contextualize key historical developments at the intersection of art, science, and technology. • Critically analyze a range of artistic and scientific works, both canonical and lesser-known, in terms of their conceptual, material, and contextual dimensions. • Recognize and articulate the role of medium, audience, and innovation in cross-disciplinary practices. • Develop and refine relevant, researchable questions that connect conceptual inquiry with artistic or scientific experimentation. • Position their own emerging practice within a broader ArtScience discourse by drawing from historical, theoretical, and contemporary examples. • Engage in reflective dialogue and collaborative critique around complex ideas bridging disciplines. • Demonstrate an understanding of how unrealized, speculative, or failed projects can also contribute meaningfully to creative research and innovation.	

Teaching methods	Lectures	
Assessment methods	1. Critical Reflection Paper (40%) Students write an ultra-short essay (1000 words) reflecting on one of the thematic approaches discussed in the course. They must analyze one or more artworks or scientific projects, situating them within a historical and conceptual framework and relating them to their own emerging practice or research interests. 2. Research Question Development (20%) Students submit a PDF which includes: –A clearly formulated research question –A brief rationale (why this question matters) –An annotated list of 3–5 relevant sources or case studies (historical, theoretical, artistic or scientific) –An early sketch or diagram of how this might be explored further 3. Visual or otherwise sensorial response (30%) In response to one of the course themes, students create a speculative, visual, sonic, or performative gesture (e.g., a sketch, model, short video, sound piece, diagram, or small-scale experiment). This is not about technical polish but about engaging conceptually and creatively with course content. 4. In-class Participation & Peer Review (10%) Students are assessed on their engagement in class discussions and ability to give and receive constructive peer feedback during critique sessions.	
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10	
Compensation	Not applicable	
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.	
Main competencies	1.Creative Ability: 1.2, 1.4, 1.6, 1.7, 1.8 2.Capacity for Critical Reflection: 2.2, 2.6 3.Capacity for growth and innovation: 3.1, 3.2, 3.4 5.Communicative ability: 5.1, 5.4 6.Contextual awareness: 6.1, 6.2, 6.4, 6.5, 6.7	
Study load (EC)	1 EC	
# of contact hours	12	
# of self-study hours	16	

Course title	<i>New Arts & Music Theory</i>
Course code	To be filled in
Year	1
Tutor(s)	Eric Kluitenberg & guests
Course description	This course is offered to all first-year students of ArtScience, Composition and Sonology. It aims to nurture an awareness of the possibilities of reciprocal expansion that exist between the

	domains of theory and artistic practice. The course tackles areas of enquiry that traverse both the substrate of artistic practice and theoretical research, articulated in thematic segments throughout the year. These segments comprise questions on the nature of: Language, Materiality, Media and Technology, Sensation and Affect, Ecology, Culture and the Collective. These thematic axes promote the familiarisation of the students with recent as well as historical theoretical tools, through an exposure to texts and artistic practices sourced in different traditions and knowledge disciplines. The course includes the participation of a substantial number of guest teachers coming from diverse areas and institutions across the Netherlands (and beyond) including Musicology, Art History, Media Theory, Performance Studies, Cultural Critique as well as art practitioners. The course aims to foster the receptiveness of students for open-ended and transdisciplinary explorations in which the role of histories and models of thought become inherent in the artistic process.
Learning objectives	By the end of the course, the student is able to: • Demonstrate knowledge of a wide range of contemporary theoretical approaches that inform and intersect with artistic practice. • Critically discuss the relationship between theory and artistic practice, recognizing how each domain can expand and enrich the other. • Demonstrate awareness of the reciprocal possibilities for growth and innovation that arise from the dialogue between theoretical enquiry and artistic creation.
Teaching methods	Group lessons / participation in workshops / written assignments
Assessment methods	This course is assessed through the following assignment: At the end of the course, a plan for a project, prototype, or draft of a work is developed (in groups) and presented to the class. This work engages with a number of problems or challenges arising from one of the areas of theoretical enquiry explored throughout the year (Media, Sensation and Cognition, Ecology and Collectivity, Materiality, or Language). Assessment criteria: • awareness of the utility of a dialogue between artistic practice and theoretical enquiry • ability to research and account for different theoretical perspectives into specific problems • ability to express clearly the arguments dealt with in the project presented to the class To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10

Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for critical reflection: 2.2, 2.3, 2.5, 2.6 5.Communicative Ability: 5.1, 5.2, 5.3 6.Contextual awareness: 6.2, 6.5. 7.Capacity for collaboration: 7.1, 7.2, 7.3
Study load (EC)	3 EC
# of contact hours	60
# of self-study hours	24

Course title	<i>Introduction to Electronics</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	This course offers a general introduction to working with electronics in an artistic context. It consists of three foundational sessions in which the student becomes familiar with basic electronic components, tools, and concepts. Following these group sessions, the student develops a first small-scale electronic patch or prototype. This part of the process takes place through individual tutorials, where the student receives hands-on guidance tailored to their project and learning goals.
Learning objectives	By the end of the course, the student is able to: • Identify and use basic electronic components and tools. • Understand fundamental electronic concepts relevant to artistic applications. • Design and build simple electronic circuits and prototypes. • Apply electronic techniques creatively within their artistic practice. • Troubleshoot and refine electronic projects through individual guidance. • Document and reflect on the process and choices in relation to their artistic goals.
Teaching methods	Workshops
Assessment methods	Assessment is based on active participation, collaboration, and preparation. Students are expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. Students complete an assignment to demonstrate their skills. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative Ability: 1.2, 1.3, 1.7 2.Capacity for Critical Reflection: 2.2, 2.6 3.Capacity for Growth and Innovation: 3.1, 3.5 4.Organisational Ability: 4.1, 4.2 6.Contextual Awareness: 6.7
Study load (EC)	1 EC
# of contact hours	8
# of self-study hours	20

Course title	<i>Introduction to Studio Techniques</i>
Course code	To be filled in
Year	1
Tutor(s)	Robert Pravda
Course description	This practicum offers a comprehensive introduction to the essential hardware, software, and workflows commonly used in interdisciplinary studio environments. Students will gain practical experience in operating equipment, managing studio resources, and adhering to professional and safety standards, preparing them to confidently work independently in creative studio settings.
Learning objectives	By the end of this course, the student is able to: • Independently operate relevant studio equipment including hardware and software components. • Apply appropriate techniques for recording, editing, and presenting artistic work using studio facilities. • Follow safety protocols and technical procedures correctly during studio use. • Select and use the correct tools, materials, and technologies for the intended artistic or technical purpose. • Demonstrate problem-solving abilities when working with studio technology and troubleshoot technical issues effectively.
Teaching methods	The entire week is spent working in the ArtScience studio at the conservatoire, conducting experiments, and likely also going on a field trip to the coast and dunes.
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Additionally, students must demonstrate proficiency in using and operating the studio facilities and techniques. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	3.Capacity for Growth and Innovation: 3.1, 3.5 4.Organisational Ability: 4.1, 4.2, 4.3 6.Contextual Awareness: 6.7
Study load (EC)	1 EC
# of contact hours	3
# of self-study hours	25

Course title	<i>Introduction to Programming</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	This is an introductory course into computer programming, using the Python language. After following this course, students will have a basic insight into computer programming and will know where to start creating digital prototypes for future projects that involve interaction, image, sound, video, networks and electronics.
Learning objectives	By the end of this course, the student is able to: • write and understand basic Python code. • apply fundamental programming concepts to creative contexts. • develop simple digital prototypes involving interaction, image, sound, video, networks, and electronics. • use programming as a tool for artistic experimentation and expression.
Teaching methods	Lecture, workshop, individual appointment
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students complete an assignment to demonstrate their skills. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative Ability: 1.2, 1.3, 1.7 3.Capacity for Growth and Innovation: 3.1, 3.5 4.Organisational Ability: 4.1 5.Communicative Ability: 5.1, 5.3 6.Contextual Awareness: 6.7
Study load (EC)	3 EC
# of contact hours	48
# of self-study hours	64

