

# NATD

National Association of Teachers of Dancing

## HANDBOOK

### Understanding the Marking System for the Theatrical Graded and Vocational Examinations

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National House

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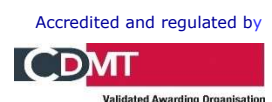
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## ASSESSMENT of Theatrical Graded & Vocational Graded Examinations

This Booklet is to help Examiners, Teachers, and candidates to: -

- fully understand the Marking system
- appreciate learning expectations of each Grade (the Learning Outcomes)
- clarify marks allocated and the criteria for assessment of each section in each examination (Mark Allocation and Guidance)

Each grade and vocational grade qualification requires Candidates to demonstrate practically and under controlled examination conditions that they have reached the appropriate level of competence in, and shown their understanding of, the whole syllabus. There are increasing demands made to challenge Candidates as they progress through the grades.

The NATD strives to achieve validity, reliability and transparency in its grade and vocational grade assessment procedures by publishing all examination syllabi and examination criteria. Every grade and vocational grade syllabus has a similar structure, and gives the criteria for assessment of each section in the examination.

### UNDERSTANDING THE MARKING SYSTEM

There are a number of sequential stages to the marking system: -

Stage		
1	<i>Framework Level Descriptors</i>	These are broad descriptions of the expectations of candidates at each level on the National Qualifications Framework, and cover all forms of dance. They are common to all dance awarding bodies in the UK
2	<i>Learning Outcomes</i>	These arise from Level Descriptors and are specific to the NATD's examinations. They indicate what the student should have learnt by the end of the study of the group of examinations at each level on the Framework.
3	<i>Assessment Criteria</i>	These arise out of the learning outcomes and specify the abilities on which candidates will be assessed in the examination.
4	<i>Mark Allocation</i>	This is based on the Assessment Criteria and indicates for each Grade the specific areas to which marks are allocated.
5	<i>Marking Guidance</i>	This shows how the marks are allocated

### LEVEL DESCRIPTORS FOR GRADED DANCE EXAMINATIONS

This should be read positively in regards to Health and Safety with a growing personal responsibility. Candidates' ability to respond in an exam situation will also be noted.

#### ENTRY LEVEL- (Primary)

Candidates will be able to demonstrate simple movements at a rudimentary level within the chosen dance technique. This demonstration will incorporate basic articulation and co-ordination of a defined range of movements and appropriate dance vocabulary.

Candidates will demonstrate an enjoyment of movement through expressive responses to music providing evidence of musicality and rhythm. Candidates will show that they are awareness of their own space in individual and group performance.

#### LEVEL 1 - Grades 1/2/3

Candidates will be able to demonstrate a more secure and competent understanding of the chosen technique through an increased vocabulary of movement. This would be reflected in the ability to co-ordinate simple movements to produce combinations of steps, and an overall improvement in the quality of movement, i.e. precision and control within the range of their own physical capacity.

Candidates communicate an increased confidence in performance. They should have gained the ability to interpret music and display a more developed sensitivity to musical content and style. Candidates performance show a more sophisticated spatial awareness, an ability to work with others and responsiveness to an audience.

## **LEVEL 2 - Grades 4/5**

Candidates will demonstrate consolidated technical skills and the acquisition of an increased range of movements in sequences of increased length and complexity. They should show a clear understanding of the mechanics and purpose of the required vocabulary and an ability to perform these.

Candidates will show an ability to sustain an appropriate sense of style throughout more complex sequences and an increased sensitivity to varying musical qualities with technical facility. Improved spatial awareness leads to an increased assurance of presentation.

### *Additionally for vocational qualifications and appropriate for level entered:*

*Candidates will be able to demonstrate some additional elements of movement vocabulary, allied to a willingness to communicate directly with an audience (typically composed of people known to the candidate). They will understand the professional context for dance. Interpretation is underpinned with reference to key aspects of the genre/discipline and candidates will use appropriate technical and artistic language in discussion.*

## **LEVEL 3 –Grades 6/7/8 Intermediate and above**

Candidates will demonstrate a comprehensive knowledge and understanding of the vocabulary of a particular style through a wide range of movements performed with well and safely developed technical strength. Along with confidence candidates will convey self-awareness, which will result in a sensitive personal interpretation of musical mood.

Candidates should demonstrate a mature awareness of audience as well as subtleties of performance combined with expression and fluidity of movement involving dynamics and use of space.

### *Additionally for vocational qualifications and appropriate for level entered*

Candidates will be able to demonstrate those additional elements of vocabulary and/or technique required by progression to professional work. Engaging the audience, they communicate their interpretation effectively (both solo and ensemble), with evidence of personal style and technical mastery. A well grounded awareness of candidates' own abilities and aptitudes is related to their professional aspirations, including insight into the demands and opportunities of professional production and employment. Candidates can also apply a broad knowledge and understanding of their discipline to their own work commenting critically on others' work with reference to the broader context of dance provision.

These level descriptors have been produced with the intention of ensuring a parity of standards for assessment purposes. In order to achieve these standards NATD has the responsibility of ensuring that assessment practices used by its membership meets nationally agreed criteria. In order to support this exercise, NATD wishes to ensure that the conditions of membership and the standards of teaching and assessment are widely distributed to all with an interest in reaching the highest standards of professional practice within dance schools.

## **ATTAINMENT DESCRIPTORS**

Examiners assess each candidate against the marking criteria in order to award the appropriate mark for each element of the examination. The final total will fall into one of three mark bands which equate to three different pass categories. The following are broad descriptions of the qualities that the candidate will typically demonstrate in each of these categories.

### **Distinction: 80 - 100 marks**

Secure and precise technique and knowledge of the syllabus throughout most of the sections with the ability to demonstrate the style appropriate to the genre. Musicality is highly developed most of the time. Performance shows appropriate expression and communication with a personal interpretation which is in accordance with the style.

### **Merit: 60 – 79**

Proficient technique and understanding of the syllabus in many of the sections, although some may be stronger than others. Musical qualities are evident, although sometimes they could be a little more consistent. Performance shows expression and communication although these could be more sustained.

### **Pass: 40 - 59**

A basic competence in technique and knowledge of the syllabus, although some areas may be stronger than others. Some musicality is evident, although there are limitations in certain areas. A basic ability to show some expression and communication in performance is evident.

**Standard: not yet attained**

Little awareness of technique is shown in most sections. Musical and performance qualities are very rarely evident.

In all Grades and up to and including Intermediate **there is no requirement to pass each section of the examination** as the 40% marks required to pass may come from any section.

**In Advanced 1 & 2, candidates must reach the minimum pass mark in each of the required sections in order to achieve an overall pass.** Candidates who do not pass in each of the required sections will receive a Standard Not Yet Attained classification, even if their total mark is in excess of 40%.

**MARKING GUIDANCE OUT OF 10: ALL LEVELS**

<b>0 Marks</b>	The work was not shown
<b>1 – 3 Marks</b>	The candidate showed little ability to demonstrate many of the elements assessed
<b>4 – 5 Marks PASS</b>	The candidate showed some basic ability to demonstrate the elements assessed but this was inconsistent. Some elements may be stronger than others
<b>6 – 7 Marks MERIT</b>	The candidate showed a fairly good ability to demonstrate the elements assessed, but this was not sustained throughout the exercises. Some elements may be stronger than others.
<b>8 Marks DISTINCTION</b>	The candidate showed a generally good ability to demonstrate the elements assessed for more than half the exercises, although one or two may be less strong than others.
<b>9 – 10 Marks DISTINCTION (OUTSTANDING)</b>	The candidate's ability to demonstrate the elements assessed was secure and sustained almost all of the time, although one or two may be less strong than others.

**MARKING GUIDANCE OUT OF 20: ALL LEVELS**

<b>0 Marks</b>	The work was not shown
<b>1 – 7 Marks</b>	The candidate showed little ability to demonstrate many of the elements assessed
<b>8 – 11 Marks PASS</b>	The candidate showed some basic ability to demonstrate the elements assessed but this was inconsistent. Some elements may be stronger than others
<b>12 – 15 Marks MERIT</b>	The candidate showed a fairly good ability to demonstrate the elements assessed, but this was not sustained throughout the exercises. Some elements may be stronger than others.
<b>16 – 17 Marks DISTINCTION</b>	The candidate showed a generally good ability to demonstrate the elements assessed for more than half the exercises, although one or two may be less strong than others.
<b>18 - 20 Marks DISTINCTION (OUTSTANDING)</b>	The candidate's ability to demonstrate the elements assessed was secure and sustained almost all of the time, although one or two may be less strong than others.

It is recognised that many candidates will have progressed through the Grades and passed previous Graded examinations, but this is not essential provided they satisfy the minimum age requirements and have **achieved the specified level of competence**.

**The Learning Outcomes, Marking Allocation and Marking Guidance** are shown for the various Theatrical Grades and Vocational Grades in alphabetical order as follows: -

1. Ballet
2. Classic Ballet
3. Modern
4. National Tap
5. Stage Branch Tap

## LEARNING OUTCOMES FOR BALLET GRADES

### LEARNING OUTCOMES FOR CLASS EXAMINATION\* AND PRELIMINARY\* – BALLET

\*\* These examinations are not included in the National Framework. However, they are a preparation for the Graded work and provide a gradual introduction to the Examination experience and procedures.

By the end of this course of study, the student will be able to:-

#### Technique

- Show an awareness of posture and weight placement
- Perform basic steps with coordination through the whole of the body
- Show use of well stretched legs and feet
- Show elevation with controlled landings.
- Show an awareness of simple arm lines
- Show an awareness of space.

#### Rhythm and Timing

- Show an awareness of timing and responsiveness to the music

#### Presentation

- Perform with expression

### ASSESSMENT OF CLASS EXAMINATION AND PRELIMINARY EXAMINATIONS

The Report Forms for these examinations will show Examiner's comments and an **overall mark** based on the following Marking Guidance: -

### MARK ALLOCATION AND GUIDANCE FOR CLASS EXAMINATION BALLET

SECTIONS	MARKS
<b>Technique/Exercises</b>	20
<ul style="list-style-type: none"> <li>• Awareness of posture</li> <li>• Awareness of basic placing</li> <li>• Ability to stretch feet and legs</li> </ul>	
<b>Arms</b>	
<ul style="list-style-type: none"> <li>• Ability to co-ordinate arm movements to music</li> <li>• Show variety of simple arm lines</li> </ul>	20
<b>Steps</b>	20
<ul style="list-style-type: none"> <li>• Ability to stretch feet and legs</li> <li>• Ability to co-ordinate feet and legs as required</li> <li>• Ability to elevate</li> </ul>	
<b>Musicality/Mime/Presentation (not including dance)</b>	
<ul style="list-style-type: none"> <li>• Ability to respond to music appropriately</li> <li>• Ability to coordinate movements to music</li> <li>• Ability to perform with expression</li> </ul>	20
<b>Dance</b>	20
<ul style="list-style-type: none"> <li>• Ability to remember and present sequence of steps</li> <li>• Correct use of feet and legs</li> <li>• Development of facial expression and communication</li> </ul>	
<b>Total</b>	<b>100</b>

# MARK ALLOCATION AND GUIDANCE FOR PRELIMINARY – BALLET

SECTIONS	MARKS
<b>Technique/Exercises</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Awareness of correct posture</li> <li>• Awareness of correct weight placement</li> <li>• Controlled use of turnout</li> <li>• Ability to stretch feet and legs</li> </ul>	
<b>Arms</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Ability to co-ordinate arm movements to music</li> <li>• Show variety of well-shaped arm lines</li> <li>• Show development of alignment</li> <li>• Use of head and eye-line</li> </ul>	
<b>Steps</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Correct posture</li> <li>• Stretched legs and feet</li> <li>• Ability to transfer weight</li> <li>• Perform basic steps with coordination of the whole body</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Musicality/Mime/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Responsiveness to music</li> <li>• Ability to coordinate movements to music</li> <li>• Performance with expression and communication</li> </ul>	
<b>Dance Arrangement</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing facial expression and communication</li> <li>• incorporating suitable technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>



## **FOUNDATION LEVEL 1 – LEARNING OUTCOMES FOR GRADES 1 - 3 – BALLET**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show awareness of correct posture and correct weight placement
- Demonstrate co-ordination of the whole body
- Show correct technique in all areas
- Show use of well stretched feet and legs
- Demonstrate ability to shape arms and awareness of line through the body
- Show elevation with prepared beginnings and controlled landings
- Ability to respond to given sequences accurately

### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

### **Performance**

Sense of presentation with expression and communication

## **INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR GRADES 4,5, - BALLET**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show awareness of correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate ability to shape arms and strength of line through the body
- Show co-ordinated and controlled preparation for turning movements
- Show elevation with controlled landings in steps of greater complexity
- Ability to respond to more complex sequences accurately
- Show spatial awareness

### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

### **Performance**

- Sense of presentation with expression and communication

## MARK ALLOCATION AND GUIDANCE FOR GRADE 1 - BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Awareness of correct stance</li> <li>• Show correct weight placement in 1<sup>st</sup>/2<sup>nd</sup> position</li> <li>• Stretched legs and feet</li> <li>• Ability to close legs and feet accurately in 1<sup>st</sup> and 3<sup>rd</sup> positions</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to shape arms</li> <li>• Show correct basic arm positions</li> <li>• Use of head and eye-line</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Stretched legs and feet</li> <li>• Correct transfer of weight</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate basic steps</li> <li>• Appropriate beginnings</li> <li>• Controlled endings</li> <li>• Elevation from 1 or 2 feet</li> <li>• Stretched feet</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Awareness of correct timing</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Ability to use a range of expressions</li> <li>• Sense of performance and presentation</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Ability to convey simple characterisation</li> <li>• Sense of performance and presentation</li> <li>• Perform steps with secure technique</li> <li>• Use of space</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>TOTAL</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 2 - BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Stability of posture sideways to the barre</li> <li>Ability to hold body securely in demi-pointe work</li> <li>Secure placing of supporting and working foot/leg</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Use of head/eyeline</li> <li>Co-ordination of whole body</li> <li>Accuracy of arm positions</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Awareness of directions of the body</li> <li>Ability to transfer weight using open positions</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Ability to remember given sequences of steps</li> <li>Show given steps accurately</li> <li>Use of stretched feet and legs</li> <li>Responsiveness to given sequences</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Perform with correct timing</li> <li>Display responsiveness to varied tempi in step sequences</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Show required gestures correctly</li> <li>Confidence in set work</li> <li>Perform with appreciation of classical style</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Sense of technical accuracy</li> <li>Awareness of posture</li> <li>Ability to use arms/head/eye-line/expression to enhance performance</li> <li>Perform with appreciation of classical style</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Accurate set work</li> <li>Ability to communicate required theory</li> </ul>	
<b>TOTAL</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 3 - BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate co-ordination of legs and feet</li> <li>• Correct stance</li> <li>• Well stretched legs and feet</li> <li>• Correct placing of arms</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Fluid movements between positions</li> <li>• Use of head/eyeline to enhance movement</li> <li>• Sensitive interpretation of music</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct alignment of body</li> <li>• Awareness of strength in upper body</li> <li>• Secure weight transference</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to remember step sequences</li> <li>• Accurate footwork</li> <li>• Use of stretched, well placed legs</li> <li>• Strong elevation</li> <li>• Co-ordination of arms</li> <li>• Responsiveness to given sequences</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Perform with correct timing</li> <li>• Responsiveness to differing tempi</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Display wide range of facial expressions</li> <li>• Use of space</li> <li>• Confident gestures</li> <li>• Sustain presentation</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Show technical accuracy</li> <li>• Maintain correct posture</li> <li>• Perform with appreciation of classical style</li> <li>• Sustain presentation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 4 – BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Strength of placing</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Co-ordination of whole body</li> <li>Fluid movements</li> <li>Sensitive interpretation</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Ability to show a line through the body</li> <li>Strong use of the upper back</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Elevation with controlled landings</li> <li>Accurate footwork</li> <li>Strong leg extensions</li> <li>Use of space</li> <li>Ability to perform more complex sequences</li> <li>Responsiveness to given sequences</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct timing</li> <li>Responsiveness to music</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Confident presentation</li> <li>Sense of performance sustained</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Accurate technique</li> <li>Use of space</li> <li>Confident presentation</li> <li>Sense of performance sustained</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Accurate set work</li> <li>Ability to communicate required theory</li> </ul>	
<b>TOTAL</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 5 – BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct placement</li> <li>Strength of placing</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Sensitive interpretation</li> <li>Co-ordination of whole body</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Ability to show a line through the whole body</li> <li>Strength of placing en l'air</li> <li>Use of upper back</li> <li>Correct position and weight placement in preparation for pirouettes</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Strong elevation with controlled landings</li> <li>Accurate footwork</li> <li>Strong leg extensions</li> <li>Use of space</li> <li>Ability to perform more complex sequences</li> <li>Responsiveness to given sequences</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct timing</li> <li>Responsiveness to varied tempi</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Confident presentation</li> <li>Sense of performance sustained</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Accurate technique</li> <li>Use of space</li> <li>Sense of performance sustained</li> <li>Confident presentation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Accurate set work</li> <li>Ability to communicate required theory</li> </ul>	
<b>TOTAL</b>	<b>100</b>

## **LEARNING OUTCOMES FOR BALLET VOCATIONAL GRADES**

### **Level 3 – Learning Outcomes for Grades 6, 7, 8 Ballet**

Upon completion of this course of study, the student will be able to: -

#### **Technique**

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show sustained use of well stretched legs and articulated footwork
- Show ability to shape arms using breadth of movement moving fluidly with dynamic values
- Sustained strength of line through the body
- Show co-ordinated and controlled turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Ability to respond to more complex sequences accurately
- Show spatial awareness

#### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

#### **Performance**

- Sustained sense of presentation with expression and communication

## **INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR INTERMEDIATE FOUNDATION, - BALLET**

Upon completion of this course of study, the student will be able to: -

#### **Technique**

- Show awareness of correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate ability to shape arms and strength of line through the body
- Show co-ordinated and controlled preparation for turning movements
- Show elevation with controlled landings in steps of greater complexity
- Ability to respond to more complex sequences accurately
- Show spatial awareness

#### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

#### **Performance**

- Sense of presentation with expression and communication

## MARK ALLOCATION AND GUIDANCE FOR GRADE 6 – BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Control and line</li> <li>• Dynamic Awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Awareness of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Turning ability</li> <li>• Control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Assured technique</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation and performance</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>





**MARK ALLOCATION AND GUIDANCE FOR GRADE 7– BALLET**

<b>SECTIONS</b>	<b>MARKS</b>
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Control and line</li> <li>• Dynamic Awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Awareness of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Turning ability</li> <li>• Control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Assured technique</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation and performance</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

**MARK ALLOCATION AND GUIDANCE FOR GRADE 8– BALLET**

<b>SECTIONS</b>	<b>MARKS</b>
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Control and line</li> <li>• Dynamic Awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Awareness of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Turning ability</li> <li>• Control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Assured technique</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation and performance</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR INTERMEDIATE FOUNDATION – BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Control and line</li> <li>• Dynamic Awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Awareness of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Turning ability</li> <li>• Control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> </ul>	
<b>Pointe Work or Grand Allegro</b>	<b>10</b>
<b>Pointe</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Correct basic posture and weight placement</li> <li>• Articulated footwork</li> </ul> <b>Grand Allegro</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Strength in execution of steps</li> <li>• Line</li> <li>• Elevation</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Assured technique</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation and performance</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

## LEARNING OUTCOMES FOR BALLET VOCATIONAL GRADES

### Intermediate Level 3 – Learning Outcomes for Intermediate – Ballet

Upon completion of this course of study, the student will be able to: -

#### Technique

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show sustained use of well stretched legs and articulated footwork
- Show ability to shape arms using breadth of movement moving fluidly with dynamic values
- Sustained strength of line through the body
- Show co-ordinated and controlled turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Ability to respond to more complex sequences accurately
- Show spatial awareness

#### Music

- Ability to perform with correct timing and sensitive interpretation of the music

#### Performance

- Enhanced sense of presentation with expression and communication

### Level 4 - Learning Outcomes for Advanced 1 and Advanced 2 – Ballet

Upon completion of this course of study, the student will be able to: -

#### Technique

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show sustained use of well stretched legs and articulated footwork
- Show ability to shape arms using breadth and fluidity of movement
- Sustained strength of line and control through the body
- Show co-ordinated and controlled complex turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Ability to perform all complex sequences accurately and with confidence
- Show spatial awareness
- Show dynamic values

#### Music

- Ability to perform throughout with correct timing and sensitive interpretation of the music

#### Performance

- Sustained sense of presentation with expression, communication and dance quality

## MARK ALLOCATION AND GUIDANCE FOR INTERMEDIATE – BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Control and line</li> <li>• Dynamic Awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Awareness of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Turning ability</li> <li>• Control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> <li>• Stamina sustained</li> </ul>	
<b>Pointe Work or Grand Allegro</b>	<b>10</b>
<b>Pointe</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Correct basic posture and weight placement</li> <li>• Articulated footwork</li> </ul> <b>Grand Allegro</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Strength in execution of steps</li> <li>• Line</li> <li>• Elevation</li> <li>• </li> </ul>	
<b>Sense of Performance/Presentation/Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Sustained sense of performance</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR ADVANCED 1 – BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Strength of line</li> <li>• Increased dynamic awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Accuracy and strength of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Secure turning ability</li> <li>• Sustained control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> <li>• Spatial awareness</li> </ul>	
<b>Pointe Work or Grand Allegro</b>	<b>10</b>
<b>Pointe</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Correct basic posture and weight placement</li> <li>• Articulated footwork</li> </ul> <b>Grand Allegro</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Strength sustained in execution of steps</li> <li>• Sense of line</li> <li>• Strong elevation</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Sustained sense of performance</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR ADVANCED 2 - BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Strength of line</li> <li>• Increased dynamic awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Accuracy and strength of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Secure turning ability</li> <li>• Sustained control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> <li>• Spatial awareness</li> </ul>	
<b>Pointe Work or Grand Allegro</b>	<b>10</b>
<b>Pointe</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Correct basic posture and weight placement</li> <li>• Articulated footwork</li> </ul> <b>Grand Allegro</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Strength sustained in execution of steps</li> <li>• Sense of line</li> <li>• Strong elevation</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Sustained sense of performance</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>



## LEARNING OUTCOMES FOR CLASSIC BALLET GRADES

### LEARNING OUTCOMES FOR CLASS EXAMINATION\* AND PRELIMINARY\* - CLASSIC BALLET

\*\* These examinations are not included in the National Framework. However, they are a preparation for the Graded work and provide a gradual introduction to the Examination experience and procedures.

By the end of this course of study, the student will be able to:-

#### Technique

- Show an awareness of posture and weight placement
- Perform basic steps with coordination through the whole of the body
- Show use of well stretched legs and feet
- Show elevation with controlled landings.
- Show an awareness of simple arm lines
- Show an awareness of space.

#### Rhythm and Timing

- Show an awareness of timing and responsiveness to the music

#### Presentation

- Perform with expression

### ASSESSMENT OF CLASS EXAMINATION AND PRELIMINARY EXAMINATIONS

The Report Forms for these examinations will show Examiner's comments and an **overall mark** based on the following Marking Guidance: -

### MARK ALLOCATION AND GUIDANCE FOR CLASS EXAMINATION - CLASSIC BALLET

SECTIONS	MARKS
<b>Technique/Exercises</b>	20
<ul style="list-style-type: none"> <li>• Awareness of posture</li> <li>• Awareness of basic placing</li> <li>• Ability to stretch feet and legs</li> </ul>	
<b>Arms</b>	20
<ul style="list-style-type: none"> <li>• Ability to co-ordinate arm movements to music</li> <li>• Show variety of simple arm lines</li> </ul>	
<b>Steps</b>	20
<ul style="list-style-type: none"> <li>• Ability to stretch feet and legs</li> <li>• Ability to co-ordinate feet and legs as required</li> <li>• Ability to elevate</li> </ul>	
<b>Musicality/Mime/Presentation (not including dance)</b>	20
<ul style="list-style-type: none"> <li>• Ability to respond to music appropriately</li> <li>• Ability to coordinate movements to music</li> <li>• Ability to perform with expression</li> </ul>	
<b>Dance</b>	20
<ul style="list-style-type: none"> <li>• Ability to remember and present sequence of steps</li> <li>• Correct use of feet and legs</li> <li>• Development of facial expression and communication</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR PRELIMINARY – CLASSIC BALLET

SECTIONS	MARKS
<b>Technique/Exercises</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Awareness of correct posture</li> <li>• Awareness of correct weight placement</li> <li>• Controlled use of turnout</li> <li>• Ability to stretch feet and legs</li> </ul>	
<b>Arms</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Ability to co-ordinate arm movements to music</li> <li>• Show variety of well-shaped arm lines</li> <li>• Show development of alignment</li> <li>• Use of head and eye-line</li> </ul>	
<b>Steps</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Correct posture</li> <li>• Stretched legs and feet</li> <li>• Ability to transfer weight</li> <li>• Perform basic steps with coordination of the whole body</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Musicality/Mime/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Responsiveness to music</li> <li>• Ability to coordinate movements to music</li> <li>• Performance with expression and communication</li> </ul>	
<b>Dance Arrangement</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing facial expression and communication</li> <li>• incorporating suitable technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>

## **FOUNDATION LEVEL 1 – LEARNING OUTCOMES FOR GRADES 1 - 3 CLASSIC BALLET**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show awareness of correct posture and correct weight placement
- Demonstrate co-ordination of the whole body
- Show correct technique in all areas
- Show use of well stretched feet and legs
- Demonstrate ability to shape arms and awareness of line through the body
- Show elevation with prepared beginnings and controlled landings
- Ability to respond to given sequences accurately

### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

### **Performance**

Sense of presentation with expression and communication

## **INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR GRADES 4& 5 CLASSIC BALLET**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show awareness of correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate ability to shape arms and strength of line through the body
- Show co-ordinated and controlled preparation for turning movements
- Show elevation with controlled landings in steps of greater complexity
- Ability to respond to more complex sequences accurately
- Show spatial awareness

### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

### **Performance**

- Sense of presentation with expression and communication

## MARK ALLOCATION AND GUIDANCE FOR GRADE 1 – CLASSIC BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Awareness of correct stance and stability of posture both facing &amp; sideways to the barre</li> <li>Show correct weight placement.</li> <li>Stretched legs and feet.</li> <li>Ability to close legs and feet accurately in 1<sup>st</sup> and 3rd positions</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Ability to shape arms</li> <li>Show correct basic arm positions</li> <li>Use of head and eye-line</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Stretched legs and feet</li> <li>Correct transfer of weight</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Accurate basic steps</li> <li>Appropriate beginnings</li> <li>Controlled endings</li> <li>Elevation from 1 or 2 feet</li> <li>Stretched feet</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Awareness of correct timing</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Ability to use a range of expressions</li> <li>Sense of performance and presentation</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Sense of performance and presentation</li> <li>Perform steps with secure technique</li> <li>Use of space</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Accurate set work</li> <li>Ability to communicate required theory</li> </ul>	
<b>TOTAL</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 2 – CLASSIC BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Stability of posture throughout</li> <li>Secure placing of supporting and working foot/leg</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Use of head and eyeline</li> <li>Co-ordination of whole body</li> <li>Accuracy of arm positions</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Awareness of directions of the body</li> <li>Ability to transfer weight using open positions</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Ability to remember given sequences of steps</li> <li>Show given steps accurately</li> <li>Good use of stretched feet and legs</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Perform with correct timing</li> <li>Display responsiveness to varied tempi in step sequences</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Show required gestures correctly and with communication</li> <li>Confidence in set work</li> <li>Responsiveness to given sequences</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Sense of technical accuracy</li> <li>Awareness of posture</li> <li>Ability to use arms/head/eye-line/expression to enhance performance</li> <li>Perform with appreciation of classical style</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Accurate set work</li> <li>Ability to communicate required theory</li> </ul>	
<b>TOTAL</b>	<b>100</b>

### MARK ALLOCATION AND GUIDANCE FOR GRADE 3 – CLASSIC BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct stance</li> <li>• Accurate co-ordination of legs and feet</li> <li>• Well stretched legs and feet</li> <li>• Correct placing of arms</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Fluid movements between positions</li> <li>• Use of head / eye-line to enhance movement</li> <li>• Sensitive interpretation of music</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct alignment of body</li> <li>• Awareness of strength in upper body</li> <li>• Secure weight transference</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to remember step sequences</li> <li>• Accurate footwork</li> <li>• Use of stretched, well placed legs</li> <li>• Strong elevation</li> <li>• Co-ordination and appropriate movement of arms</li> <li>• Responsiveness to given sequences</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Perform with correct timing</li> <li>• Responsiveness to differing tempi</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Display wide range of facial expressions</li> <li>• Use of space</li> <li>• Confident gestures</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Show technical accuracy</li> <li>• Maintain correct posture</li> <li>• Perform with appreciation of classical style</li> <li>• Sustain presentation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 4 – CLASSIC BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Strength of placing</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Co-ordination of whole body</li> <li>Fluid movements</li> <li>Sensitive interpretation</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Strength of placing en l'air</li> <li>Ability to show a line through the body</li> <li>Strong use of the upper back</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Elevation with controlled landings</li> <li>Accurate footwork</li> <li>Strong leg extensions</li> <li>Use of space</li> <li>Ability to perform more complex sequences</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct timing</li> <li>Responsiveness to music</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Confident presentation</li> <li>Sense of performance sustained</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Accurate technique</li> <li>Use of space</li> <li>Confident presentation</li> <li>Sense of performance sustained</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Accurate set work</li> <li>Ability to communicate required theory</li> </ul>	
<b>TOTAL</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 5 – CLASSIC BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct placement</li> <li>Strength of placing</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Sensitive interpretation</li> <li>Co-ordination of whole body</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Ability to show a line through the whole body</li> <li>Strength of placing en l'air</li> <li>Use of upper back</li> <li>Correct position and weight placement in preparation for pirouettes</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Strong elevation with controlled landings</li> <li>Accurate footwork</li> <li>Strong leg extensions</li> <li>Use of space</li> <li>Ability to perform more complex sequences</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct timing</li> <li>Responsiveness to varied tempi</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Confident presentation</li> <li>Sense of performance sustained</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Accurate technique</li> <li>Use of space</li> <li>Sense of performance sustained</li> <li>Confident presentation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Accurate set work</li> <li>Ability to communicate required theory</li> </ul>	
<b>TOTAL</b>	<b>100</b>



## **LEARNING OUTCOMES FOR CLASSIC BALLET VOCATIONAL GRADES**

### **Level 3 – Learning Outcomes for Grade 6, Ballet**

Upon completion of this course of study, the student will be able to: -

#### **Technique**

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show sustained use of well stretched legs and articulated footwork
- Show ability to shape arms using breadth of movement moving fluidly with dynamic values
- Sustained strength of line through the body
- Show co-ordinated and controlled turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Ability to respond to more complex sequences accurately
- Show spatial awareness

#### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

#### **Performance**

- Sustained sense of presentation with expression and communication

## **INTERMEDIATE LEVEL 2 –**

### **INTERMEDIATE FOUNDATION CLASSIC BALLET**

Upon completion of this course of study, the student will be able to: -

#### **Technique**

- Show awareness of correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate ability to shape arms and strength of line through the body
- Show co-ordinated and controlled preparation for turning movements
- Show elevation with controlled landings in steps of greater complexity
- Ability to respond to more complex sequences accurately
- Show spatial awareness

#### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

#### **Performance**

- Sense of presentation with expression and communication

### **Intermediate Level 3 – Learning Outcomes for Intermediate – Classic Ballet**

Upon completion of this course of study, the student will be able to: -

#### **Technique**

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show sustained use of well stretched legs and articulated footwork
- Show ability to shape arms using breadth of movement moving fluidly with dynamic values
- Sustained strength of line through the body
- Show co-ordinated and controlled turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Ability to respond to more complex sequences accurately
- Show spatial awareness

#### **Music**

- Ability to perform with correct timing and sensitive interpretation of the music

#### **Performance**

- Sustained sense of presentation with expression and communication

## **Level 4 - Learning Outcomes for Advanced 1 and Advanced 2 – Classic Ballet**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show sustained use of well stretched legs and articulated footwork
- Show ability to shape arms using breadth and fluidity of movement
- Sustained strength of line and control through the body
- Show co-ordinated and controlled complex turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Ability to perform all complex sequences accurately and with confidence
- Show spatial awareness
- Show dynamic values

### **Music**

- Ability to perform throughout with correct timing and sensitive interpretation of the music

### **Performance**

- Sustained sense of presentation with expression, communication and dance quality

**MARK ALLOCATION AND GUIDANCE FOR GRADE 6 – CLASSIC BALLET**

<b>SECTIONS</b>	<b>MARKS</b>
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct placement</li> <li>• Strength of placing</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Sensitive interpretation</li> <li>• Co-ordination of whole body</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to show a line through the whole body</li> <li>• Strength of placing en l'air</li> <li>• Use of upper back</li> <li>• Correct position and weight placement in preparation for pirouettes</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Strong elevation with controlled landings</li> <li>• Accurate footwork</li> <li>• Strong leg extensions</li> <li>• Use of space</li> <li>• Ability to perform more complex sequences</li> <li>• Responsiveness to given sequences</li> </ul>	
<b>Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct timing</li> <li>• Responsiveness to varied tempi</li> </ul>	
<b>Mime/Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Sense of performance sustained</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Use of space</li> <li>• Sense of performance sustained</li> <li>• Confident presentation</li> </ul>	

## MARK ALLOCATION AND GUIDANCE FOR INTERMEDIATE FOUNDATION– CLASSIC BALLET

SECTIONS	MARKS
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Control and line</li> <li>• Dynamic Awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Awareness of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Turning ability</li> <li>• Control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> </ul>	
<b>Girls – Pointe Work; Boys – Grand Allegro</b>	<b>10</b>
<b>GIRLS</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Correct basic posture and weight placement</li> <li>• Articulated footwork</li> </ul> <b>BOYS</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Strength in execution of steps</li> <li>• Line</li> <li>• Elevation</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Assured technique</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation and performance</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

**MARK ALLOCATION AND GUIDANCE FOR INTERMEDIATE –  
CLASSIC BALLET**

<b>SECTIONS</b>	<b>MARKS</b>
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Control and line</li> <li>• Dynamic Awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Awareness of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Turning ability</li> <li>• Control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> <li>• Stamina sustained</li> </ul>	
<b>Girls – Pointe Work; Boys – Grand Allegro</b>	<b>10</b>
<b>GIRLS</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Correct basic posture and weight placement</li> <li>• Articulated footwork</li> </ul> <b>BOYS</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Strength in execution of steps</li> <li>• Line</li> <li>• Elevation</li> </ul>	
<b>Sense of Performance/Presentation/Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Sustained sense of performance</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

**MARK ALLOCATION AND GUIDANCE FOR ADVANCED 1  
– CLASSIC BALLET**

<b>SECTIONS</b>	<b>MARKS</b>
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Strength of line</li> <li>• Increased dynamic awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Accuracy and strength of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Secure turning ability</li> <li>• Sustained control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> <li>• Spatial awareness</li> </ul>	
<b>Girls – Pointe Work; Boys – Grand Allegro</b>	<b>10</b>
<b>GIRLS</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Correct basic posture and weight placement</li> <li>• Articulated footwork</li> </ul> <b>BOYS</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Strength sustained in execution of steps</li> <li>• Sense of line</li> <li>• Strong elevation</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Sustained sense of performance</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>

**MARK ALLOCATION AND GUIDANCE FOR ADVANCED 2  
– CLASSIC BALLET**

<b>SECTIONS</b>	<b>MARKS</b>
<b>Technique: Barre</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination of body</li> <li>• Strength of line</li> <li>• Increased dynamic awareness</li> </ul>	
<b>Technique: Ports de Bras</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Breadth and quality of line</li> <li>• Fluidity of movement</li> </ul>	
<b>Technique: Centre Practice/Adage</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement and position</li> <li>• Co-ordination</li> <li>• Accuracy and strength of line</li> <li>• Spatial awareness</li> </ul>	
<b>Technique: Centre Practice/Pirouettes</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Dynamic value</li> <li>• Secure turning ability</li> <li>• Sustained control of movement</li> </ul>	
<b>Technique: Centre Practice/Allegro</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct position and weight placement</li> <li>• Co-ordination</li> <li>• Dynamic values</li> <li>• Ability to perform sequences as given</li> <li>• Accurate technique</li> </ul>	
Spatial awareness	
<b>Girls – Pointe Work; Boys – Grand Allegro</b>	<b>10</b>
<b>GIRLS</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Correct basic posture and weight placement</li> <li>• Articulated footwork</li> </ul> <b>BOYS</b> <ul style="list-style-type: none"> <li>• Accurate technique</li> <li>• Strength sustained in execution of steps</li> <li>• Sense of line</li> <li>• Strong elevation</li> </ul>	
<b>Sense of Performance/Presentation/Musicality (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Confident presentation</li> <li>• Sustained sense of performance</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Technically secure</li> <li>• Spatial awareness</li> <li>• Sense of presentation</li> <li>• Musically sensitive interpretation</li> </ul>	
<b>Theoretical and Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Accurate set work</li> <li>• Ability to communicate required theory</li> </ul>	
<b>Total</b>	<b>100</b>



## LEARNING OUTCOMES FOR MODERN GRADES

### LEARNING OUTCOMES FOR CLASS EXAMINATION\* AND PRELIMINARY\* – MODERN

\*\* These examinations are not included in the National Framework. However, they are a preparation for the Graded work and provide a gradual introduction to the Examination experience and procedures.

By the end of this course of study, the student will be able to:-

#### Technique

- Show an awareness of posture and weight placement
- Perform basic steps with coordination through the whole of the body
- Show use of well stretched legs and feet
- Show elevation with controlled landings.
- Show an awareness of simple arm lines
- Show an awareness of space.

#### Rhythm and Timing

- Show an awareness of timing and responsiveness to the music
- Perform simple exercises clapping and walking in crotchets and minims to music.

#### Presentation

- Perform with expression

### ASSESSMENT OF CLASS EXAMINATION AND PRELIMINARY EXAMINATIONS

The Report Forms for these examinations will show Examiner's comments and an **overall mark** based on the following Marking Guidance: -

#### MARKING ALLOCATION AND GUIDANCE FOR CLASS EXAMINATION –MODERN

The following categories cover the whole of the examination with the exception of the dance which is marked independently: -

SECTIONS	MARKS
<b>Rhythm and Musicality</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Arms and Alignment</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Ability to shape arms</li> <li>• Awareness of space</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>

### MARKING ALLOCATION AND GUIDANCE FOR PRELIMINARY – MODERN

The following categories cover the whole of the examination with the exception of the dance which is marked independently: -

SECTIONS	MARKS
<b>Rhythm and Musicality</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Arms and Alignment</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Use of basic arm lines</li> <li>• Use of head and eye-line</li> <li>• Show an awareness of space</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>

## **FOUNDATION LEVEL 1 – LEARNING OUTCOMES FOR GRADES 1 - 3 – MODERN**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show awareness of correct posture and correct weight placement
- Demonstrate co-ordination of the whole body
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show development of suppleness in limbering
- Show development of co-ordination and control in turning movements
- Show correct technique in all areas
- Show use of well stretched feet and legs
- Show alignment in the arms and body in performance
- Show elevation with prepared beginnings and controlled landings
- Show development of spatial awareness
- Ability to respond to given sequences accurately

### **Rhythm and Musicality**

- Ability to perform with correct timing and responsiveness to the music.
- Show an awareness of accent and phrasing in performance

### **Performance**

- Sense of presentation with expression and communication
- Show an awareness of the mood and tempo of the music.

