

Higher National Circus Artist Diploma (DNSP-AC)

Prerequisites to access the 1st year of the Diploma (Dnsp 1)

In order to access the 1st year of the course leading to the Higher National Circus Artist Diploma, candidates must fulfil the prerequisites listed below.

These prerequisites concern dancing, acting and circus disciplines.

This version is currently being revised and might be subject to modifications.

Dance prerequisites – Dnsp1 Circus Artist

Body awareness through breathing.

Ability to awaken a lively circulation in the body.

Self-listening skills and listening to others- .

Knowing the basics of circular and spiral movements bringing the body into action.

Having completed basic exercises, navigating from an inner sensation to an external movement and showing it.

Sensation and perception training extended to exterior intentions and movements.

Having developed work around weight transfer, balance, support on the ground and in upright positions.

Perception and experience to develop floor based exercises.

Encouraging evolution and extending this work vertically.

Giving support and confidence in the relationship with the floor standing up

Being aware of the importance of a good relationship with the spinal column.

Developing experiences on the spinal column in relation with the earth and sky.

Working with a mobile spine.

Being aware of the possibility of movements in three dimensions and encouraging movement in relation with space and the environment.

Experiences and sensations in relation with rhythm and musicality.

Foundations of dance contact, touch and collective relationship.

Approach to improvisation and composition.

Open mind, quality of engagement, listening skills

Prerequisites for acting – Dnsp1 Circus artist

It is not necessary to have any previous theatre experience, but it is advised to get involved in theatre, in artistic propositions.

Willingness and aptitude to understand and acquire the vocabulary linked to time and space, the audience, the perception of emotions as acting tools (basic vocabulary)

Rigour, quality listening, perseverance, diligence and participation in the work process.

Quality and wealth of artistic propositions: creativity, originality, uniqueness, sense of rhythm, musicality, presence and imagination.

Willingness and aptitude to enrich one's knowledge of other arts and culture in general, in connection with our surrounding world.

Intensity, need and depth of presence in artistic propositions.

Prerequisites for physical preparation – Dnsp1 Circus artist

| Prerequisites for physical preparation | | |
|--|---|---|
| Experience and technical knowledge | Men | Woman |
| - COOPER (12 min run) | - 1 900 to 3 100 | - 1 500 to 2 700 |
| - VERTICAL JUMP | - 35 cm to 80 cm | - 30 cm to 75 cm |
| - LONG JUMP 3 jumps start stop | - 5 m to 9.50 m | - 4 m to 8.50 m |
| - SIT UPS (max in 30 seconds) | - 4 to 25 | - 4 to 25 |
| - PULL UPS (max in 30 seconds) | - 2 to 20 | - 1 to 18 |
| - PRESS | Weight lifted divided by the students body weight: note the ratio | Weight lifted divided by the students body weight: note the ratio |
| - BODYWEIGHT RATIO | - 0.6 to 1.5 | - 0.35 to 1.25 |
| - FLEXIBILITY | - Front and side splits, bridge, pike fold | - Front and side splits, bridge, pike fold |

Prerequisites for circus specialisations – Dnsp1 Circus artist

| Prerequisites for floor acrobatics | | |
|--|--|---|
| Technical experience and skills | Physical, psychological and sensory qualities | Learning ability and behaviour |
| <ul style="list-style-type: none"> - Front, back and side somersaults - Handstands (different types of cartwheel, handspring, front and back flips, bridge and suppleness) - Weight transfer in handbalance | <ul style="list-style-type: none"> - Relaxation, flexibility, strength, speed, resistance, muscular tone - Risk management, resistance to limits, managing emotions, sensitivity - Space-time reference points, coordination (agility, synchronisation, rhythm, fluidity) - Quality of landing | <ul style="list-style-type: none"> - Motivation, engagement, understanding |

| Prerequisites for interview | | |
|---|---|--|
| Technical and artistic knowledge | Knowledge of the sector | Behaviour |
| <ul style="list-style-type: none"> - General knowledge about circus and other arts - Technical knowledge in one's specialisation - Analysing an example of a circus show - Describing one's technical and artistic skills - Highlighting current and previous experience - Providing the example of an artist specialised in the candidate's discipline, Ability to think about one's technical evolution: figures already mastered and to be mastered. | <ul style="list-style-type: none"> - Placing oneself on the international curriculum - Demonstrating knowledge of the socio-professional landscape - Briefly pinpointing oneself in a professional context - Naming examples of professional institutions dedicated to circus in Europe - Contextualising oneself in contemporary circus and choosing an example amongst one's peers | <ul style="list-style-type: none"> - Determining motivation - Curiosity - Comprehension - Listening - Team relationship - Oral expression (synthesis and syntax) |