Course title	<i>Int(r)o Projection</i>
Course code	To be filled in
Year	1
Tutor(s)	Kasper van der Horst
Course description	This course offers a playful and experimental approach to exploring the projection of images, light, and sound, with a focus on integrating these elements into the student's own artistic practice. Through hands-on exercises and collaborative projects, the student investigates how projection can transform space and enhance sensory experiences.
Learning objectives	By the end of this course, the student is able to: • think about how to define a space using projection. • demonstrate insight into analog video techniques. • combine analog and digital video methods. • use sound spatially in combination with image. • set up and operate a video projection. • perform and experiment within a live video setup. • investigate complex video feedback systems.
Teaching methods	Practical and dialogue
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students complete and participate in daily experiments. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative Ability: 1.2, 1.3, 1.4 4. Organisational Ability: 4.1
Study load (EC)	2 EC
# of contact hours	24
# of self-study hours	32

Course title	<i>Lighting Design as/for Performance</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	From the seventies onward, artists such as Robert Rauschenberg, Merce Cunningham, and John Cage, followed by members of the New York-based Judson group, have shown a strong interest in working at the intersection of (dance)

	performance, visual art, and technology. They radically transformed theatrical performance and redefined the role of set and lighting design, moving it from a merely supportive function to an equal or even foundational element in performances. During the course, students research how contemporary predecessors like Philippe Quesne, Xavier le Roi, SERAFINE 1369, Mette Ingvartsen, David Weber Krebs, and Benjamin Verdonck incorporate lighting design in their works. These examples are used to explore different trajectories that can be applied in students' own artistic performative projects.
Learning objectives	By the end of this course, the student is able to: • Understand and articulate the historical and artistic significance of lighting design within the context of interdisciplinary performance practices since the 1970s. • Analyze how contemporary artists integrate lighting design as a central element in their performative works. • Apply fundamental theoretical concepts of lighting design to create meaning and enhance artistic expression in performance. • Operate basic stage lighting equipment with confidence and technical competence. • Develop and experiment with lighting trajectories to shape and support their own artistic, performative projects.
Teaching methods	Teaching methods include workshops, theory sessions, and creative assignments. The course is structured as a creative lab.
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. The assignments consist of work completed during class as well as a final written assignment of 750 words. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative Ability: 1.1, 1.2, 1.3, 1.4, 1.7 2.Capacity for Critical Reflection: 2.1, 2.2, 2.7 3.Capacity for Growth and Innovation: 3.1, 3.2, 3.5 6.Contextual Awareness: 6.1, 6.7 7.Capacity for Collaboration: 7.1, 7.3
Study load (EC)	2 EC
# of contact hours	24
# of self-study hours	32

Course title	<i>Collecting Observations</i>
Course code	To be filled in
Year	1
Tutor(s)	Marion Tränkle
Course description	This course explores a cyclical creative process beginning with playful experimentation and rule-based actions, with a focus on light as the medium. Emphasizing “fiddling” as a key artistic tool, students learn to develop meaningful outcomes through this approach. Documentation and reflection are integral parts of the course; participants are expected to bring cameras and sketchbooks.
Learning objectives	By the end of this course, the student is able to: • Apply fundamental techniques in the creative process of art-making, focusing on experimentation with light. • Participate actively in individual and collaborative activities, fostering interaction and creative exchange. • Recognize and alternate effectively between phases of experimentation and observation during artistic practice. • Develop and use a personal visual and written vocabulary to document and reflect on creative observations in a diary or sketchbook format.
Teaching methods	Practical individual and group assignments
Assessment methods	Assessment is based on active participation in group processes and assignments, as well as thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, and respond constructively to feedback throughout the course. The assignments consist of the completion of tasks during class, and an individual report including a self-reflective work diary. To pass, students must successfully complete all assignments with a passing grade and maintain satisfactory participation.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative Ability: 1.2, 1.3, 1.4 2.Capacity for Critical Reflection: 2.1, 2.2, 2.3, 2.7 5.Communicative Ability: 5.1, 5.2 7.Capacity for Collaboration: 7.1, 7.2, 7.3
Study load (EC)	2 EC
# of contact hours	24
# of self-study hours	32

Course title	<i>The Other Senses</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	This course explores the often-overlooked senses of smell, taste, touch, and proprioception as powerful tools for engaging audiences in intimate and interactive ways. It highlights their role in art, education, and science, challenging the traditional focus on vision and sound. Students will examine the historical exclusion and later artistic integration of these senses, including synaesthesia, through sensory art historical reconstructions and practical exercises. The course fosters awareness of how the “lower” senses enrich aesthetic experience and memory.
Learning objectives	By the end of this course, the student is able to: • Demonstrate a broad understanding of the role of the not-visual senses in art history and a heightened awareness of how the senses interact and influence perception. • Employ an expanded sensory vocabulary to articulate sensory experiences more precisely. • Analyze and differentiate between their own sensory perceptions with greater clarity, including awareness of lesser-known or previously unnoticed senses. • Integrate multiple senses meaningfully into their artistic practice and everyday life, effectively engaging and stimulating audiences through sensory experiences.
Teaching methods	Students participate in interactive multisensory lectures and creative assignments, including 3D scent models and a smell-color synesthesia test. The course includes sensory experiments, discussions, and concludes with a group multi-sensory performance and reflection.
Assessment methods	To pass, students must meet attendance requirements and achieve a minimum grade of 5.5. Active participation, thorough preparation, and constructive engagement with feedback are essential. Evaluation consists of attendance, in-class activities (such as creating a 3D smell interpretation and exploring tactile contrasts), a take-home scent description, reading assignments, and a final neo-futurist multisensory dinner. Passing depends on fulfilling all attendance and assignment criteria.
Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability: 1.2, 1.4, 1.5, 1.7 2.Capacity for critical reflection: 2.1, 2.2

	3.Capacity for growth and innovation: 3.1, 3.2 5.Communicative ability: 5.1, 5.3 6. Contextual awareness: 6.1, 6.2
Study load (EC)	2 EC
# of contact hours	24
# of self-study hours	32

Course title	<i>Meta Media</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	A work of art does not confine itself to an object, a picture or a sound composition. Especially not in the 21st century, where all kinds of communication technologies and strategies can be used to compose the context of art, or even to create works in disciplines and using methods that were never explored by artists before. In this course, students are given a theoretical and practical framework on how to compose concepts and context. Approaching contemporary art as a conceptual communication model opens possibilities for unusual works of art and a critical attitude towards traditional artistic paradigms, but it also creates a framework for students to develop new and effective strategies for a professional creative position in a media world. Students will create their own metamedial works during the course.
Learning objectives	By the end of this course, the student is able to: • adopt an abstract and expanded perspective on artistic expression, utilizing media and communication technologies not traditionally associated with art; • analyze and apply the key parameters that enable creative manipulation across diverse and unconventional media; • conceptualize and compose innovative art works that challenge traditional artistic paradigms through metamedial approaches; • develop critical strategies for positioning their creative practice within the evolving media landscape.
Teaching methods	Lecture, workgroup, individual coaching
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete assignments. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality:

	- The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	1.Creative Ability: 1.1, 1.2, 1.3, 1.4, 1.5 2.Capacity for Critical Reflection: 2.1, 2.2, 2.4, 2.5 3.Capacity for Growth and Innovation: 3.1, 3.2, 3.5 5.Communicative Ability: 5.1, 5.3, 5.4 6.Contextual Awareness: 6.1, 6.7
Study load (EC)	2 EC
# of contact hours	24
# of self-study hours	32