## **INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR GRADES 4& 5 - MODERN**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show awareness of correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate strength of alignment through the arms and body in performance
- Show co-ordinated and controlled turning movements
- Show elevation with controlled landings in steps of greater complexity
- Show ability to use isolations in movement
- Ability to respond to more complex sequences accurately
- Show spatial awareness

### **Rhythm and Musicality**

- Ability to perform with correct timing and sensitive interpretation of the music
- Show an awareness of accent and phrasing in performance

### **Performance**

- Sense of presentation with expression and communication
- Development of appropriate style to interpret mood and tempo of the music

## MARK ALLOCATION AND GUIDANCE FOR GRADE 1 – MODERN

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as demonstrated in clapping and walking exercises</li> <li>• Alert response to clapping and walking rhythm given by the Examiner</li> <li>• Correct timing shown throughout</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Correct placement of basic arm lines</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Turning Ability</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Correct use of head and eyes</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing awareness of which parts of body are used in each exercise</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 2 – MODERN

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as demonstrated in clapping and walking exercises</li> <li>• Alert response to clapping rhythm given by the Examiner</li> <li>• Correct timing shown throughout</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> <li>• Circular arm movements showing fluidity and control</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Turning Ability</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Correct use of head and eyes</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing control</li> <li>• Showing awareness of which parts of body are used in each exercise</li> <li>• Showing awareness of the purpose of each exercise</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> <li>• Alert response to clapping and walking amalgamation given by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

### MARK ALLOCATION AND GUIDANCE FOR GRADE 3 – MODERN

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as demonstrated in clapping and rhythm exercises</li> <li>• Correct timing shown throughout</li> <li>• Show an awareness of accent and phrasing in performance</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Ability to demonstrate varied use of the arms in movement</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Good elevation with controlled landings</li> <li>• Development of looseness of legs</li> <li>• Show control</li> </ul>	
<b>Turning Ability</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Correct use of head and eyes</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing control</li> <li>• Showing awareness of which parts of body are used in each exercise</li> <li>• Showing awareness of the purpose of each exercise</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> <li>• Alert response to amalgamation of clapping and walking in directions given by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 4 – MODERN

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as demonstrated in clapping and walking exercise</li> <li>• Alert response to clapping rhythm given by the Examiner</li> <li>• Suitable interpretation of the mood and tempo of the music throughout</li> <li>• Show an awareness of accent and phrasing in performance</li> <li>• Correct timing throughout</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Ability to demonstrate varied use of the arms in movement</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Good elevation with controlled landings</li> <li>• Looseness of legs</li> <li>• Control</li> <li>• Ability to use isolations in movement</li> </ul>	
<b>Turning Ability</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Correct use of head and eyes</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> <li>• Development of appropriate style to interpret mood and tempo of the music</li> </ul>	
<b>Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing control</li> <li>• Showing awareness of which parts of body are used in each exercise</li> <li>• Showing awareness of the purpose of each exercise</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> <li>• Alert response to the amalgamation given by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression; communication; interpretation and projection</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 5 – MODERN

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as demonstrated in clapping and walking exercise</li> <li>• Alert response to clapping rhythm given by the Examiner</li> <li>• Suitable interpretation of the mood and tempo of the music throughout</li> <li>• Show an awareness of accent and phrasing in performance</li> <li>• Correct timing shown throughout</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Ability to demonstrate varied use of the arms in movement</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Show a variety of levels of elevation with controlled landings</li> <li>• Looseness of legs</li> <li>• Control</li> <li>• Ability to use isolations in movement</li> </ul>	
<b>Turning Ability</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Correct use of head and eyes</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> <li>• Development of appropriate style to interpret mood and tempo of the music</li> </ul>	
<b>Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing control</li> <li>• Showing awareness of which parts of body are used in each exercise</li> <li>• Showing awareness of the purpose of each exercise</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>



## LEARNING OUTCOMES FOR MODERN VOCATIONAL GRADES

### INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR - MODERN INTERMEDIATE FOUNDATION

Upon completion of this course of study, the student will be able to: -

#### Technique

- Show awareness of correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate strength of alignment through the arms and body in performance
- Show co-ordinated and controlled turning movements
- Show elevation with controlled landings in steps of greater complexity
- Show ability to use isolations in movement
- Ability to respond to more complex sequences accurately
- Show spatial awareness

#### Rhythm and Musicality

- Ability to perform with correct timing and sensitive interpretation of the music
- Show an awareness of accent and phrasing in performance

#### Performance

- Sense of presentation with expression and communication
- Development of appropriate style to interpret mood and tempo of the music

### Intermediate Level 3 – Learning Outcomes for

#### Intermediate – Modern

Upon completion of this course of study, the student will be able to: -

#### Technique

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show sustained use of well stretched legs and articulated footwork
- Show ability to use arms with breadth and fluidity of movement and/or contracted arm lines according to style of movement
- Sustained strength of line through the body
- Show co-ordinated and controlled turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Show ability to use isolations in movement
- Ability to respond to more complex sequences accurately
- Show spatial awareness

#### Rhythm and Musicality

- Ability to perform with correct timing and sensitive interpretation of the music
- Show an awareness of accent and phrasing in performance

#### Performance

- Sustained sense of presentation with expression and communication
- Development of individual style to interpret mood and tempo of the music

## **Level 4 - Learning Outcomes for Advanced 1 and Advanced 2 – Modern**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show sustained use of well stretched legs and articulated footwork
- Show ability to use arms with breadth and fluidity of movement and/or contracted arm lines according to style of movement
- Sustained strength of line and control through the body in performance
- Show co-ordinated and controlled complex turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Show ability to use isolations in movement
- Ability to perform all complex sequences accurately and with confidence
- Show spatial awareness
- Show dynamic values

### **Rhythm and Musicality**

- Ability to perform throughout with accurate rhythm and timing with a sensitive responsiveness to the music

### **Performance**

- Sustained sense of presentation with expression, communication and dance quality
- Give a personal interpretation of the mood and tempo of the music
- Perform with style to a very high standard

**MARKING ALLOCATION AND GUIDANCE FOR INTERMEDIATE FOUNDATION - MODERN**  
 Categories 2; 3; 5; 6 and 9 cover the whole examination with the exception of the dance that is marked independently: -

<b>SECTIONS</b>	<b>MARKS</b>
<b>1. Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Show stretching movements executed within physical ability</li> <li>• Show loosening movements working within physical ability</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Control</li> </ul>	
<b>2. Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as demonstrated in clapping and walking exercise</li> <li>• Alert response to clapping rhythm exercises given by the Examiner</li> <li>• Suitable interpretation of the mood and tempo of the music throughout</li> <li>• Show an awareness of accent and phrasing in performance</li> <li>• Correct timing shown throughout</li> </ul>	
<b>3. Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Ability to demonstrate varied use of the arms in movement</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> </ul>	
<b>4. Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing control</li> <li>• Showing awareness of which parts of body are used in each exercise</li> <li>• Showing awareness of the purpose of each exercise</li> </ul>	
<b>5. Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Good elevation with controlled landings</li> <li>• Looseness of legs</li> <li>• Control</li> <li>• Ability to use isolations in movement</li> <li>• Correct use of head and eyes</li> <li>• Show co-ordination and control in all turning movements</li> </ul>	
<b>6. Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> <li>• Further development of style to interpret mood and tempo of the music</li> </ul>	
<b>7. Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture and correct weight placement</li> <li>• Coordination of whole body in more complex movements</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> </ul>	
<b>8. Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Secure and confident performances of well-rehearsed dances in contrasting styles</li> <li>• Showing sustained expression and communication incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>9. Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> <li>• Knowledge of simple stage make-up</li> </ul>	
<b>Total</b>	<b>100</b>

## MARKING ALLOCATION AND GUIDANCE FOR INTERMEDIATE – MODERN

Categories 2; 3; 5; 6 and 9 cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>1. Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Show stretching movements executed within physical ability</li> <li>• Show loosening movements working within physical ability</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Control</li> </ul>	
<b>2. Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as demonstrated in clapping and walking exercise</li> <li>• Alert response to clapping rhythm given by the Examiner</li> <li>• Suitable interpretation of the mood and tempo of the music throughout</li> <li>• Show an awareness of accent and phrasing in performance</li> <li>• Correct timing shown throughout</li> </ul>	
<b>3. Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Ability to demonstrate varied use of the arms in movement</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> <li>• Choreography of arrangement prepared by the candidate</li> </ul>	
<b>4. Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing control</li> <li>• Showing awareness of which parts of body are used in each exercise</li> <li>• Showing awareness of the purpose of each exercise</li> </ul>	
<b>5. Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Control and coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Good elevation with controlled landings</li> <li>• Looseness of legs</li> <li>• Ability to use isolations in movement</li> <li>• Correct use of head and eyes throughout</li> <li>• Show co-ordinated and controlled complex turning movements</li> </ul>	
<b>6. Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> <li>• Further development of style to interpret mood and tempo of the music</li> </ul>	
<b>7. Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture and correct weight placement</li> <li>• Coordination of whole body in more complex movements</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> <li>• Executed with correct technique</li> </ul>	
<b>8. Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing sustained expression and communication incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>9. Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARKING ALLOCATION AND GUIDANCE FOR ADVANCED 1 – MODERN

Categories 2; 3; 5; 6 and 9 cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>1. Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Show stretching movements executed within physical ability</li> <li>• Show loosening movements working within physical ability</li> <li>• Showing control and coordination of whole body</li> <li>• Stretched legs and feet</li> </ul>	
<b>2. Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as demonstrated in clapping exercises</li> <li>• Alert and sensitive improvisation to music provided by the Examiner</li> <li>• Suitable interpretation of the mood and tempo of the music throughout</li> <li>• Show an awareness of accent and phrasing in performance</li> <li>• Correct rhythm and timing shown throughout</li> </ul>	
<b>3. Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture and coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Ability to demonstrate varied use of the arms in contrasting styles of movement</li> <li>• Use of head and eye-line and awareness of space</li> </ul>	
<b>4. Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing control</li> <li>• Showing awareness of which parts of body are used in each exercise</li> <li>• Showing awareness of the purpose of each exercise</li> </ul>	
<b>5. Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Good elevation with controlled landings</li> <li>• Looseness of legs</li> <li>• Control</li> <li>• Ability to use isolations in movement</li> <li>• Correct use of head and eyes throughout</li> <li>• Show co-ordination and control in all turning movements</li> </ul>	
<b>6. Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> <li>• Further development of style to interpret mood and tempo of the music</li> </ul>	
<b>7. Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture and correct weight placement</li> <li>• Coordination of whole body in more complex movements</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> <li>• Executed with correct technique</li> </ul>	
<b>8. Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing sustained expression; communication and projection</li> <li>• Showing a personal interpretation in style of the mood and tempo of the music</li> <li>• incorporating suitable technique for this grade together with all the qualities listed above</li> </ul>	
<b>9. Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> <li>• Knowledge of note values; syncopation; time; tempo and accent</li> </ul>	
<b>Total</b>	<b>100</b>

## MARKING ALLOCATION AND GUIDANCE FOR ADVANCED 2 – MODERN

Categories 2; 3; 5; 6 and 9 cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>1. Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Show stretching movements executed within physical ability</li> <li>• Show loosening movements working within physical ability</li> <li>• Showing control and coordination of whole body throughout</li> <li>• Stretched legs and feet</li> </ul>	
<b>2. Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music as shown in slow and medium arrangements</li> <li>• Alert and sensitive response in movement to rhythm given by the Examiner</li> <li>• Alert and interpretive improvisation to music provided by the Examiner</li> <li>• Suitable interpretation of the mood and tempo of the music throughout</li> <li>• Show an awareness of accent and phrasing in performance throughout</li> <li>• Correct rhythm and timing shown throughout</li> </ul>	
<b>3. Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture and coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Ability to demonstrate varied use of the arms in contrasting styles of movement</li> <li>• Use of head and eye-line</li> <li>• Spatial awareness and dynamic values</li> </ul>	
<b>4. Limbering</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Showing control</li> <li>• Showing awareness of which parts of body are used in each exercise</li> <li>• Showing awareness of the purpose of each exercise</li> </ul>	
<b>5. Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Showing control and coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Good elevation with controlled landings</li> <li>• Looseness of legs</li> <li>• Ability to use isolations in movement</li> <li>• Correct use of head and eyes throughout</li> <li>• Show co-ordinated and controlled complex turning movements</li> </ul>	
<b>6. Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> <li>• Further development of style to interpret mood and tempo of the music</li> </ul>	
<b>7. Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture and correct weight placement</li> <li>• Coordination of whole body in more complex movements</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> <li>• Executed with correct technique</li> </ul>	
<b>8. Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing sustained expression; communication and projection</li> <li>• Showing a personal interpretation in style of the mood and tempo of the music</li> <li>• incorporating suitable technique for this grade together with all the qualities listed above</li> </ul>	
<b>9. Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Explanation of Tension; Relaxation and Impulse</li> <li>• Definition of Muscles; Ligaments; Tendons and Joints</li> </ul>	
<b>Total</b>	<b>100</b>

## LEARNING OUTCOMES FOR NATIONAL TAP GRADES

### LEARNING OUTCOMES FOR CLASS EXAMINATION\* AND FIRST STEPS\* (PRELIMINARY)

\*\* These examinations are not included in the National Framework. However, they are a preparation for the Graded work and provide a gradual introduction to the Examination experience and procedures.

By the end of this course of study, the student will be able to:-

#### Technique

- Show an awareness of posture and weight placement
- Perform basic steps with coordination through the whole of the body
- Show relaxed use of the knees
- Show elevation with controlled landings.
- Show a regular rhythmic flow in shuffles
- Show an awareness of simple arm lines
- Show an awareness of space.

#### Rhythm and Timing

- Show an awareness of timing and responsiveness to the music
- Perform simple exercises clapping and walking in crotchets and minims to music.