| Prerequisites for aerial acrobatics | | |
|--|--|---|
| Technical experience and skills | Physical, psychological and sensory qualities | Learning ability and behaviour |
| <ul style="list-style-type: none"> - Can self-rig apparatus/material - Motivation for one's speciality - Performing all exercises whilst carrying out fundamental actions - Good movement coordination with one's partner <p>Specific to BASE</p> <ul style="list-style-type: none"> - Good, precise coordination of individual movement - Conscious of the necessity of carrying out specific physical preparation <p>Specific to FLYER</p> <ul style="list-style-type: none"> - Awareness in developing individual preparatory work | <ul style="list-style-type: none"> - Muscular strength (strength to weight ratio) - The build (length of limbs related to discipline chosen) - Flexibility - Coordination - Speed of execution - Working at heights - Visual perception <p>Specific to BASE</p> <ul style="list-style-type: none"> - Skills - Physical endurance - Resistance to pain (resistance to constraints) <p>Specific to FLYER</p> <ul style="list-style-type: none"> - General tonicity - Flexibility in folding - Good holding power/grip | <ul style="list-style-type: none"> - Motivation to be disciplined - Self confidence - Reflection and analytical skills - Understanding instructions <p>Specific to BASE</p> <ul style="list-style-type: none"> - Generosity - Ability to take decisions <p>Specific to FLYER</p> <ul style="list-style-type: none"> - Risk awareness - Ability to concentrate |

| Prerequisites for Teeterboard | | |
|--|---|---|
| Technical experience and skills | Physical, psychological and sensory qualities | Learning ability and behaviour |
| <p>Teeterboard: pike and straddle jump</p> <p>On the trampoline: <u>Learning outcomes:</u> Front drop Seat drop ½ twist to back drop 1 V seat drop Seat drop ½ twist to seat drop Pull-over Back drop full twist to back drop (cat twist) 2 cat twists Back drop 1 and ½ twists to backdrop (corkscrew) Back drop to back drop (bounce-roll) Front drop ½ twist to frontdrop Frontdrop full twist to backdrop</p> <p><u>Figures :</u> Seated Front Back ½ twist to front ½ twist to back Full twist to back Tucked back somersault Piked back somersault Straight back somersault Tucked front somersault Piked front somersault Tucked front somersault with ½ twist Piked front somersault with ½ twist Barani ¾ front somersault (crashdive)</p> <p><u>Sequences:</u> 10 figures including 2 saltos</p> | <p>Speed Good muscle tone Endurance/stamina</p> <p>Risk management Managing emotions Reactivity</p> <p>Spatial awareness Coordination Agility</p> | <p>Understanding advice and ability to implement it Reflection and analytical skills</p> <p>Risk management Managing emotions Reactivity</p> <p>Spatial awareness Coordination Agility</p> |

| Prerequisites for Vertical disciplines: rope, tissue, hoop, etc | | |
|--|---|---|
| Technical experience and skills | Physical, psychological and sensory qualities | Learning ability and behaviour |
| Vocabulary of different key components Risk management Very good spatial awareness | Effective strength to weight ratio Excellent discipline specific flexibility Well-developed abdominal strength and isometric strength. Able to express dynamic force | Quality of research on the piece of equipment Musicality |

| Prerequisites for Chinese pole | | |
|--|--|---|
| Technical experience and skills | Physical, psychological and sensory qualities | Learning ability and behaviour |
| Basic acrobatics Basic handstands Basic trampoline | Muscular strength Flexibility Speed of execution Placement Physical endurance Resistance to pain Working at heights Perception of heights Sense of support, catching and hangs Expressing fluidity Demonstrates an understanding of the laws of friction | Motivation to be disciplined Curiosity and open mindedness Reflection and analytical skills Understanding instructions |

| Balancing Prerequisites – Acrobatic bases | | |
|---|--|---|
| Balancing Prerequisites – Acrobatic bases | Physical, psychological and sensory qualities | Ability to learn and behaviour |
| <p><u>INDIVIDUAL BALANCING</u></p> <ul style="list-style-type: none"> - Can self-rig apparatus/material - 1 arm, left and right - Elephant lift from straddle lever/straddle press - 3 D figure - Definition of the character and general direction of the work: (canes – on objects-contortion, etc...) - Floor based balanced movement - Good coordination of movement with one’s partner | <p><u>INDIVIDUAL BALANCING</u></p> <ul style="list-style-type: none"> - Strength (abdominal-tension) - Flexibility (pike and splits) - Alignment of upper limbs (shoulder and elbow flexibility) - Coordination - Muscular tone - Quality of movement - Fluidity - Static hold on one’s hands | <p><u>INDIVIDUAL BALANCING</u></p> <ul style="list-style-type: none"> - Openness and understanding - Reflection and analytical skills - Understanding instructions - Concentration - Motivation for one’s speciality |
| BASING IN PAIRS AND BANQUINE | | |
| The same skills to develop as for Individual Balancing | | |
| <p>Specific to FLYER</p> <ul style="list-style-type: none"> - Good, precise coordination of movement - Awareness of the development of preparatory individual work. <p>Specific to BASE</p> <ul style="list-style-type: none"> - Conscious of the need to carry out specific physical preparation | <p>Specific to FLYER</p> <ul style="list-style-type: none"> - Power to weight ratio - Explosiveness - Dynamic acrobatics - Static handstands - Reference points in space - Risk management - Flexibility - Speed | <p>Specific to FLYER</p> <ul style="list-style-type: none"> - Letting yourself be based/lifted/carried - Self confidence - Acrobatic skills - Basic routine: series of exercises and sequences <p>Specific to BASE</p> <ul style="list-style-type: none"> - Good sense of balance - Compressions and propulsions - Basic placements. |