Course title	<i>Quick & Dirty</i>
Course code	To be filled in
Year	1
Tutor(s)	Cocky Eek
Course description	Research through play and from not-knowing. In this course, students are immersed in a method focused on the making process. By its nature, this process offers many surprising, irrational, and accidental possibilities that the mind cannot predict or imagine. The creative process is explored as a dialogue between maker and matter in various mediated forms, with "matter" interpreted in a broad sense. Quick hands-on experiments and rough prototyping are carried out to develop perceptual skills, to foster trust in the process of not-knowing, to learn to recognize moments of interest, and to tap into the vast potential of open-ended working. Students work individually, in pairs, and in groups. Documentation is used as a supportive tool throughout the process. <i>No Matter – Try Again – Fail Again – Fail Better</i>, Samuel Beckett
Learning objectives	By the end of this course, the student is able to: - Master quick artistic sketching methodologies through hands-on experiments and prototyping. - Engage confidently in the making process as an open-ended dialogue between maker and matter, embracing unpredictability and accidental discoveries. - Develop perceptive skills to recognize moments of interest and potential within the creative flow. - Trust and work productively with not-knowing, uncertainty, and iterative failure as part of artistic exploration. - Collaborate effectively in individual, duo, and group settings, using documentation as a tool to support and reflect on the creative process.
Teaching methods	Hands-on (no-head)
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond

	constructively to feedback, and come well-prepared throughout the course. Students also complete assignments. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability: 1.1, 1.2, 1.3, 1.4, 1.7 2.Capacity for critical reflection: 2.1, 2.3, 2.7 3.Capacity for growth and innovation: 3.1, 3.2, 3.5 5.Communicative ability: 5.1, 5.3 7.Capacity for collaboration: 7.1, 7.3
Study load (EC)	2 EC
# of contact hours	32
# of self-study hours	24

Course title	<i>SoundWorlds 1</i>
Course code	To be filled in
Year	1
Tutor(s)	Robert Pravda and guests
Course description	This course covers the basic theoretical principles of sound and music. It addresses fundamental parameters of sound, such as sound as a change of pressure through air, waveform and harmonic spectrum, wavelength, amplitude, frequency, and the perception of pitch and loudness. The course also introduces the basics of analog and digital sound, including synthesis methods like additive, subtractive, and frequency modulation synthesis, as well as MIDI technology. Additionally, the course provides an introduction to musical dramaturgy, exploring how to organise sound through a historical overview and practical use of various musical tools. The goal is to expand the range of techniques students can apply in artistic projects involving sound and music.
Learning objectives	By the end of this course, the student is able to: - Understand and explain the basic physical parameters of sound, including waveform, harmonic spectrum, wavelength, amplitude, frequency, and perception of pitch and loudness. - Describe the fundamentals of analog and digital sound, as well as basic synthesis techniques such as additive, subtractive, and frequency modulation synthesis. - Demonstrate knowledge of MIDI and its role in sound production. - Apply concepts of musical dramaturgy to organise sound effectively in artistic contexts.

	Identify and use various musical tools and techniques to expand their creative palette in sound and music-related work.
Teaching methods	During the course, students listen to works by important composers and engage in discussions about them. Examples include noise music, musique concrète, soundscapes, electronic music, sound plays, and field recordings, as well as other musical styles, to explore how different musical systems function.
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete an assignment. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability: 1.1, 1.2, 1.3, 1.7 3.Capacity for growth and innovation: 3.1 4.Organisational ability: 4.1, 4.2 6.Contextual awareness: 6.1, 6.7
Study load (EC)	4 EC
# of contact hours	48
# of self-study hours	64

Course title	<i>B1 meetings</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	In these yearlong regular group meetings, first-year students are introduced to sharing their artistic work and to giving and receiving feedback in a supportive group context. These sessions help students become familiar with articulating their ideas and experimenting with early-stage work in progress. Emphasis is placed on learning to observe, describe, and reflect, both individually and collectively. Various basic feedback methods are introduced and practiced. Students are encouraged to actively participate, both by showing their work and by engaging with the work of others. At least two informal presentation moments are scheduled.
Learning objectives	By the end of this course, the student is able to: Share and present early-stage artistic ideas in a clear and open manner within a group setting.

	• Observe and reflect on their own work and that of peers, using basic feedback strategies. • Participate actively and respectfully in group discussions, showing openness to different viewpoints and approaches. • Recognise different phases in their artistic process and begin to formulate questions to guide feedback. • Show an attitude of curiosity, collaboration, and care within a diverse learning environment.
Teaching methods	Group discussions and feedback sessions. Individual presentation of work.
Assessment methods	Assessment is based on active participation, collaboration, and preparation. The student is expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. A minimum of two presentations of the individual project is required. To pass, the student must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for critical reflection: 2.1, 2.2, 2.4, 2.7 3.Capacity for growth and innovation: 3.1, 3.5 5.Communicative ability: 5.1 7.Capacity for collaboration: 7.1, 7.3
Study load (EC)	4 EC
# of contact hours	30
# of self-study hours	82

Course title	<i>Semester 1 presentation</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	At the end of the first semester, the student presents the main individual project they are currently working on. This presentation provides an opportunity to reflect on their work and studies, and to articulate their goals, intentions, and possible new lines of inquiry in front of an audience. The focus is not on a finished product, but on the process and development up to that point. Prototypes, sketches, and experiments are shown. This mid-term presentation serves as a structured framework to reflect on artistic and professional growth during the first semester and to receive feedback from the teaching team.
Learning objectives	By the end of this course, the student is able to:

	• Reflect critically on their artistic and professional development, situating their practice within a broader research and artistic context. • Articulate their artistic process, including motivations, intentions, and possible directions for future development. • Present works-in-progress effectively, using prototypes, sketches, and experiments to communicate process and inquiry. • Formulate relevant and open-ended questions to invite constructive feedback and dialogue. • Demonstrate an understanding of research as an integral part of artistic practice by clearly defining research topics, methods, and (for master students) research questions and a coherent research plan. • Engage in peer and teacher feedback sessions with openness and the ability to critically integrate feedback into future development.
Teaching methods	Feedback sessions
Assessment methods	Assessment is based on a presentation showcasing the student's artistic work, in which all seven competencies are explicitly addressed and assessed. Prior to the presentation, the student submits a document of up to 300 words to the teachers, outlining the artistic process, research topics, applied methods, and experiments, thus providing a clear context for the presentation. Students are encouraged to include two open questions for feedback.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	8 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Semester 2 presentation</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced

Course description	At the end of the second semester, the student presents a work that reflects the results of the year's study. The presentation also includes an outline of the research plans for the following year, explaining the direction they intend to take. The presentation lasts a maximum of 15 minutes, followed by a 15-minute discussion with teachers and fellow students. The student formulates two questions related to their presentation, work, or artistic position, on which they seek feedback during the discussion.
Learning objectives	By the end of this course, the student is able to: • Present an individual artistic work that reflects the development of their practice over the course of the academic year. • Communicate clearly about the relationship between their artistic work and underlying research, process, and context. • Articulate a research plan for the coming year, including potential directions, methods, and questions. • Engage in critical dialogue with peers and teachers, both by responding to feedback and by contributing to the discussion. • Demonstrate ownership of their artistic trajectory and the ability to formulate realistic next steps for further exploration and research.
Teaching methods	Feedback sessions
Assessment methods	Assessment is based on a presentation showcasing the student's artistic work, in which all seven competencies are explicitly addressed and assessed. Prior to the presentation, the student submits a document of up to 300 words to the teachers, outlining the artistic process, research topics, applied methods, and experiments, thus providing a clear context for the presentation. Students are encouraged to include two open questions for feedback.
Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness
Study load (EC)	12 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Excursion</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	The first-year excursion offers students the opportunity to get to know each other and find inspiration beyond the academy. Over the course of several days, they visit a range of places that provide a broad introduction to the ArtScience domain. The programme is designed to foster openness, stimulate curiosity, and encourage exchange among peers and disciplines.
Learning objectives	By the end of this course, the student is able to: • Connect and build relationships with peers through collaborative experiences. • Identify and reflect on sources of inspiration beyond the traditional physical school context. • Recognize a broad spectrum of artistic fields and practices through site visits. • Demonstrate openness to new ideas and perspectives within an artistic community. • Engage in meaningful exchanges and discussions with fellow students.
Teaching methods	During the excursion, informal group conversations and moments of reflection are integrated into the programme. Students are invited to share impressions, ask questions, and respond to what they encounter. These discussions help them begin to explore their position within the broader artistic landscape and encourage mutual learning and curiosity.
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete an assignment related to the excursion, in which they reflect on their experiences, formulate insights, and connect these to their own artistic or professional development. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for critical reflection: 2.1, 2.7 3.Capacity for growth and innovation: 3.1 5.Communicative ability: 5.1 6.Contextual awareness: 6.1, 6.2, 6.8

	7.Capacity for collaboration: 7.1, 7.2
Study load (EC)	1 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Common Ground</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	Common Ground is an academy-wide programme for first-year bachelor students. It is designed to guide students through the complexity of contemporary artistic practice in relation to their personal experiences. Throughout the course, students develop collaborative abilities and expand their investigative and social skills. By combining self-discovery, relational awareness, theoretical depth, and collaborative action, <i>Common Ground</i> supports students in strengthening their artistic identity and deepening their engagement with peers, the academy, and the wider world.
Learning objectives	By the end of this course, the student is able to: • Gain awareness of and share their personal values, beliefs, and backgrounds. • Establish meaningful connections with other members of the KABK community, each with their own perspectives. • Recognize and compare the variety of viewpoints across BA departments, identifying commonalities, differences, and complementarities. • Broaden their knowledge of (contemporary) discourses in aesthetics, art, design, philosophy, and sociology. • Explore and apply diverse research approaches, methods, and tools relevant to artistic practice. • Collaborate and communicate effectively with peers from various disciplines through artistic research, creation, and presentation. • Reflect on and articulate their role within the academy, their artistic practice, and the wider world—both individually and collectively. • Integrate these insights to guide their personal and professional development and make thoughtful study choices.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. At the end of each block, students take part in a formative assessment that allows them to reflect on their experiences, identify strengths, and set goals for further development.