#### Presentation

- Perform with expression

### ASSESSMENT OF CLASS EXAMINATION AND PRELIMINARY EXAMINATIONS

The Report Forms for these examinations will show Examiner's comments and an **overall mark** based on the following Marking Guidance: -

### MARK ALLOCATION AND GUIDANCE FOR CLASS EXAMINATION NATIONAL TAP

The following categories cover the whole examination with the exception of the dance that is marked independently

SECTIONS	MARKS
<b>Line and Style</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Use of simple arm lines</li> </ul>	
<b>Rhythm and Timing</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Relaxed use of the knees</li> <li>• Elevation with controlled landings</li> <li>• Regular rhythmic flow in shuffles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>

### FIRST STEPS (PRELIMINARY) – NATIONAL TAP

The following categories cover the whole examination with the exception of the dance that is marked independently: -

<b>SECTIONS</b>	<b>MARKS</b>
<b>Line and Style</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> </ul>	
<b>Rhythm and Timing</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Relaxed use of the knees</li> <li>• Elevation with controlled landings</li> <li>• Regular rhythmic flow in shuffles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>



## **FOUNDATION LEVEL 1 - LEARNING OUTCOMES FOR GRADES 1 - 3 - NATIONAL TAP**

Upon completion of this course of study, the student will be able to:-

### **Technique**

- Show secure posture and weight placement
- Demonstrate coordination of the whole body
- Show relaxed use of the knees and articulated use of the feet.
- Show good use of the ankles
- Show elevation with controlled landings.
- Show alignment through the arms and body, in performance.
- Demonstrate a clear tone of beating.

### **Rhythm and Timing**

- Demonstrate correct timing in performance of exercises
- Perform simple exercises clapping rhythms containing crotchets, minims and quavers
- Show controlled evenness of beating in order to sustain the tempo.

### **Performance**

- Perform with expression and communication.
- Show a responsiveness to the music

## **INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR GRADES 4-5 - NATIONAL TAP**

By the end this course of study the student will be able to:-

### **Technique**

- Sustain good posture and weight placement while performing increasingly complex movements.
- Demonstrate an ability to perform an increased technical repertoire with coordination and controlled use of the legs and feet.
- Show the use of elevation with controlled landings in more complex steps.
- Show alignment in the arms and body in performance.
- Show developed spatial awareness.
- Develop a clear tone of beating with an awareness of light and shade

### **Rhythm and Timing**

- Perform with correct timing and responsiveness to the music.
- Show controlled evenness of beating in order to sustain the tempo.

### **Performance**

- Perform with expression and communication.
- Show an awareness of the mood and tempo of the music.

## MARK ALLOCATION AND GUIDANCE FOR GRADE 1 - NATIONAL TAP

The following categories cover the whole examination with the exception of the dance that is marked independently

SECTIONS	MARKS
<b>Exercises</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> </ul>	
<b>Line and style</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Accurate alignment in movement</li> <li>Use of space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music as demonstrated in clapping and walking exercises</li> <li>Correct timing shown in all exercises</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Clear use of the toe tap</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees</li> <li>Dancing tap step/tap spring with the weight over the front of the foot</li> <li>Elevation with controlled landings</li> <li>Regular rhythmic flow in shuffles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises precisely as set.</li> <li>Knowledge of the names of the syllabus steps</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 2 - NATIONAL TAP

The following categories cover the whole examination with the exception of the dance that is marked independently

SECTIONS	MARKS
<b>Exercises</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> </ul>	
<b>Line and style</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Ability to demonstrate extension through the arms and body</li> <li>Use of space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music</li> <li>Correct timing shown in all exercises</li> <li>The evenness and tone of the beating.</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Clear use of the toe tap</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees and ankles</li> <li>Elevation with controlled landings</li> <li>Articulated use of the feet</li> <li>Good use of the ankles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of set exercises precisely as set</li> <li>Knowledge of names of various steps and technique</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 3 - NATIONAL TAP

The following categories cover the whole examination with the exception of the dance that is marked independently

SECTIONS	MARKS
<b>Exercises</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture with correct weight placement</li> <li>Control</li> </ul>	
<b>Line and style</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Accurate alignment in movement</li> <li>Ability to demonstrate varied use of the arms in movement</li> <li>Use of space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music</li> <li>Correct timing shown in all exercises</li> <li>The evenness and tone of the beating</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Clear use of the heel and toe tap independently</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees and ankles</li> <li>Elevation with controlled landings</li> <li>Articulated use of the feet</li> <li>Good use of the ankles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident execution of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of set exercises precisely as set</li> <li>Knowledge of names of various steps and technique</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 4 - NATIONAL TAP

The following categories cover the whole examination with the exception of the dance that is marked independently

SECTIONS	MARKS
<b>Exercises</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture with correct weight placement</li> <li>Control</li> </ul>	
<b>Line and style</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Accurate alignment in movement</li> <li>Ability to demonstrate varied use of the arms in movement</li> <li>Use of space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music</li> <li>Correct timing shown in all exercises</li> <li>The evenness and tone of the beating</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Clear use of the heel and toe tap independently</li> <li>Clear tone of beating throughout</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees and ankles</li> <li>Elevation with controlled landings</li> <li>Articulated use of the feet</li> <li>Good use of the ankles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident execution of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of set exercises precisely as set</li> <li>Knowledge of names of various steps and technique</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 5 - NATIONAL TAP

The following categories cover the whole examination with the exception of the dance that is marked independently

SECTIONS	MARKS
<b>Exercises</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture with correct weight placement</li> <li>Control</li> </ul>	
<b>Line and style</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Accurate alignment in movement</li> <li>Ability to demonstrate varied use of the arms in movement</li> <li>Use of space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music</li> <li>Correct timing shown in all exercises</li> <li>The evenness and tone of the beating</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Clear use of the heel and toe tap independently</li> <li>Clear tone of beating throughout</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees and ankles</li> <li>Elevation with controlled landings</li> <li>Articulated use of the feet</li> <li>Good use of the ankles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident execution of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of set exercises precisely as set</li> <li>Knowledge of names of various steps and technique</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## LEARNING OUTCOMES FOR NATIONAL TAP VOCATIONAL GRADES

### INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES - NATIONAL TAP INTERMEDIATE FOUNDATION

By the end this course of study the student will be able to:-

#### Technique

- Sustain good posture and weight placement while performing increasingly complex movements.
- Demonstrate an ability to perform an increased technical repertoire with coordination and controlled use of the legs and feet.
- Show the use of elevation with controlled landings in more complex steps.
- Show alignment in the arms and body in performance.
- Show developed spatial awareness.
- Develop a clear tone of beating with an awareness of light and shade

#### Rhythm and Timing

- Perform with correct timing and responsiveness to the music.
- Show controlled evenness of beating in order to sustain the tempo.

#### Performance

- Perform with expression and communication.
- Show an awareness of the mood and tempo of the music.

### Intermediate Level 3 – Learning Outcomes for Intermediate – National Tap

Upon completion of this course of study, the student will be able to: -

#### Technique

- Sustain good posture and weight placement while performing complex movements with dexterity
- Demonstrate the ability to perform increased technical repertoire with coordination and controlled use of the arms, legs and feet.
- Show the use of elevation with controlled landings in complex steps
- To show good alignment in the arms and body in performance
- Show good spatial awareness
- Demonstrate beating of a good tone, with light and shade (pianissimo to fortissimo)

#### Rhythm and Timing

- Perform with accurate timing, showing responsiveness to the music
- Show controlled evenness of beating when dancing to all tempos

#### Performance

- Perform with expression and communication
- Give a personal interpretation of the mood and tempo of the music

## **Level 4 - Learning Outcomes for Advanced 1 and Advanced 2 – National Tap**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Sustain good posture and weight placement while performing complex movements with dexterity
- Demonstrate the ability to perform increased technical repertoire with coordination and controlled use of the arms, legs and feet
- Show the use of elevation with controlled landings in complex steps
- To show good alignment in the arms and body in performance
- Show good spatial awareness
- Demonstrate beating of a good tone, with light and shade (pianissimo to fortissimo)
- Identify and demonstrate any syllabus step with technical control
- Have the ability to analyse each technical step in detail

### **Rhythm and Timing**

- Perform with accurate timing, showing responsiveness to the music
- Show controlled evenness of beating when dancing in all tempos
- Be able to count musically complex rhythms, either clapped or demonstrated in tap steps

### **Performance**

- Perform with expression and communication
- Give a personal interpretation of the mood and tempo of the music
- Perform with style to a very high standard



## MARK ALLOCATION AND GUIDANCE INTERMEDIATE FOUNDATION –

### NATIONAL TAP

The following categories cover the whole of the examination with the exception of the dances that are marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees and ankles</li> <li>Elevation with controlled landings</li> <li>Articulated use of the feet</li> <li>Good use of the ankles</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Accurate alignment in movement</li> <li>Ability to demonstrate varied arm lines, incorporating isolations of various parts of the body, with dance movements.</li> <li>Use of Space</li> </ul>	
<b>Rhythm &amp; Tone</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music</li> <li>The evenness and tone of the beating</li> <li>Correct timing</li> <li>The ability to pre-arrange a simple amalgamation to match exactly a given rhythm showing an awareness of accent</li> </ul>	
<b>Musicality/Sense of style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Suitable interpretation of the mood and tempo of the music</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication (this includes Mime)</li> </ul>	
<b>Dance 1</b>	<b>10</b>
<ul style="list-style-type: none"> <li>A single tempo dance presented with confidence</li> <li>Showing expression; communication; interpretation and projection</li> <li>incorporating suitable tap technique for this grade together with all the qualities listed above</li> </ul>	
<b>Dance 2</b>	<b>10</b>
<ul style="list-style-type: none"> <li>A dance with changes of tempo presented with confidence</li> <li>Showing expression; communication; interpretation and projection</li> <li>incorporating suitable tap technique for this grade together with all the qualities listed above</li> </ul>	
<b>Abbreviations/Constructional &amp; Improvisational Tests</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The ability to pre-arrange a simple amalgamation to a given rhythm showing varied use of dance steps and an awareness of floor pattern.</li> </ul>	
<b>Responses and Knowledge of Syllabus</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The Candidate should be prepared to demonstrate confidence when responding to simple questions about the amalgamations/dance arrangements</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE - INTERMEDIATE

### NATIONAL TAP

The following categories cover the whole of the examination with the exception of the dances that are marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees and ankles</li> <li>Elevation with controlled landings</li> <li>Articulated use of the feet</li> <li>Good use of the ankles</li> <li>Control</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Accurate alignment in movement</li> <li>Ability to show impulse, extension and relaxation through the arms.</li> <li>Use of Space</li> </ul>	
<b>Rhythm &amp; Tone</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music</li> <li>The evenness and tone of the beating</li> <li>Correct timing</li> <li>The ability to copy a given rhythm and add a further two bars in the same vein.</li> <li>The ability to be able to count musically, a moderately simple rhythm</li> </ul>	
<b>Musicality/Sense of style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Suitable interpretation of the mood and tempo of the music</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication (this includes Mime)</li> </ul>	
<b>Dance 1</b>	<b>10</b>
<ul style="list-style-type: none"> <li>A tap dance presented with confidence</li> <li>Showing expression; communication; interpretation and projection</li> <li>Incorporating suitable tap technique for this grade together with all the qualities listed above.</li> </ul>	
<b>Dance 2</b>	<b>10</b>
<ul style="list-style-type: none"> <li>A dance of a contrasted style presented with confidence</li> <li>Showing expression; communication; interpretation and projection</li> <li>Incorporating suitable tap technique for this grade together with all the qualities listed above.</li> </ul>	
<b>Abbreviations/Constructional &amp; Improvisational Tests</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The ability to interpret an amalgamation from a set of particular abbreviations (as listed in the syllabus)</li> <li></li> </ul>	
<b>Responses and Knowledge of Syllabus</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The Candidate should be prepared to demonstrate confidence when responding to simple questions about the amalgamations/dance arrangements</li> </ul>	
<b>Total</b>	<b>100</b>

### ADVANCED 1 - NATIONAL TAP

The following categories cover the whole of the examination with the exception of the dances that are marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Relaxed use of the knees and ankles</li> <li>• Elevation with controlled landings</li> <li>• Articulated use of the feet</li> <li>• Good use of the ankles</li> <li>• Control</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Coordination of the whole body</li> <li>• Accurate alignment in movement</li> <li>• Ability to show impulse, extension and relaxation through the arms</li> <li>• Use of Space</li> </ul>	
<b>Rhythm &amp; Tone</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> <li>• The evenness and tone of the beating</li> <li>• Correct timing</li> <li>• The ability to copy a given rhythm and add a further two bars in the same vein.</li> <li>• The ability to be able to count musically a more complex rhythm with syncopation.</li> </ul>	
<b>Musicality/Sense of style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Suitable interpretation of the mood and tempo of the music</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication (this includes Mime)</li> </ul>	
<b>Dance 1</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• A tap dance presented with confidence</li> <li>• Showing expression; communication; interpretation and projection</li> <li>• Incorporating suitable tap technique for this grade together with all the qualities listed above.</li> </ul>	
<b>Dance 2</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• A dance of a contrasted style and tempo presented with confidence</li> <li>• Showing expression; communication; interpretation and projection</li> <li>• Incorporating suitable tap technique for this grade together with all the qualities listed above.</li> </ul>	
<b>Abbreviations/Constructional &amp; Improvisational Tests</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The ability to arrange a tap amalgamation from a clapped rhythm given by the examiner.</li> </ul>	
<b>Responses and Knowledge of Syllabus</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The Candidate should be prepared to demonstrate confidence when responding to questions about the amalgamations/dance arrangements</li> </ul>	

<b>Total</b>	<b>100</b>
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## MARK ALLOCATION AND GUIDANCE - ADVANCED 2 - NATIONAL TAP