| Prerequisites for Trick bicycle | | |
|--|---|---|
| Technical experience and skills | Physical, psychological and sensory qualities | Learning ability and behaviour |
| <ul style="list-style-type: none"> - Acquisition of knowledge associated with practising one's specialisation and safe practice <p>Three compulsory exercises for candidates:</p> <ul style="list-style-type: none"> - Basic exercises allowing the panel to assess abilities whilst moving on the apparatus (ex: cycling towards handlebars, cycling standing up on either side of back wheel, both hands off) - 2 compulsory sequences including a minimum of 3 exercises each time - 1 sequence of a minimum of 3 exercises proposed by the candidate | <p>Acquisition of a non-verbal communication</p> <ul style="list-style-type: none"> - Acquisition of free moves that they have invented - Ability to express feelings, emotions, or ideas with ones body in an artistic manner. - Aesthetic, graceful, elegant and/or aesthetic movement that transmits a message or an expression | <ul style="list-style-type: none"> - Acquisition of basic principles related to the analysis of the practice of his discipline - Understanding corrections and able to implement - Ability to summarise advice given |

| Prerequisites for the Tightwire | | |
|--|--|--|
| Technical experience and skills | Physical, psychological and sensory qualities | Learning ability and behaviour |
| <ul style="list-style-type: none"> - Ability to run forward and backward - Can do a forward half turn and a backward half turn - Know how to turn - Know how to take down and set-up the apparatus | <ul style="list-style-type: none"> - To have a vocation for the choice of discipline - Demonstrating autonomy in one's work - Endurance on the wire | <ul style="list-style-type: none"> - Willingness/purposeful |

Prerequisites for German wheel and Cyr wheel

| Technical experience and skills | Physical, psychological and sensory qualities |
|--|---|
| <p>Swing/swinging basics Wheel Twisting/rotating technique forward and backward in a straight line Exit wheel Manipulation Starting to work on spiral (coin) Rodeo Small radius spiral (coin)</p> <p>Cyr Wheel: All the basics of Cyr wheel / Wheel manipulation Waltz feet apart, waltz feet together Spiral (coin) feet apart Cartwheels right and left</p> | <p>Flexibility, strength, speed, muscular strength Risk taking and self confidence Spatial awareness, coordination, reflexes Listening skills</p> |

Prerequisites for Straps

| Technical experience and skills | Physical, psychological and sensory qualities | Learning ability and behaviour |
|--|--|---|
| <p>Basic acrobatics Basic handstand Basic trampoline</p> | <p>Muscular strength Flexibility Speed of execution Dexterity Physical endurance Resistance to pain Working at heights Perception of heights Understanding of support, grip and suspension Sense of dynamics Good power / weight ratio</p> | <p>Motivation to be disciplined Curiosity and open mindedness Reflection and analytical skills Understanding instructions</p> |

| Prerequisites for Trampoline | | |
|--|--|---|
| Technical experience and skills | Physical, psychological and sensory qualities | Capacité d'appropriation et comportement |
| <p>Educatifs : Assis ventre Assis ½ V dos 1 V assis Assis 1/2V assis Pullover Dos 1V dos (cat twist) 2 cat twist Dos 1 V et ½ dos (corkscrew) Dos salto dos (purpus) Ventre ½ V ventre Ventre 1 V dos</p> <p>Figures : Assis Ventre Dos ½ V ventre ½ V dos V dos Salto arrière groupé Salto arrière carpé Salto arrière tendu Salto avant groupé Salto avant carpé Salto avant groupé ½ V Salto avant carpé ½ V Barani ¾ salto avant (piqué)</p> <p>Enchaînements : 10 figures dont 2 saltos</p> | <p>Speed</p> <p>Tonicity</p> <p>Resistance</p> <p>Reactivity</p> <p>Spatial awareness</p> <p>Coordination</p> <p>Agility</p> | <p>Understanding advice and ability to implement it</p> <p>Reflection and analytical skills</p> <p>Risk management</p> <p>Managing emotions</p> |

| Prerequisites for juggling | |
|---|--|
| Technical experience and skills | Learning ability and behaviour |
| <p>Economy of movement and a search for precision</p> <p>Diverse vocabulary</p> <p>Mastery of technical vocabulary</p> <p>Understanding movement: Economy of movement, use of space and time, musicality - rhythm - phrasing</p> <p>Quality of movement execution: Search for fluidity and precision, awareness of movement components, precision and clarity, ability to interpret and/or customise movement</p> <p>Technical difficulty</p> | <p>Besides know-how /aptitudes /skills: behaviour, adaptability, progression, self-assessment, endurance, technical difficulty</p> <p>Reactivity Listening skills, comprehension, analytical skills, synthesis</p> |