	At the end of each semester, a summary of each student's progress—based on assessments, workbook, and participation—will be written by the tutor and shared with the department as part of the collective assessment. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for critical reflection: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 6.Contextual awareness: 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.8 7.Capacity for collaboration: 7.1, 7.2, 7.3, 7.4
Study load (EC)	6 EC
# of contact hours	108
# of self-study hours	60

Course title	<i>Interdisciplinary Exchange</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	The course centers on fostering dialogue and collaboration across different fields of knowledge, artistic practices, and research traditions. Students will engage in shared projects (for example during the exchange weeks with the Sonology and Composition departments at the Royal Conservatoire), learn to navigate disciplinary boundaries, and reflect critically on their own methods and assumptions while developing strategies for co-creation and mutual understanding.
Learning objectives	By the end of this course, the student is able to: - Develop communication skills for articulating ideas across disciplinary boundaries. - Foster openness and curiosity towards unfamiliar methods, materials, and perspectives. - Enhance collaborative abilities by co-creating with peers from diverse backgrounds. - Critically reflect on one's own disciplinary position, assumptions, and working methods. - Explore shared vocabularies and frameworks to support mutual understanding. - Recognize knowledge gaps and become aware of the limits of one's own expertise. - Apply interdisciplinary strategies to complex, real-world or speculative challenges.
Teaching methods	Various

Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete assignments. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☐ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	2 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>PPP (Professional Practice Preparation)</i>
Course code	To be filled in
Year	1
Tutor(s)	To be announced
Course description	This course supports students working at the intersection of art and science in preparing for a sustainable professional practice by combining hands-on experience with strategic reflection. It focuses on gaining practical skills and insights by engaging directly in the setup and testing of works for the Graduation Show, offering students a behind-the-scenes understanding of exhibition-making within an institutional context. Beyond the academy, students learn how to present their work to broader audiences and navigate diverse professional environments. Emphasis is placed on articulating one's practice across disciplines, building a professional network, writing about one's work, and understanding how to meaningfully engage the public. Through this, students begin to identify their own strengths, limitations, and knowledge gaps as a foundation for further growth.
Learning objectives	By the end of this course, the student: Has gained practical experience by contributing to the setup and testing of autonomous works and

	understanding key aspects of exhibition-making and institutional collaboration. • Can present and communicate their work clearly and confidently to diverse audiences outside the academy, using appropriate language and media. • Can reflect on their professional identity within the ArtScience domain, identifying their role, values, and potential positioning in various interdisciplinary contexts. • Is able to develop tools and strategies for public engagement, including writing about their work, preparing documentation, and curating audience experiences. • Can collaborate effectively with peers, technicians, and curators, and respond constructively to feedback during the development and presentation of their work. • Is able to recognize personal limitations and knowledge gaps, and formulate realistic strategies for professional growth beyond graduation. • Has built a foundation for their professional practice, including portfolio development, networking, and awareness of funding structures, residencies, and presentation platforms relevant to their field.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete assignments. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☐ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	2 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

BACHELOR 2

Course title	<i>ArtScience Courses of Choice</i>
Course code	Variable
Year	2
Tutor(s)	To be announced
Course description	At the heart of the ArtScience curriculum lies a commitment to experimental interdisciplinarity. Throughout an ever-shifting and layered curriculum which reflects the transient, hybrid, and sometimes unpredictable nature of contemporary artistic and scientific exploration students are encouraged to shape their own artistic practice in highly individual and responsive ways. To support this, the program offers a broad and flexible range of elective courses, allowing students to construct their own learning trajectories within a curriculum that embraces fluidity and temporal relevance. These course offerings evolve significantly from year to year, acknowledging that knowledge, tools, and artistic methodologies are never static. In fact, the program intentionally engages with the temporality and obsolescence of certain technologies, media, and conceptual frameworks, inviting students to critically reflect on what persists, what fades, and why. This dynamic structure encourages agility, curiosity, and an openness to change. Courses bring together students from all years, fostering a rich environment of intergenerational and interdisciplinary exchange. Grading is always tailored to the student's (academic) level, ensuring appropriate development and feedback. Each year, the course selection maintains a thoughtful balance between theoretical and practical work, bridging a wide spectrum of artistic and scientific disciplines.
Learning objectives	This open structure offers each student the opportunity to specialise in a unique way within the ArtScience domain.
Teaching methods	Variable
Assessment methods	Variable
Grading scale	☐ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Variable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	Variable
Study load (EC)	Variable (total 10 EC)
# of contact hours	Variable
# of self-study hours	Variable

Course title	<i>Light-Space-Perception</i>
Course code	To be filled in

Year	2
Tutor(s)	To be announced
Course description	During this course, students will focus on creating more finished and elaborate artworks, experiences, or experiments, building on the content and approaches explored in the Light – Space – Perception 1 course. Light – Space – Perception 2 is a hands-on course. The only lectures provided will aim to develop the necessary technical knowledge for controlling lights using DMX, with software such as TouchDesigner.
Learning objectives	By the end of this course, the student is able to: • further develop skills in composing for and with light, space, and perception; • sharpen visual and embodied perception; • use light as a medium for creating installations; • control lighting using a computer and DMX technology.
Teaching methods	Lecture, hands-on practice and experimentation.
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete an assignment. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability: 1.2, 1.3, 1.4, 1.7 2.Capacity for critical reflection: 2.2, 2.4 3.Capacity for growth and innovation: 3.1, 3.2 4.Organisational ability: 4.1 6.Contextual awareness: 6.7
Study load (EC)	2 EC
# of contact hours	24
# of self-study hours	32

Course title	<i>B2 Meetings</i>
Course code	To be filled in
Year	2
Tutor(s)	Marion Tränkle
Course description	In these yearlong regular group meetings, B2 and B3 students join forces to learn from one another and to both give and receive feedback on their individual artistic projects and trajectories. These meetings facilitate an ongoing artistic making process. Students are expected to both present their

	work and actively listen and respond to their colleagues. Various feedback methods are discussed, tested for suitability, and then rigorously applied. At least two mandatory presentation moments are scheduled.
Learning objectives	By the end of the course, the student is able to: • Utilise a variety of peer-feedback methods and demonstrate a thorough understanding of their practical and strategic applications. • Work effectively in a team and critically engage with the work of peers. • Present their artistic project to colleagues in a clear, concise, and compelling manner. • Identify the various development stages of their project and formulate feedback questions aligned with current needs. • Demonstrate sensitivity to diverse perspectives—both in their own work and in response to others—while respecting individual and contextual differences.
Teaching methods	Group discussions and feedback sessions. Individual presentation of work.
Assessment methods	Assessment is based on active participation, collaboration, and preparation. The student is expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. A minimum of two presentations of the individual project is required. To pass, the student must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for critical reflection: 2.2, 2.4, 2.7 3.Capacity for growth and innovation: 3.1, 3.3, 3.5 5.Communicative ability: 5.1, 5.2 6.Contextual awareness: 6.2 7.Capacity for collaboration: 7.1, 7.2, 7.3
Study load (EC)	4 EC
# of contact hours	30
# of self-study hours	82