The following categories cover the whole of the examination with the exception of the dances that are marked independently: -

<b>SECTIONS</b>	<b>MARKS</b>
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees and ankles</li> <li>Elevation with controlled landings</li> <li>Articulated use of the feet</li> <li>Good use of the ankles</li> <li>Control</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Accurate alignment in movement</li> <li>Ability to show impulse, extension and relaxation through the arms</li> <li>Use of Space</li> </ul>	
<b>Rhythm &amp; Tone</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music</li> <li>The evenness and tone of the beating</li> <li>Correct timing</li> <li>The ability to dance a pre-arranged amalgamation demonstrating the use of “double-time”.</li> <li>The ability to be able to dance and keep strict time to music in tacit time</li> </ul>	
<b>Musicality/Sense of style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Suitable interpretation of the mood and tempo of the music</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication (this includes Mime)</li> </ul>	
<b>Dance 1</b>	<b>10</b>
<ul style="list-style-type: none"> <li>A dance to be arranged by the candidate and presented with confidence</li> <li>Showing expression; communication; interpretation and projection</li> <li>Incorporating suitable tap technique for this grade together with all the qualities listed above.</li> </ul>	
<b>Dance 2</b>	<b>10</b>
<ul style="list-style-type: none"> <li>A dance of a contrasted style/ tempo arranged by the teacher</li> <li>incorporating suitable tap technique for this grade</li> <li>demonstrating fully the candidate’s ability, artistry, line and style</li> </ul>	
<b>Abbreviations/Constructional &amp; Improvisational Tests</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The ability to improvise an amalgamation of steps to a piece of music provided by the examiner</li> </ul>	
<b>Responses and Knowledge of Syllabus</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The Candidate should be prepared to demonstrate confidence when responding to questions about the amalgamations/dance arrangements</li> </ul>	
<b>Total</b>	<b>100</b>

## LEARNING OUTCOMES FOR STAGE BRANCH TAP GRADES

### LEARNING OUTCOMES FOR CLASS EXAMINATION\* AND PRELIMINARY\*

\*\* These examinations are not included in the National Framework. However, they are a preparation for the Graded work and provide a gradual introduction to the Examination experience and procedures.

By the end of this course of study, the student will be able to:-

#### Technique

- Show an awareness of posture and weight placement
- Perform basic steps with coordination through the whole of the body
- Show relaxed use of the knees
- Show elevation with controlled landings.
- Show a regular rhythmic flow in shuffles
- Show an awareness of simple arm lines
- Show an awareness of space.

#### Rhythm and Timing

- Show an awareness of timing and responsiveness to the music
- Perform simple exercises clapping and moving to music.

#### Presentation

- Perform with expression

### ASSESSMENT OF CLASS EXAMINATION AND PRELIMINARY EXAMINATIONS

The Report Forms for these examinations will show Examiner's comments and an **overall mark** based on the following Marking Guidance: -

### MARK ALLOCATION AND GUIDANCE FOR CLASS EXAMINATION

#### STAGE BRANCH TAP

The following categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Arms and Alignment</b>	20
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Use of simple arm lines</li> </ul>	
<b>Rhythm and Timing</b>	20
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Technique and Amalgamations</b>	20
<ul style="list-style-type: none"> <li>• Relaxed use of the knees</li> <li>• Elevation with controlled landings</li> <li>• Use of ankles in shuffles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	20
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	20
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>

**MARK ALLOCATION AND GUIDANCE FOR PRELIMINARY  
STAGE BRANCH TAP**

The following categories cover the whole examination with the exception of the dance that is marked independently: -

<b>SECTIONS</b>	<b>MARKS</b>
<b>Arms and Alignment</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Use of simple arm lines</li> </ul>	
<b>Rhythm and Timing</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Technique and Amalgamations</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Relaxed use of the knees</li> <li>• Elevation with controlled landings</li> <li>• Use of ankles in shuffles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>

## FOUNDATION LEVEL 1 - LEARNING OUTCOMES FOR GRADES 1 - 3

### STAGE BRANCH TAP

Upon completion of this course of study, the student will be able to:-

#### Technique

- Show secure posture and weight placement
- Demonstrate coordination of the whole body
- Show relaxed use of the knees and articulated use of the feet.
- Show good use of the ankles
- Show elevation with controlled landings.
- Show alignment through the arms and body, in performance.
- Demonstrate a clear tone of beating.

#### Rhythm and Timing

- Demonstrate correct timing in performance of exercises
- Perform simple exercises clapping rhythms containing crotchets, minims and quavers
- Show controlled evenness of beating in order to sustain the tempo.

#### Performance

- Perform with expression and communication.
- Show a responsiveness to the music

## INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR GRADES 4-5

### STAGE BRANCH TAP

By the end this course of study the student will be able to:-

#### Technique

- Sustain good posture and weight placement while performing increasingly complex movements.
- Demonstrate an ability to perform an increased technical repertoire with coordination and controlled use of the legs and feet.
- Show the use of elevation with controlled landings in more complex steps.
- Show alignment in the arms and body in performance.
- Show developed spatial awareness.
- Develop a clear tone of beating with an awareness of light and shade

#### Rhythm and Timing

- Perform with correct timing and responsiveness to the music.
- Show controlled evenness of beating in order to sustain the tempo

#### Performance

Perform with expression and communication.

- Show an awareness of the mood and tempo of the music.

## MARK ALLOCATION AND GUIDANCE FOR GRADE 1 – STAGE BRANCH TAP

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Use of simple arm lines</li> <li>Use of head and eye-line</li> </ul>	
<b>Rhythm &amp; Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music as demonstrated in clapping and rhythm exercises</li> <li>Correct timing shown throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Development of clear beating</li> </ul>	
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Elevation with controlled landings</li> <li>Use of ankles in shuffles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Steps &amp; Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Use of ankles in shuffles</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises precisely as set.</li> <li>Knowledge of the names of the syllabus steps</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>



## MARK ALLOCATION AND GUIDANCE FOR GRADE 2 – STAGE BRANCH TAP

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Ability to show varied use of arms in movement</li> <li>Extension of line</li> <li>Use of head and eye-line</li> <li>Use of space</li> </ul>	
<b>Rhythm &amp; Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music as demonstrated in clapping and rhythm exercises</li> <li>Ability to show an understanding of the use of Accent</li> <li>Correct timing shown throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Development of clear beating</li> <li>Development of tone i.e. light and shade</li> </ul>	
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Use of ankles in shuffles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Steps &amp; Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Use of ankles in shuffles</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises precisely as set.</li> <li>Knowledge of the names of the syllabus steps</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 3 – STAGE BRANCH TAP

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Ability to show understanding of “Impulse” and “Contraction”</li> <li>Use of head and eye-line</li> <li>Use of space</li> </ul>	
<b>Rhythm &amp; Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music as demonstrated in clapping and rhythm exercises</li> <li>Ability to show an understanding of the use of Accent</li> <li>Correct timing shown throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Development of clear beating</li> <li>Development of tone i.e. light and shade</li> </ul>	
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Use of ankles in shuffles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Steps &amp; Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Use of ankles in shuffles</li> <li>Alert response to amalgamation set by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises precisely as set.</li> <li>Knowledge of the names of the syllabus steps</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

**MARK ALLOCATION AND GUIDANCE FOR GRADE 4 – STAGE BRANCH TAP**

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

<b>SECTIONS</b>	<b>MARKS</b>
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Ability to show extension through arms and body</li> <li>Use of head and eye-line</li> <li>Use of space</li> </ul>	
<b>Rhythm &amp; Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the varied tempi and time signatures</li> <li>Showing an understanding of the use of Rhythm; Accent and “Missed” beats</li> <li>Correct timing shown throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Development of clear beating</li> <li>Development of good tonal quality i.e. light and shade</li> </ul>	
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Good use of the ankles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Steps &amp; Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Good use of the ankles</li> <li>Alert response to amalgamation set by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises precisely as set.</li> <li>Knowledge of the names of the syllabus steps</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

**MARKALLOCATION AND GUIDANCE FOR GRADE 5 – STAGE BRANCH TAP**

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

<b>SECTIONS</b>	<b>MARKS</b>
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Ability to show extension through arms and body</li> <li>Use of head and eye-line</li> <li>Use of space</li> </ul>	
<b>Rhythm &amp; Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the varied tempi and time signatures</li> <li>Ability to show an understanding of the use of Rhythm; Accent and “Missed” beats</li> <li>Correct timing shown throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Clear beating and tonal quality (i.e. light and shade) throughout</li> </ul>	
<b>Technique</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Good use of the ankles</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Steps &amp; Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct weight placement</li> <li>Relaxed use of the knees</li> <li>Elevation with controlled landings</li> <li>Good use of the ankles</li> <li>Alert response to amalgamation set by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable Tap technique for this grade with the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises precisely as set.</li> <li>Knowledge of the names of the syllabus steps</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## **TAP VOCATIONAL GRADES**

### **INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR INTERMEDIATE FOUNDATION**

#### **STAGE BRANCH TAP**

By the end this course of study the student will be able to:-

##### **Technique**

- Sustain good posture and weight placement while performing increasingly complex movements.
- Demonstrate an ability to perform an increased technical repertoire with coordination and controlled use of the legs and feet.
- Show the use of elevation with controlled landings in more complex steps.
- Show alignment in the arms and body in performance.
- Show developed spatial awareness.
- Develop a clear tone of beating with an awareness of light and shade

##### **Rhythm and Timing**

- Perform with correct timing and responsiveness to the music.
- Show controlled evenness of beating in order to sustain the tempo

##### **Performance**

Perform with expression and communication.

- Show an awareness of the mood and tempo of the music.

### **Intermediate Level 3 – Learning Outcomes for Intermediate – Stage Branch Tap**

Upon completion of this course of study, the student will be able to: -

##### **Technique**

- Sustain good posture and weight placement while performing complex movements with dexterity
- Demonstrate the ability to perform increased technical repertoire with coordination and controlled use of the arms, legs and feet.
- Show the use of elevation with controlled landings in complex steps
- To show good alignment in the arms and body in performance
- Show good spatial awareness
- Demonstrate beating of a good tone, with light and shade (pianissimo to fortissimo)

##### **Rhythm and Timing**

- Perform with accurate timing, showing responsiveness to the music
- Show controlled evenness of beating when dancing to all tempos

##### **Performance**

- Perform with expression and communication
- Give a personal interpretation of the mood and tempo of the music

## **Level 4 - Learning Outcomes for Advanced 1 and Advanced 2 Stage Branch Tap**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Sustain good posture and weight placement while performing complex movements with dexterity
- Demonstrate the ability to perform increased technical repertoire with coordination and controlled use of the arms, legs and feet
- Show the use of elevation with controlled landings in complex steps
- To show good alignment in the arms and body in performance
- Show good spatial awareness
- Demonstrate beating of a good tone, with light and shade (pianissimo to fortissimo)
- Identify and demonstrate any syllabus step with technical control
- Have the ability to analyse each technical step in detail

### **Rhythm and Timing**

- Perform with accurate timing, showing responsiveness to the music
- Show controlled evenness of beating when dancing in all tempos
- Be able to count musically complex rhythms, either clapped or demonstrated in tap steps

### **Performance**

- Perform with expression and communication
- Give a personal interpretation of the mood and tempo of the music
- Perform with style to a very high standard

## MARK ALLOCATION AND GUIDANCE FOR INTERMEDIATE FOUNDATION – STAGE BRANCH TAP

The first 6 categories cover the whole of the examination with the exception of the dance which is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Relaxed use of the knees and ankles</li> <li>• Elevation with controlled landings</li> <li>• Articulated use of the feet</li> <li>• Good use of the ankles</li> <li>• Control</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Coordination of the whole body</li> <li>• Accurate alignment in movement</li> <li>• Ability to demonstrate varied arm lines with dance movements</li> <li>• Extension of line</li> <li>• Use of head and eye-line</li> <li>• Use of Space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the varied tempi and time signatures</li> <li>• The ability to change a rhythm and/or accent using a step set by the Examiner</li> <li>• The ability to improvise steps to a rhythm set by the Examiner</li> <li>• Correct rhythms and timing throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Clear beating and tonal quality (i.e. light and shade) throughout</li> </ul>	
<b>Musicality and Sense of Style (not included dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Suitable interpretation of the mood and tempo of the music</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Alert and accurate response to amalgamation set by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A dance showing tacit and change of tempo presented with confidence</li> <li>• Showing expression; communication; interpretation and projection</li> <li>• incorporating suitable tap technique for this grade together with all the qualities listed above</li> </ul>	
<b>Responses and Knowledge of Syllabus</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• The Candidate should be prepared to demonstrate confidence when responding to theory questions</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR INTERMEDIATE

### STAGE BRANCH TAP

The first 6 categories cover the whole of the examination with the exception of the dance which is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Relaxed use of the knees and ankles</li> <li>• Elevation with controlled landings</li> <li>• Articulated use of the feet</li> <li>• Good use of the ankles</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Coordination of the whole body</li> <li>• Accurate alignment in movement</li> <li>• Ability to demonstrate varied arm lines with dance movements</li> <li>• Extension of line</li> <li>• Use of head and eye-line</li> <li>• Use of Space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the varied tempi and time signatures</li> <li>• The ability to change a rhythm and/or accent using a step set by the Examiner</li> <li>• The ability to improvise steps to a rhythm set by the Examiner</li> <li>• Correct rhythms and timing throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Clear beating and tonal quality (i.e. light and shade) throughout</li> </ul>	
<b>Musicality and Sense of Style (not included dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Suitable interpretation of the mood and tempo of the music</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Alert and accurate response to amalgamation set by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A dance presented with confidence</li> <li>• Showing expression; communication; interpretation and projection</li> <li>• incorporating suitable tap technique for this grade together with all the qualities listed above</li> </ul>	
<b>Responses and Knowledge of Syllabus</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• The Candidate should be prepared to demonstrate confidence when responding to theory questions</li> </ul>	
<b>Total</b>	<b>100</b>