Course title	<i>Semester 1 presentation</i>
Course code	To be filled in
Year	2
Tutor(s)	To be announced

Course description	At the end of this semester, the student presents a work that is the result of their ongoing development in the second year. The presentation focuses on how their artistic practice is evolving and how research is integrated into the process. The student also outlines their research intentions for the following semester. A 300-word text must be submitted beforehand, describing the presentation topics, research theme, and research question. The student formulates two questions to guide the discussion with peers and teachers.
Learning objectives	By the end of this course, the student is able to: • Present an artistic work that demonstrates development and coherence in relation to their research and practice. • Communicate their current research topic and formulate a relevant and evolving research question. • Articulate how research methods and artistic experimentation inform each other. • Reflect critically on their position as an artist-researcher within a broader context. • Formulate meaningful questions to engage in constructive dialogue. • Demonstrate the ability to synthesize feedback and use it to inform future directions.
Teaching methods	Feedback sessions
Assessment methods	Assessment is based on a presentation showcasing the student's artistic work, in which all seven competencies are explicitly addressed and assessed. Prior to the presentation, the student submits a document of up to 300 words to the teachers, outlining the artistic process, research topics, applied methods, and experiments, thus providing a clear context for the presentation. Students are encouraged to include two open questions for feedback.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	8 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Semester 2 presentation</i>
Course code	To be filled in
Year	2
Tutor(s)	To be announced
Course description	At the end of this semester, the student presents a work that reflects the outcome of their second year. The presentation also includes a plan for next year's development, including research directions and intentions. A 300-word text is submitted in advance, describing the presentation topics and formulating a research question. The student prepares two questions to invite feedback during the 15-minute discussion.
Learning objectives	By the end of this course, the student is able to: • Present an individual artistic work that reflects the results of two years of artistic and research development. • Communicate clearly about their artistic and research process and how these inform one another. • Outline a research trajectory for the upcoming year, demonstrating self-direction. • Engage in critical dialogue, integrating diverse perspectives. • Demonstrate increased autonomy in shaping their artistic identity and inquiry. • Write a coherent short text articulating research themes and intentions.
Teaching methods	Feedback sessions
Assessment methods	Assessment is based on a presentation showcasing the student's artistic work, in which all seven competencies are explicitly addressed and assessed. Prior to the presentation, the student submits a document of up to 300 words to the teachers, outlining the artistic process, research topics, applied methods, and experiments, thus providing a clear context for the presentation. Students are encouraged to include two open questions for feedback.
Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability

	6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	12 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Individual Study Trajectory (IST)</i>
Course code	To be filled in
Year	2
Tutor(s)	To be announced
Course description	In the second year, students are introduced to the concept of the Individual Study Trajectory. They are given space within a guided framework to explore self-chosen projects and activities that connect to their personal artistic interests and professional ambitions. This may include self-initiated projects, participation in extracurricular courses, or practical experiences outside the regular curriculum. Activities are agreed upon beforehand with a coach to ensure relevance and feasibility.
Learning objectives	By the end of the course, the student is able to: • Gain insight into their personal fascinations within their field; • Independently plan and execute a small-scale project; • Document and reflect on their own learning process; • Take the first steps towards shaping their professional and artistic development.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and preparation. The student is expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. Furthermore, assessment includes the information provided in the IST form, where students document the activities they have undertaken, including duration and results (if applicable), along with a written report and clear documentation as agreed with their individual coach. This report should demonstrate how these IST activities have contributed to their artistic and/or professional development. The IST report must be approved by the head of the department. Credits are awarded based on several factors, such as the amount of time invested, the learning curve, and the contribution to the student's artistic and/or professional growth. To pass, the student must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration.

	Any absence is reported in advance and properly motivated.
Main competencies	Creative ability: 1.1, 1.5, 1.7 Capacity for critical reflection: 2.1, 2.2, 2.7 Capacity for growth and innovation: 3.1, 3.2, 3.5 Organisational ability: 4.1, 4.2 Communicative ability: 5.1
Study load (EC)	8 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Common Ground</i>
Course code	To be filled in
Year	2
Tutor(s)	To be announced
Course description	Common Ground in year 2 builds on the foundation laid in the first year, offering a deeper exploration of contemporary artistic practice through expanded collaborative and investigative challenges (the so-called <i>Common Ground Labs</i>). Students further develop their capacity for critical reflection and growth, fostering innovation within their artistic practice. The course emphasizes communicative ability and Contextual awareness, encouraging students to engage thoughtfully with diverse perspectives and social contexts. Through sustained interdisciplinary collaboration, students strengthen their capacity to work effectively with peers across the academy.
Learning objectives	By the end of this course, the student is able to: - Deepen awareness of their personal values, artistic motivations, and contextual influences. - Initiate and sustain meaningful, interdisciplinary collaborations within the KABK community, valuing diverse perspectives. - Critically analyze and integrate different viewpoints from across departments, recognizing their implications for artistic practice. - Expand and apply theoretical knowledge in aesthetics, philosophy, sociology, and art history to support their creative research. - Design and conduct research using a broad range of methods and tools tailored to their artistic questions. - Communicate and present complex ideas effectively in collaborative artistic projects and public contexts. - Reflect critically on their evolving role as artists and community members, connecting personal practice to societal and institutional frameworks. - Use these insights to guide informed decisions in their ongoing artistic and academic trajectory.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend

	regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Throughout the year, students participate in regular formative assessments to reflect on their learning and set development goals. Each semester, the tutor provides a progress summary based on assessments, participation, and coursework, which contributes to the overall evaluation. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for critical reflection 3.Capacity for growth and innovation 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	12 EC
# of contact hours	216
# of self-study hours	120

Course title	<i>Interdisciplinary Exchange</i>
Course code	To be filled in
Year	2
Tutor(s)	To be announced
Course description	The course centers on fostering dialogue and collaboration across different fields of knowledge, artistic practices, and research traditions. Students will engage in shared projects (for example during the exchange weeks with the Sonology and Composition departments at the Royal Conservatoire), learn to navigate disciplinary boundaries, and reflect critically on their own methods and assumptions while developing strategies for co-creation and mutual understanding.
Learning objectives	By the end of this course, the student is able to: - Develop communication skills for articulating ideas across disciplinary boundaries. - Foster openness and curiosity towards unfamiliar methods, materials, and perspectives. - Enhance collaborative abilities by co-creating with peers from diverse backgrounds. - Critically reflect on one's own disciplinary position, assumptions, and working methods.

	• Explore shared vocabularies and frameworks to support mutual understanding. • Recognize knowledge gaps and become aware of the limits of one's own expertise. • Apply interdisciplinary strategies to complex, real-world or speculative challenges.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete assignments. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☐ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	2 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>PPP (Professional Practice Preparation)</i>
Course code	To be filled in
Year	2
Tutor(s)	To be announced
Course description	This course supports students working at the intersection of art and science in preparing for a sustainable professional practice by combining hands-on experience with strategic reflection. It focuses on gaining practical skills and insights by engaging directly in the setup and testing of works for the Graduation Show, offering students a behind-the-scenes understanding of exhibition-making within an institutional context. Beyond the academy, students learn how to present their work to broader audiences and navigate diverse professional environments. Emphasis is placed on articulating one's practice across disciplines, building a professional network, writing about one's work, and understanding how to meaningfully engage the

	public. Through this, students begin to identify their own strengths, limitations, and knowledge gaps as a foundation for further growth.
Learning objectives	By the end of this course, the student is able to: • Has gained practical experience by contributing to the setup and testing of autonomous works and understanding key aspects of exhibition-making and institutional collaboration. • Can present and communicate their work clearly and confidently to diverse audiences outside the academy, using appropriate language and media. • Can reflect on their professional identity within the ArtScience domain, identifying their role, values, and potential positioning in various interdisciplinary contexts. • Is able to develop tools and strategies for public engagement, including writing about their work, preparing documentation, and curating audience experiences. • Can collaborate effectively with peers, technicians, and curators, and respond constructively to feedback during the development and presentation of their work. • Is able to recognize personal limitations and knowledge gaps, and formulate realistic strategies for professional growth beyond graduation. • Has built a foundation for their professional practice, including portfolio development, networking, and awareness of funding structures, residencies, and presentation platforms relevant to their field.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete assignments. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☐ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1. Creative ability 2. Capacity for critical reflection 3. Capacity for growth and innovation 4. Organisational ability 5. Communicative ability

	6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	2 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

BACHELOR 3

Course title	<i>ArtScience Courses of Choice</i>
Course code	Variable
Year	3
Tutor(s)	To be announced
Course description	At the heart of the ArtScience curriculum lies a commitment to experimental interdisciplinarity. Throughout an ever-shifting and layered curriculum which reflects the transient, hybrid, and sometimes unpredictable nature of contemporary artistic and scientific exploration students are encouraged to shape their own artistic practice in highly individual and responsive ways. To support this, the program offers a broad and flexible range of elective courses, allowing students to construct their own learning trajectories within a curriculum that embraces fluidity and temporal relevance. These course offerings evolve significantly from year to year, acknowledging that knowledge, tools, and artistic methodologies are never static. In fact, the program intentionally engages with the temporality and obsolescence of certain technologies, media, and conceptual frameworks, inviting students to critically reflect on what persists, what fades, and why. This dynamic structure encourages agility, curiosity, and an openness to change. Courses bring together students from all years, fostering a rich environment of intergenerational and interdisciplinary exchange. Grading is always tailored to the student's (academic) level, ensuring appropriate development and feedback. Each year, the course selection maintains a thoughtful balance between theoretical and practical work, bridging a wide spectrum of artistic and scientific disciplines.
Learning objectives	This open structure offers each student the opportunity to specialise in a unique way within the ArtScience domain.
Teaching methods	Variable
Assessment methods	Variable
Grading scale	☐ Fail/pass/Pass with distinction ☐ 1-10
Compensation	Variable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	Variable

Study load (EC)	Variable (total 14 EC)
# of contact hours	Variable
# of self-study hours	Variable

Course title	<i>Introduction Research and Writing Skills</i>
Course code	To be filled in
Year	3
Tutor(s)	Maya Rasker
Course description	The course aims to provide students with a thorough knowledge and understanding of the nature of theoretical research and its role in supporting critical and artistic development and growth. Through reading, writing, reflecting on, and analyzing various resources—including textual and other media—students learn how to locate relevant material, analyze and apply it in a discursive manner, and write critically. In addition to research and writing skills, the course covers essential elements of the research process, such as the concepts of ‘concept,’ ‘method,’ ‘research question,’ and ‘contextualization.’ Throughout the course, students work toward producing a mini-thesis.
Learning objectives	By the end of the course, the student is able to: • Identify where and how to find relevant artistic, interdisciplinary, and theoretical/thematic resources, including the ability to juxtapose different perspectives. • Use sources effectively to critically discuss, support, and deepen their theoretical research. • Read, summarize, argue, validate, and integrate sources coherently within a textual composition such as a thesis. • Apply conventions of referencing accurately, including the use of footnotes and endnotes. • Compose complex yet clear and communicative academic texts. • Engage in self-reflection regarding their research process and writing skills to foster continuous improvement.
Teaching methods	Lecture, workshop
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete bi-weekly writing assignments and presentations. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality:

	- The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for Critical Reflection: 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 3.Capacity for Growth and Innovation: 3.1, 3.5 5.Communicative Ability: 5.1, 5.2, 5.3 6.Contextual awareness: 6.1, 6.2, 6.6
Study load (EC)	2 EC
# of contact hours	48
# of self-study hours	8

Course title	<i>Professional Practice Preparation (PPP)</i>
Course code	To be filled in
Year	3
Tutor(s)	To be announced
Course description	This course supports students working at the intersection of art and science in preparing for a sustainable professional practice by combining hands-on experience with strategic reflection. It focuses on gaining practical skills and insights by engaging directly in the setup and testing of works for the Graduation Show, offering students a behind-the-scenes understanding of exhibition-making within an institutional context. Beyond the academy, students learn how to present their work to broader audiences and navigate diverse professional environments. Emphasis is placed on articulating one's practice across disciplines, building a professional network, writing about one's work, and understanding how to meaningfully engage the public. Through this, students begin to identify their own strengths, limitations, and knowledge gaps as a foundation for further growth.
Learning objectives	By the end of the course, the student: - Has gained practical experience by contributing to the setup and testing of autonomous works and understanding key aspects of exhibition-making and institutional collaboration. - Can present and communicate their work clearly and confidently to diverse audiences outside the academy, using appropriate language and media. - Can reflect on their professional identity within the ArtScience domain, identifying their role, values, and potential positioning in various interdisciplinary contexts. - Is able to develop tools and strategies for public engagement, including writing about their work, preparing documentation, and curating audience experiences. - Can collaborate effectively with peers, technicians, and curators, and respond constructively to feedback during the development and presentation of their work.

	- Is able to recognize personal limitations and knowledge gaps, and formulate realistic strategies for professional growth beyond graduation. - Has built a foundation for their professional practice, including portfolio development, networking, and awareness of funding structures, residencies, and presentation platforms relevant to their field.
Teaching methods	Discussing, presenting, writing
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete assignments. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	2 EC
# of contact hours	24
# of self-study hours	32

Course title	<i>Excursion</i>
Course code	To be filled in
Year	3
Tutor(s)	To be announced
Course description	Getting to know peers, exploring different modes of organisation, and engaging with the professional field are important aspects of developing and professionalising one's artistic practice. During the the excursion, students visit a variety of locations and meet with local peers and professionals. Among other things, the excursion may include the exploration of self-organised communities, (artist-run) studio spaces, labs, workshops, relevant exhibitions and/or conferences.
Learning objectives	By the end of this course, the student is able to:

	• Navigate and critically assess different modes of artistic organisation, including self-organised communities and artist-run spaces. • Engage professionally with artists and cultural practitioners in various local contexts. • Analyze the role of professional networks and spaces in supporting artistic practice. • Reflect on and articulate the relationship between professional field engagement and their own artistic development. • Integrate insights gained from excursions and interactions into their evolving artistic practice.
Teaching methods	Throughout the excursion, group discussions are held at various moments. These conversations centre around students' reflections on the visits, their personal experiences, questions and doubts, and emerging ideas for their own future within the artistic field. The format encourages critical engagement, peer exchange, and the articulation of individual interests.
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. Students are expected to attend regularly, engage actively, communicate effectively, respond constructively to feedback, and come well-prepared throughout the course. Students also complete an assignment related to the excursion, in which they reflect on their experiences, formulate insights, and connect these to their own artistic or professional development. To pass, students must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for critical reflection: 2.1, 2.2, 2.4, 2.5, 2.7 3.Capacity for growth and innovation: 3.2, 3.3, 3.4, 3.5 5.Communicative ability: 5.1, 5.2, 5.4 6.Contextual awareness: 6.1, 6.2, 6.5, 6.6, 6.8 7.Capacity for collaboration: 7.3, 7.4
Study load (EC)	1 EC
# of contact hours	24
# of self-study hours	4

Course title	<i>B3 Meetings</i>
Course code	To be filled in
Year	3
Tutor(s)	Marion Tränkle

Course description	In these yearlong regular group meetings, B2 and B3 students join forces to learn from one another and to both give and receive feedback on their individual artistic projects and trajectories. These meetings facilitate an ongoing artistic making process. Students are expected to both present their work and actively listen and respond to their colleagues. Various feedback methods are discussed, tested for suitability, and then rigorously applied. At least two mandatory presentation moments are scheduled.
Learning objectives	By the end of the course, the student is able to: • Utilise a variety of peer-feedback methods and demonstrate a thorough understanding of their practical and strategic applications. • Work effectively in a team and critically engage with the work of peers. • Present their artistic project to colleagues in a clear, concise, and compelling manner. • Identify the various development stages of their project and formulate feedback questions aligned with current needs. • Demonstrate sensitivity to diverse perspectives—both in their own work and in response to others—while respecting individual and contextual differences.
Teaching methods	Group discussions and feedback sessions. Individual presentation of work.
Assessment methods	Assessment is based on active participation, collaboration, and preparation. The student is expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. A minimum of two presentations of the individual project is required. To pass, the student must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	2.Capacity for critical reflection: 2.2, 2.4, 2.7 3.Capacity for growth and innovation: 3.1, 3.3, 3.5 5.Communicative ability: 5.1, 5.2 6.Contextual awareness: 6.2 7.Capacity for collaboration: 7.1, 7.2, 7.3
Study load (EC)	4 EC
# of contact hours	30
# of self-study hours	82