## MARK ALLOCATION AND GUIDANCE FOR ADVANCED 1 STAGE BRANCH TAP

The first categories cover the whole of the examination with the exception of the dance which is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Relaxed use of the knees and ankles</li> <li>• Elevation with controlled landings</li> <li>• Articulated use of the feet</li> <li>• Good use of the ankles</li> <li>• Control</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Coordination of the whole body</li> <li>• Accurate alignment in movement</li> <li>• Ability to demonstrate varied arm lines with dance movements</li> <li>• Extension of line</li> <li>• Use of head and eye-line</li> <li>• Use of Space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the varied tempi and time signatures</li> <li>• The ability to demonstrate use of Stop Timing</li> <li>• The ability to improvise steps to a rhythm set by the Examiner</li> <li>• Correct timing throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Clear beating and tonal quality (i.e. light and shade) throughout</li> </ul>	
<b>Musicality and Sense of Style (not included dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Suitable interpretation of the mood and tempo of the music</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Prepared 32-bar Waltz Arrangement showing all the qualities listed above</li> <li>• Prepared 16- bar fast 4/4 Arrangement showing all the qualities listed above</li> <li>• Alert and accurate response to amalgamation set by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A well-rehearsed dance presented with confidence</li> <li>• Showing expression; communication and projection</li> <li>• Showing a personal interpretation in style of the mood and tempo of the music</li> <li>• Spatial awareness</li> <li>• incorporating suitable tap technique for this grade together with all the qualities listed above</li> </ul>	
<b>Responses and Knowledge of Syllabus</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• The Candidate should be prepared to demonstrate confidence when responding to theory questions</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR ADVANCED 2 STAGE BRANCH TAP

The first categories cover the whole of the examination with the exception of the dance which is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Relaxed use of the knees and ankles</li> <li>Elevation with controlled landings</li> <li>Articulated use of the feet</li> <li>Good use of the ankles</li> <li>Control</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Coordination of the whole body</li> <li>Accurate alignment in movement</li> <li>Ability to demonstrate varied arm lines with dance movements</li> <li>Extension of line</li> <li>Use of head and eye-line</li> <li>Use of Space</li> </ul>	
<b>Rhythm and Timing</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the varied tempi and time signatures</li> <li>Ability to clap a Blues rhythm given by the Examiner</li> <li>Ability to improvise steps to the above rhythm showing pattern, direction and style</li> <li>Ability to clap and dance to a rhythm given by the Examiner in one of the following ways: - shuffle ballchange; shuffle step; tap step heel; with change of accent or change of rhythm</li> <li>Correct rhythms and timing throughout</li> </ul>	
<b>Clarity of Beating</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Clear beating and tonal quality (i.e. light and shade) throughout</li> </ul>	
<b>Musicality and Sense of Style (not included dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Suitable interpretation of the mood and tempo of the music</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Performance with expression and communication</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>A) A Blues Sequence showing all the qualities listed above</li> <li>B) A fast 4/4 Sequence showing all the qualities listed above</li> <li>A 32-bar amalgamation choreographed by the candidate showing development of style and choreographic ability</li> <li>Alert and accurate response to amalgamation set by Examiner</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>Dance 1 - showing confident use of a prop demonstrating fully the candidate's ability, artistry, line and style</li> <li>Dance 2 - showing expression; communication and projection</li> <li>Dances to show a personal interpretation in style of the mood and tempo of the music</li> <li>Spatial awareness</li> <li>Both dances to incorporate suitable tap technique for this grade demonstrating use of tacit and stop time together with all the qualities listed above</li> </ul>	
<b>Responses and Knowledge of Syllabus</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises precisely as set</li> <li>The Candidate should be prepared to demonstrate confidence when responding to theory questions</li> </ul>	
<b>Total</b>	<b>100</b>

## CONTEMPORARY

### MARKING GUIDANCE OUT OF 10: ALL LEVELS

<b>0 Marks</b>	The work was not shown
<b>1 – 3 Marks</b>	The candidate showed little ability to demonstrate many of the elements assessed
<b>4 – 5 Marks PASS</b>	The candidate showed some basic ability to demonstrate the elements assessed but this was inconsistent. Some elements may be stronger than others
<b>6 – 7 Marks MERIT</b>	The candidate showed a fairly good ability to demonstrate the elements assessed, but this was not sustained throughout the exercises. Some elements may be stronger than others.
<b>8 Marks DISTINCTION</b>	The candidate showed a generally good ability to demonstrate the elements assessed for more than half the exercises, although one or two may be less strong than others.
<b>9 – 10 Marks DISTINCTION (OUTSTANDING)</b>	The candidate's ability to demonstrate the elements assessed was secure and sustained almost all of the time, although one or two may be less strong than others.

### MARKING GUIDANCE OUT OF 20: ALL LEVELS

<b>0 Marks</b>	The work was not shown
<b>1 - 7 Marks</b>	The candidate showed little ability to demonstrate many of the elements assessed
<b>8 – 11 Marks PASS</b>	The candidate showed some basic ability to demonstrate the elements assessed but this was inconsistent. Some elements may be stronger than others
<b>12 – 15 Marks MERIT</b>	The candidate showed a fairly good ability to demonstrate the elements assessed, but this was not sustained throughout the exercises. Some elements may be stronger than others.
<b>16 – 17 Marks DISTINCTION</b>	The candidate showed a generally good ability to demonstrate the elements assessed for more than half the exercises, although one or two may be less strong than others.
<b>18 - 20 Marks DISTINCTION (OUTSTANDING)</b>	The candidate's ability to demonstrate the elements assessed was secure and sustained almost all of the time, although one or two may be less strong than others.

### MARKING GUIDANCE OUT OF 40: ALL LEVELS

<b>0 Marks</b>	The work was not shown
<b>1 - 15 Marks</b>	The candidate showed little ability to demonstrate many of the elements assessed
<b>16 – 23 Marks PASS</b>	The candidate showed some ability to demonstrate the elements assessed but this was inconsistent. Some elements may be stronger than others
<b>24 – 31 Marks MERIT</b>	The candidate showed a fairly good ability to demonstrate the elements assessed, but this was not sustained throughout the exercises. Some elements may be stronger than others.
<b>32-35 Marks DISTINCTION</b>	The candidate showed a generally good ability to demonstrate the elements assessed for more than half the exercises, although one or two may be less strong than others.
<b>36-40 Marks DISTINCTION (OUTSTANDING)</b>	The candidate's ability to demonstrate the elements assessed was secure and sustained almost all of the time, although one or two may be less strong than others.

## **LEARNING OUTCOMES FOR CONTEMPORARY GRADES**

### **LEARNING OUTCOMES FOR – CONTEMPORARY**

#### **FOUNDATION LEVEL 1 – LEARNING OUTCOMES FOR GRADES 1 - 3 – CONTEMPORARY**

Upon completion of this course of study, the student will be able to: -

##### **Technique**

- Show awareness of correct posture and correct weight placement
- Demonstrate co-ordination of the whole body
  - Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show development of suppleness in limbering
- Show development of co-ordination and control in turning movements
- Show correct technique in all areas
- Show use of well stretched feet and legs
- Show ability to shape arms and awareness of alignment.
- Show alignment of the body in performance
- Show elevation with prepared beginnings and controlled landings
- Show development of spatial awareness

##### **Rhythm and Musicality**

- Ability to perform with correct timing and responsiveness to the music.
- Show an awareness of phrasing in performance

##### **Performance**

- Show an awareness of the mood and tempo of the music.

#### **INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR GRADES 4,5 - CONTEMPORARY**

Upon completion of this course of study, the student will be able to: -

##### **Technique**

- Show awareness of correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate strength of alignment through the arms and body in performance
- Show co-ordinated and controlled turning movements
- Show elevation with controlled landings in steps of greater complexity
- Show ability to use isolations in movement
- Ability to respond to sequences accurately
- Show spatial awareness

##### **Rhythm and Musicality**

- Ability to perform with correct timing and sensitive interpretation of the music
- Show an awareness of accent and phrasing in performance

##### **Performance**

- Development of appropriate style to interpret mood and tempo of the music

## MARK ALLOCATION AND GUIDANCE FOR GRADE 1 – CONTEMPORARY

The first 4 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>40</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement and transference</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> <li>Spatial awareness</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Correct placement of basic arm lines</li> <li>Use of head and eye-line</li> <li>Awareness of space</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct timing throughout</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 2 – CONTEMPORARY

The first 4 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>40</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement and transference</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> <li>Spatial awareness</li> <li>Control in falls and rolls</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Correct placement of basic arm lines</li> <li>Use of head and eye-line</li> <li>Awareness of space</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct timing throughout</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises</li> </ul>	
<b>Total</b>	<b>100</b>

**MARK ALLOCATION AND GUIDANCE FOR GRADE 3 – CONTEMPORARY**

The first 4 categories cover the whole examination with the exception of the dance that is marked independently: -

<b>SECTIONS</b>	<b>MARKS</b>
<b>Technique</b>	<b>40</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement and transference</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> <li>• Spatial awareness</li> <li>• Control in rolls</li> <li>• Continuous fluid action in all swings</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Correct placement of basic arm lines</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> <li>• Ability to show spirals</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct timing throughout</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 4 – CONTEMPORARY

The first 4 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>40</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement and transference</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> <li>• Spatial awareness</li> <li>• Visible contraction and release action</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Correct placement of basic arm lines</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> <li>• Ability to show spirals</li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Elevation with controlled landings</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct timing throughout</li> <li>• Dance to different tempi</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> <li>• Develop own choreography</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises</li> </ul>	
<b>Total</b>	<b>100</b>



## MARK ALLOCATION AND GUIDANCE FOR GRADE 5 – CONTEMPORARY

The first 4 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>40</b>
<ul style="list-style-type: none"> <li>Secure posture               <ul style="list-style-type: none"> <li>Correct weight placement and transference</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> <li>Spatial awareness</li> <li>Continuous fluid action in all swings</li> <li>Sustained technique in more complex sequences</li> <li>Use of barre in exercises</li> </ul> </li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Correct placement of basic arm lines</li> <li>Use of head and eye-line</li> <li>Awareness of space</li> <li></li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> <li>Confident response to examiner's amalgamation</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct timing throughout</li> <li>Movement to different tempi</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable technique for this grade with the all the qualities listed above</li> <li>More complex own choreography</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises</li> <li>Choreographic understanding</li> </ul>	
<b>Total</b>	<b>100</b>

## **LEARNING OUTCOMES FOR CONTEMPORARY VOCATIONAL GRADES**

### **Level 3 – Learning Outcomes for Grade 6 Contemporary**

Upon completion of this course of study, the student will be able to: -

#### **Technique**

- Show correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show confidence and correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate strength of alignment through the arms and body in performance
- Show sustained co-ordinated and controlled turning movements
- Show elevation with controlled landings in steps of greater complexity
- Show ability to use isolations in movement
- Ability to respond to sequences accurately
- Show spatial awareness

#### **Rhythm and Musicality**

- Ability to perform with correct timing and sensitive interpretation of the music
- Show an awareness of accent and phrasing in performance

#### **Performance**

- Development of appropriate style to interpret mood and tempo of the music
- Demonstrate ability to choreograph own short sequences incorporating learned technique

## MARK ALLOCATION AND GUIDANCE FOR GRADE 6 – CONTEMPORARY

The first 4 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Technique</b>	<b>40</b>
<ul style="list-style-type: none"> <li>Secure posture               <ul style="list-style-type: none"> <li>Correct weight placement and transference</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> <li>Spatial awareness</li> <li>Sustained technique in more complex sequences</li> <li>Use of barre in exercises</li> <li>Assured turning ability</li> </ul> </li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Correct placement of basic arm lines</li> <li>Use of head and eye-line</li> <li>Awareness of space</li> <li></li> </ul>	
<b>Dance Amalgamations</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> <li>Performance quality</li> <li>Confident response to examiner's amalgamation</li> <li></li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Correct timing throughout</li> <li>Movement to different tempi</li> </ul>	
<b>Dance(s)</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable technique for this grade with the all the qualities listed above</li> <li>More complex own choreography</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises</li> <li>Choreographic understanding</li> <li>Examiner's questions on dynamics</li> </ul>	
<b>Total</b>	<b>100</b>

## **LEARNING OUTCOMES FOR CONTEMPORARY VOCATIONAL GRADES**

### **Intermediate Level 2– Learning Outcomes for Intermediate Foundation Contemporary**

Upon completion of this course of study, the student will be able to: -

#### **Technique**

- Show correct posture and correct weight placement in increasingly complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show increased confidence and correct technique in all areas
- Show use of stretched legs and articulated footwork
- Demonstrate some strength of alignment through the arms and body in performance
- Show development of co-ordinated and controlled turning movements
- Show elevation with reasonably controlled landings in steps of greater complexity
- Show ability to use isolations in movement
- Ability to respond to sequences reasonably accurately
- Show increasing spatial awareness

#### **Rhythm and Musicality**

- Ability to perform with correct timing and developing sensitive interpretation of the music or alternative stimulus
- Show some awareness of accent and phrasing in performance

#### **Performance**

- Development of appropriate style to interpret mood and tempo of the music or alternative stimulus
- Demonstrate developing ability to choreograph own short sequences incorporating learned technique as solo and group performance
- Demonstrate some creative ability and innovative movements based on secure technique.