Course title	<i>Semester 1 presentation</i>
Course code	To be filled in
Year	3
Tutor(s)	To be announced
Course description	At the end of the fifth semester, the student presents a work that is the result of their third year of study. In the presentation, they reflect on their trajectory and share their research plans for the final year. Special attention is given to how ideas around the graduation project are beginning to form.
Learning objectives	By the end of this course, the student is able to • Present a work that demonstrates artistic maturity and conceptual depth. • Clearly articulate their emerging vision for the graduation project. • Formulate and refine research questions that are both relevant and ambitious. • Situate their artistic position within a broader field of practice and theory. • Demonstrate the ability to critically analyse their process and formulate next steps. • Communicate effectively through both presentation and written reflection.
Teaching methods	Feedback sessions
Assessment methods	Assessment is based on a presentation showcasing the student's artistic work, in which all seven competencies are explicitly addressed and assessed. Prior to the presentation, the student submits a document of up to 300 words to the teachers, outlining the artistic process, research topics, applied methods, and experiments, thus providing a clear context for the presentation. Students are encouraged to include two open questions for feedback.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	8 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Semester 2 presentation</i>
Course code	To be filled in
Year	3
Tutor(s)	To be announced
Course description	At the end of the sixth semester, the student presents a work that synthesizes their third-year development and research. The presentation focuses on the trajectory toward the final exam, with a clear articulation of intentions, artistic direction, and research design.
Learning objectives	By the end of this course, the student is able to: • Present a work that integrates artistic output and advanced research inquiry. • Demonstrate critical awareness of their trajectory towards the final exam. • Communicate their graduation plan, including artistic, theoretical, and practical aspects. • Engage meaningfully in dialogue about their artistic identity and future steps. • Write a focused and coherent research reflection. • Show preparedness and initiative in shaping their final year.
Teaching methods	Feedback sessions
Assessment methods	Assessment is based on a presentation showcasing the student's artistic work, in which all seven competencies are explicitly addressed and assessed. Prior to the presentation, the student submits a document of up to 300 words to the teachers, outlining the artistic process, research topics, applied methods, and experiments, thus providing a clear context for the presentation. Students are encouraged to include two open questions for feedback.
Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	15 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Individual Study Trajectory (IST)</i>
Course code	To be filled in
Year	3
Tutor(s)	To be announced
Course description	In the third year, students expand their Individual Study Trajectory through more complex and specialized projects. The focus lies on deepening personal research, broadening technical skills, and gaining experience in professional contexts such as exhibitions, performances, or publications. Students collaborate closely with coaches and external professionals to refine their trajectory and expand their networks.
Learning objectives	By the end of the course, the student is able to: • Consciously direct their artistic and professional development into a specialized personal direction; • Organize or participate in public programs and professional practices; • Acquire new specialized skills on both theoretical and practical levels; • Clearly communicate and critically evaluate their trajectory.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and preparation. The student is expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. Furthermore, assessment includes the information provided in the IST form, where students document the activities they have undertaken, including duration and results (if applicable), along with a written report and clear documentation as agreed with their individual coach. This report should demonstrate how these IST activities have contributed to their artistic and/or professional development. The IST report must be approved by the head of the department. Credits are awarded based on several factors, such as the amount of time invested, the learning curve, and the contribution to the student's artistic and/or professional growth. To pass, the student must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability: 1.4, 1.5, 1.7 2.Capacity for critical reflection: 2.1, 2.2, 2.5, 2.7 3.Capacity for growth and innovation: 3.1, 3.2, 3.5 4. Organisational ability: 4.3, 4.4, 4.5

	5. Communicative ability: 5.1, 5.3, 5.4 6.Contextual awareness: 6.5, 6.6 7. Capacity for collaboration: 7.1, 7.3
Study load (EC)	14 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

BACHELOR 4

Course title	<i>ArtScience Courses of Choice</i>
Course code	Variable
Year	4
Tutor(s)	To be announced
Course description	At the heart of the ArtScience curriculum lies a commitment to experimental interdisciplinarity. Throughout an ever-shifting and layered curriculum which reflects the transient, hybrid, and sometimes unpredictable nature of contemporary artistic and scientific exploration students are encouraged to shape their own artistic practice in highly individual and responsive ways. To support this, the program offers a broad and flexible range of elective courses, allowing students to construct their own learning trajectories within a curriculum that embraces fluidity and temporal relevance. These course offerings evolve significantly from year to year, acknowledging that knowledge, tools, and artistic methodologies are never static. In fact, the program intentionally engages with the temporality and obsolescence of certain technologies, media, and conceptual frameworks, inviting students to critically reflect on what persists, what fades, and why. This dynamic structure encourages agility, curiosity, and an openness to change. Courses bring together students from all years, fostering a rich environment of intergenerational and interdisciplinary exchange. Grading is always tailored to the student's (academic) level, ensuring appropriate development and feedback. Each year, the course selection maintains a thoughtful balance between theoretical and practical work, bridging a wide spectrum of artistic and scientific disciplines.
Learning objectives	This open structure offers each student the opportunity to specialise in a unique way within the ArtScience domain.
Teaching methods	Variable
Assessment methods	Variable
Grading scale	☐ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Variable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	Variable
Study load (EC)	Variable (total 15 EC)
# of contact hours	Variable
# of self-study hours	Variable

Course title	<i>Bachelor Thesis</i>
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Course code	To be filled in
Year	4
Tutor(s)	To be announced
Course description	The thesis is an in-depth theoretical investigation situated at the intersection of the arts and sciences. It engages with fields such as art, science (including philosophy of science, life sciences, technology, and engineering), the humanities, and the social sciences. Students choose a subject that reflects their personal, professional, or artistic interests and approach it through experimentation, investigation, and critical argumentation. The thesis demonstrates a strong awareness of the broader context—social, artistic, scientific, or historical—of the research topic and reflects a mature understanding of the relationship between theory and practice. Within the ArtScience domain specifically, students are expected to identify, develop, and evaluate ideas, concepts, and processes in ways that are relevant and innovative, thereby deepening their artistic and intellectual engagement.
Learning objectives	By the end of the course, the student is able to: • Exhibit comprehensive knowledge of concepts, repertoire, and literature within the ArtScience domain. • Demonstrate advanced skills in critical thinking and critical awareness. • Show evidenced ability to integrate knowledge drawn from a variety of contexts or perspectives. • Recognize the interrelationship between theory and practice, and apply this knowledge to underpin and strengthen their own artistic development.
Teaching methods	Various
Assessment methods	The thesis is assessed as a discursive account and reflection on the investigation. It consists of 5,000 to 7,500 words and provides insight into the artistic, theoretical, and/or practice-based research conducted by the student. Assessment focuses on both content quality and structural and formal aspects, including: • Clear title and well-organized table of contents • A concise introduction outlining the research question and its relevance • A coherent main body presenting the methodology (how), subject/material (what), and relevance (why and for whom); the artistic, scientific, and theoretical framework (context); as well as description and experimentation • A discussion offering synthesis, analysis, and reflection on the process and results • A summary or conclusion that succinctly encapsulates the findings • Optional acknowledgements • Proper use of footnotes or endnotes, along with a complete list of references and visual credits, following the <i>Chicago Manual of Style (CMS)</i>

Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	1. Creative ability: 1.2, 1.4, 1.6, 1.7, 1.8 2. Capacity for critical reflection: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3. Capacity for growth and innovation: 3.1, 3.2, 3.3, 3.5 5. Communicative ability: 5.3, 5.4 6. Contextual awareness: 6.1, 6.2 7. Capacity for collaboration: 7.3
Study load (EC)	8 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>B4 Meetings</i>
Course code	To be filled in
Year	4
Tutor(s)	To be announced
Course description	In these yearlong regular group meetings B4 students are preparing for their graduation project. They will join forces to learn from each other and to both give and receive feedback on their individual artistic projects and trajectories. In the meetings student will show (quick and dirty) prototypes of their graduation projects to test case ideas and research questions on their projects. These meetings facilitate an ongoing artistic making process. Students are asked to both present work and listening and responding to their colleagues. At least two mandatory presentation moments are scheduled.
Learning objectives	By the end of the course, the student is able to: - Create, realise, and express their own artistic concepts; critically consider, analyse, interpret, and assess both their own work and that of others; reflect on outcomes and develop research methods to advance their practice. - Collaborate effectively in teams and critically engage with the work of peers. - Present their artistic project to colleagues clearly and concisely. - Recognise the different development stages of their project and formulate targeted questions that guide feedback according to current needs. - Demonstrate sensitivity to diverse perspectives on their own work and that of peers, respecting individual and contextual differences.

Teaching methods	Group discussions and feedback sessions. Individual presentation of work.
Assessment methods	Assessment is based on active participation, collaboration, and preparation. The student is expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. A minimum of two presentations of the individual project is required. To pass, the student must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability: 1.1, 1.2, 1.7 2.Capacity for critical reflection: 2.2, 2.3, 2.4, 2.6, 2.7 3.Capacity for growth and innovation: 3.2, 3.3, 3.5 5.Communicative ability: 5.1 6.Contextual awareness: 6.2, 6.4 7.Capacity for collaboration: 7.1, 7.3
Study load (EC)	4 EC
# of contact hours	36
# of self-study hours	76

Course title	<i>Semester 1 presentation</i>
Course code	To be filled in
Year	4
Tutor(s)	To be announced
Course description	In the first semester of the final year, the student presents a substantial work that reflects their progress towards the final exam. The presentation focuses on the artistic and research development so far, as well as the direction of the graduation trajectory. The work should speak for itself; contextualisation must be embedded in the work through performance, installation, publication, or other means.
Learning objectives	By the end of this course, the student is able to: - Present a self-contained and coherent work that reflects their development toward the final exam. - Integrate contextual and explanatory elements within the artistic work itself. - Provide clear and timely supporting materials when relevant. - Critically reflect on the current state of their project and articulate next steps. - Respond succinctly to clarifying questions from teachers and peers.

	Demonstrate readiness to enter the final phase of their artistic and research process.
Teaching methods	Feedback sessions
Assessment methods	Assessment is based on a presentation showcasing the student's artistic work, in which all seven competencies are explicitly addressed and assessed. Prior to the presentation, the student submits a document of up to 300 words to the teachers, outlining the artistic process, research topics, applied methods, and experiments, thus providing a clear context for the presentation. Students are encouraged to include two open questions for feedback.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: - The student is physically present at all sessions, arrives on time, and stays for the full duration. - Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	8 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Semester 2 presentation</i>
Course code	To be filled in
Year	4
Tutor(s)	To be announced
Course description	The Final Exam marks the culmination of the student's four-year trajectory. They present their final work in a 30-minute presentation (more time on request). The work must stand on its own and incorporate any necessary contextual or explanatory information. Published materials should be submitted to the committee at least 24 hours in advance.
Learning objectives	By the end of this course, the student is able to: - Present a final artistic work that embodies their artistic and research journey. - Ensure the work communicates independently without additional verbal explanation. - Professionally deliver documentation and contextual materials to a diverse exam committee. - Respond to questions with clarity and critical insight.

	• Demonstrate full ownership over artistic choices and research approach. • Meet professional standards of artistic, conceptual, and presentational quality.
Teaching methods	Feedback sessions
Assessment methods	Assessment is based on a presentation showcasing the student's artistic work, in which all seven competencies are explicitly addressed and assessed. Prior to the presentation, the student submits a document of up to 300 words to the teachers, outlining the artistic process, research topics, applied methods, and experiments, thus providing a clear context for the presentation. Students are encouraged to include two open questions for feedback.
Grading scale	☐ Fail/Pass/Pass with distinction ☒ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability 2.Capacity for critical reflection 3.Capacity for growth and innovation 4.Organisational ability 5.Communicative ability 6.Contextual awareness 7.Capacity for collaboration
Study load (EC)	15 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in

Course title	<i>Preview Exam</i>
Course code	To be filled in
Year	4
Tutor(s)	To be announced
Course description	Six to eight weeks before their Final Presentation, a graduating student from B4 or M2 collaboratively organizes a Preview Show featuring the initial versions of their exam works. The Preview Show serves three main purposes: 1. It functions as a 'Green Light Test' to determine whether the student is ready for the Final Presentation. 2. Organizing the Preview Show—including securing funding, managing PR, and finding and preparing a venue—is an integral part of the Interfaculty's Professional Practice Preparation plan. 3. It provides the student with a valuable opportunity to test how their works function in a public setting.

Learning objectives	By the end of this course, the student is able to: • Complete the first version of their exam work well in advance of the Final Presentation. • Present and test their work before a real audience, gaining valuable feedback and insight. • Develop essential professional practice skills, including organizing funding, securing and preparing a venue, collaborating effectively, and managing public relations and press activities.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and thorough preparation. The student is expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. Together with peers from B4 and M2, the student organizes and presents a public Preview Show. This event features a presentable first version of their work, intended for the Final Presentation. The criteria for this are: • Readiness for Final Presentation: the student demonstrates sufficient progress and quality in their work during the Preview Show, confirming their readiness to proceed to the Final Presentation. • Professional Practice Skills: the student effectively organizes the Preview Show by managing funding, public relations, and securing and preparing a suitable venue, thereby showcasing their professional responsibility. • Public Engagement and Presentation: the student tests and evaluates how their work functions in a public setting, demonstrating awareness of audience interaction and the practical aspects of presenting their art. To pass, the student must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability: 1.1, 1.7 2.Capacity for critical reflection: 2.2, 2.7 4.Organisational ability: 4.1, 4.4 5.Communicative ability: 5.1, 5.2 6.Contextual awareness: 6.4, 6.6 7.Capacity for collaboration: 7.1, 7.3
Study load (EC)	2 EC
# of contact hours	To be filled in

# of self-study hours	To be filled in
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Course title	<i>Individual Study Trajectory (IST)</i>
Course code	To be filled in
Year	4
Tutor(s)	To be announced
Course description	In the fourth and final bachelor year, the Individual Study Trajectory focuses on establishing a professional profile. Students undertake independent, ambitious projects that bridge their personal artistic identity with the broader professional field. There is room for experimentation, research, and collaboration, emphasizing innovation and impact. The trajectory is thoroughly documented and evaluated.
Learning objectives	By the end of the course, the student is able to: • Firmly establish their artistic and professional identity and position it within their field; • Demonstrate experience in professional practices and networks; • Possess advanced skills in research, production, and audience engagement; • Document, reflect on, and present their trajectory at a high level in preparation for their next career or study step.
Teaching methods	Various
Assessment methods	Assessment is based on active participation, collaboration, and preparation. The student is expected to be present, engaged, communicative, responsive to feedback, and well-prepared throughout the course. Furthermore, assessment includes the information provided in the IST form, where students document the activities they have undertaken, including duration and results (if applicable), along with a written report and clear documentation as agreed with their individual coach. This report should demonstrate how these IST activities have contributed to their artistic and/or professional development. The IST report must be approved by the head of the department. Credits are awarded based on several factors, such as the amount of time invested, the learning curve, and the contribution to the student's artistic and/or professional growth. To pass, the student must successfully complete all assignments with a passing grade and meet the attendance requirements.
Grading scale	☒ Fail/Pass/Pass with distinction ☐ 1-10
Compensation	Not applicable
Attendance requirements	Presence and punctuality: • The student is physically present at all sessions, arrives on time, and stays for the full duration. • Any absence is reported in advance and properly motivated.
Main competencies	1.Creative ability: 1.5, 1.6, 1.7

	2.Capacity for critical reflection: 2.1, 2.3, 2.5, 2.7 3.Capacity for growth and innovation: 3.2, 3.3, 3.5 4.Organisational ability: 4.4, 4.5, 4.6 5.Communicative ability: 5.1, 5.2, 5.4 6.Contextual awareness: 6.1, 6.5, 6.6 7.Capacity for collaboration: 7.1, 7.3, 7.4
Study load (EC)	8 EC
# of contact hours	To be filled in
# of self-study hours	To be filled in