# MARKING ALLOCATION AND GUIDANCE FOR INTERMEDIATE FOUNDATION – CONTEMPORARY

Categories 2 and 6 cover the whole examination with the exception of the dance that is marked independently

SECTIONS	MARKS
<b>1. Warm-up</b>	
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement and transference</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Show stretching movements executed within physical ability</li> <li>Show loosening movements working within physical ability</li> <li>Control of movements in sustained sequence</li> </ul>	<b>20</b>
<b>2. Technique</b>	
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination and control of whole body in complex sequences</li> <li>Correct placement of arm lines shown with dance quality</li> <li>Use of head and eye-line to enhance performance</li> <li>Stretched feet and legs</li> <li>Looseness of legs</li> <li>Awareness of space</li> <li>Correct weight placement and transfer</li> <li>Show co-ordinated and controlled complex turning movements</li> <li>Good elevation with controlled landings</li> </ul>	<b>20</b>
<b>3. Candidate's Interpretation</b>	
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Coordination of whole body</li> <li>Confident presentation of chosen amalgamation</li> <li>Technically secure presentation</li> <li>Performance quality</li> <li>Imaginative interpretation</li> </ul>	<b>10</b>
<b>4. Candidate's Choreography</b>	
<ul style="list-style-type: none"> <li>Creative interpretation</li> <li>Sympathetic movement to stimulus</li> <li>Clear rationale for design of choreography</li> <li>Clear understanding of different dance components</li> </ul>	<b>20</b>
<b>5. Dance (s)</b>	
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>Incorporating suitable technique for this grade with the all the qualities listed above</li> <li>More complex own choreography</li> </ul>	<b>20</b>
<b>6. Theoretical &amp; Syllabus Knowledge</b>	
<ul style="list-style-type: none"> <li>The presentation of the set exercises</li> <li>Examiner's questions on choreographic understanding</li> </ul>	<b>10</b>
<b>Total</b>	<b>100</b>

## **LEARNING OUTCOMES FOR CONTEMPORARY VOCATIONAL GRADES**

### **Intermediate Level 3 – Learning Outcomes for Intermediate Contemporary**

Upon completion of this course of study, the student will be able to: -

#### **Technique**

- Show correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show confidence and correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate strength of alignment through the arms and body in performance
- Show sustained co-ordinated and controlled turning movements
- Show elevation with controlled landings in steps of greater complexity
- Show ability to use isolations in movement
- Ability to respond to sequences accurately
- Show spatial awareness

#### **Rhythm and Musicality**

- Ability to perform with correct timing and sensitive interpretation of the music or alternative stimulus
- Show an awareness of accent and phrasing in performance

#### **Performance**

- Development of appropriate style to interpret mood and tempo of the music or alternative stimulus
- Demonstrate ability to choreograph own short sequences incorporating learned technique as solo and group performance
- Demonstrate creative ability and innovative movements based on secure technique.

# MARKING ALLOCATION AND GUIDANCE FOR INTERMEDIATE – CONTEMPORARY

Categories 2 and 6 cover the whole examination with the exception of the dance that is marked independently

SECTIONS	MARKS
<b>1 Warm-up</b>	
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement and transference</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Show stretching movements executed within physical ability</li> <li>Show loosening movements working within physical ability</li> <li>Control of movements in sustained sequence</li> </ul>	<b>20</b>
<b>2 Technique</b>	
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination and control of whole body in complex sequences</li> <li>Correct placement of arm lines shown with dance quality</li> <li>Use of head and eye-line to enhance performance</li> <li>Stretched feet and legs</li> <li>Looseness of legs</li> <li>Awareness of space</li> <li>Correct weight placement and transfer</li> <li>Show co-ordinated and controlled complex turning movements</li> <li>Good elevation with controlled landings</li> </ul>	<b>20</b>
<b>3 Candidate's Interpretation</b>	
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Coordination of whole body</li> <li>Confident presentation of chosen amalgamation</li> <li>Technically secure presentation</li> <li>Performance quality</li> <li>Imaginative interpretation</li> </ul>	<b>10</b>
<b>4 Candidate's Chorography</b>	
<ul style="list-style-type: none"> <li>Creative interpretation</li> <li>Sympathetic movement to stimulus</li> <li>Clear rationale for design of choreography</li> <li>Clear understanding of different dance components</li> </ul>	<b>20</b>
<b>5 Dance (s)</b>	
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>Incorporating suitable technique for this grade with the all the qualities listed above</li> <li>More complex own choreography</li> </ul>	<b>20</b>
<b>6 Theoretical &amp; Syllabus Knowledge</b>	
<ul style="list-style-type: none"> <li>The presentation of the set exercises</li> <li>Examiner's questions on choreographic understanding</li> </ul>	<b>10</b>
<b>Total</b>	<b>100</b>

## LEARNING OUTCOMES FOR GYMNASTIC DANCE GRADES

### LEARNING OUTCOMES FOR CLASS EXAMINATION\* AND PRELIMINARY\* – GYMNASTIC DANCE

\*\* These examinations are not included in the National Framework. However, they are a preparation for the Graded work and provide a gradual introduction to the Examination experience and procedures.

By the end of this course of study, the student will be able to:-

#### **Technique**

- Show an awareness of posture and weight placement
- Perform basic steps with coordination through the whole of the body
- Show use of well stretched legs and feet
- Show elevation with controlled landings.
- Show an awareness of simple arm lines
- Show an awareness of space.
- Show awareness of balance
- Show awareness of tricks in dance movements

#### **Rhythm and Timing**

- Show an awareness of timing and responsiveness to the music

#### **Presentation**

- Perform with expression

### ASSESSMENT OF CLASS EXAMINATION AND PRELIMINARY EXAMINATIONS

The Report Forms for these examinations will show Examiner's comments and an **overall mark** based on the following Marking Guidance: -



## MARKING ALLOCATION AND GUIDANCE FOR CLASS EXAMINATION –GYMNASTIC DANCE

The following categories cover the whole of the examination with the exception of the dance which is marked independently: -

SECTIONS	MARKS
<b>Warm Up</b> <ul style="list-style-type: none"> <li>• Ease of weight transfer</li> <li>• Body coordination</li> <li>• Control of movements</li> </ul>	<b>10</b>
<b>Rhythm and Musicality</b> <ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Arms and Alignment</b> <ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Ability to shape arms</li> <li>• Awareness of space</li> </ul>	<b>10</b>
<b>Technique</b> <ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> </ul>	
<b>Dance Movements</b> <ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Spatial awareness</li> <li>• Ability to balance</li> </ul>	<b>10</b>
<b>Tricks</b> <ul style="list-style-type: none"> <li>• Ability to balance</li> <li>Confident presentation</li> <li>Strength in presentation</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b> <ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	<b>20</b>
<b>Dance</b> <ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>

## MARKING ALLOCATION AND GUIDANCE FOR PRELIMINARY – GYMNASTIC DANCE

The following categories cover the whole of the examination with the exception of the dance which is marked independently: -

SECTIONS	MARKS
<b>Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ease of weight transfer</li> <li>• Body coordination</li> <li>• Control of movements</li> </ul>	
<b>Rhythm and Musicality</b> <ul style="list-style-type: none"> <li>• Responsiveness to music</li> </ul>	<b>10</b>
<b>Arms and Alignment</b> <ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Show an awareness of space</li> </ul>	<b>10</b>
<b>Technique</b> <ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> </ul>	
<b>Dance Movements</b> <ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Spatial awareness</li> </ul>	<b>10</b>
<b>Tricks</b> <ul style="list-style-type: none"> <li>• Ability to balance</li> <li>• Confident presentation</li> <li>• Strength in presentation</li> </ul>	
<b>Sense of Performance/Presentation (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the qualities listed above</li> </ul>	
<b>Total</b>	<b>100</b>

## **FOUNDATION LEVEL 1 – LEARNING OUTCOMES FOR GRADES 1 - 3 – GYMNASTIC DANCE**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show awareness of correct posture and correct weight placement
- Demonstrate co-ordination of the whole body
  - Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show development of suppleness in limbering
- Show development of strength and flexibility in tricks
- Show development of balance throughout
- Show development of co-ordination and control in turning movements
- Show correct technique in all areas
- Show use of well stretched feet and legs
- Show alignment in the arms and body in performance
- Show elevation with prepared beginnings and controlled landings
- Show development of spatial awareness

### **Rhythm and Musicality**

- Ability to perform with correct timing and responsiveness to the music.
- Show an awareness of accent and phrasing in performance

### **Performance**

- Sense of presentation with expression and communication
- Show an awareness of the mood and tempo of the music.
- Show the beginnings of incorporating tricks and dance movements

## **INTERMEDIATE LEVEL 2 - LEARNING OUTCOMES FOR GRADES 4& 5 – GYMNASTIC DANCE**

Upon completion of this course of study, the student will be able to: -

### **Technique**

- Show awareness of correct posture and correct weight placement in more complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
  - Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show correct technique in all areas
- Show use of well stretched legs and articulated footwork
- Demonstrate strength of alignment through the arms and body in performance
- Show co-ordinated and controlled turning movements
- Show co-ordinated and controlled kicks
- Demonstrate appropriate strength and flexibility in tricks
- Show elevation with controlled landings in steps of greater complexity
- Show ability to use isolations in movement
- Ability to respond to more complex sequences accurately
- Show spatial awareness

### **Rhythm and Musicality**

- Ability to perform with correct timing and sensitive interpretation of the music
- Show an awareness of accent and phrasing in performance

### **Performance**

- Sense of presentation with expression and communication
- Development of appropriate style to interpret mood and tempo of the music
- Combine fluently dance movements and gymnastic tricks in sequences

## MARK ALLOCATION AND GUIDANCE FOR GRADE 1 – GYMNASTIC DANCE

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ease of weight transfer</li> <li>• Body coordination</li> <li>• Control of movements</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Ability to shape arms</li> <li>• Spatial awareness</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> </ul>	
<b>Dance Movements</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Spatial awareness</li> <li>• Ability to balance</li> <li>• Coordinated movements</li> </ul>	
<b>Tricks</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to balance</li> <li>• Confident presentation</li> <li>• Strength in presentation</li> <li>• Correct weight placement</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• Incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 2 – GYMNASTIC DANCE

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ease of weight transfer</li> <li>• Body coordination</li> <li>• Control of movements</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Ability to shape arms</li> <li>• Spatial awareness</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> </ul>	
<b>Dance Movements</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Spatial awareness</li> <li>• Ability to balance</li> <li>• Coordinated movements</li> </ul>	
<b>Tricks</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to balance</li> <li>• Confident presentation</li> <li>• Strength in presentation</li> <li>• Correct weight placement</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 3 – GYMNASTIC DANCE

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

<b>SECTIONS</b>	<b>MARKS</b>
<b>Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ease of weight transfer</li> <li>• Body coordination</li> <li>• Control of movements</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Ability to shape arms</li> <li>• Spatial awareness</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> </ul>	
<b>Dance Movements</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Spatial awareness</li> <li>• Ability to balance</li> <li>• Coordinated movements</li> </ul>	
<b>Tricks</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to balance</li> <li>• Confident presentation</li> <li>• Strength in presentation</li> <li>• Correct weight placement</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression and communication</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## MARK ALLOCATION AND GUIDANCE FOR GRADE 4 – Gymnastic Dance

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ease of weight transfer</li> <li>• Body coordination</li> <li>• Control of movements</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Responsiveness to the music</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Ability to shape arms</li> <li>• Spatial awareness</li> <li>• Confident interpretation of differing styles</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Limbering executed correctly within physical ability</li> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Coordination of whole body</li> <li>• Stretched feet and legs</li> <li>• Good elevation with controlled landings</li> <li>• Demonstrate strength and flexibility throughout</li> </ul>	
<b>Dance movements</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct weight placement</li> <li>• Spatial awareness</li> <li>• Ability to balance</li> <li>• Coordinated movements</li> <li>• Ability to turn, use correct head and eyeline</li> <li>• Use of isolations</li> <li>• Confidence in complex routines</li> </ul>	
<b>Tricks</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to balance</li> <li>• Confident presentation</li> <li>• Increasing strength in performance</li> <li>• Correct weight placement</li> <li>• Ability to combine tricks with fluid action</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing expression; communication; interpretation and projection</li> <li>• incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>



## MARK ALLOCATION AND GUIDANCE FOR GRADE 5 – GYMNASTIC DANCE

The first 5 categories cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Ease of weight transfer</li> <li>Body coordination</li> <li>Control of movements</li> </ul>	
<b>Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Responsiveness to the music</li> </ul>	
<b>Arms &amp; Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Coordination of whole body</li> <li>Ability to shape arms</li> <li>Spatial awareness</li> <li>Confident interpretation of differing styles</li> </ul>	
<b>Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Limbering executed correctly within physical ability</li> <li>Secure posture</li> <li>Correct weight placement</li> <li>Coordination of whole body</li> <li>Stretched feet and legs</li> <li>Good elevation with controlled landings</li> <li>Demonstrate strength and flexibility throughout</li> </ul>	
<b>Dance Movements</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Spatial awareness</li> <li>Ability to balance</li> <li>Coordinated movements</li> <li>Ability to turn, use correct head and eyeline</li> <li>Use of isolations</li> <li>Confidence in complex routines</li> </ul>	
<b>Tricks</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Ability to balance</li> <li>Confident presentation</li> <li>Increasing strength in performance</li> <li>Correct weight placement</li> <li>Ability to combine tricks with fluid action</li> </ul>	
<b>Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Secure posture</li> <li>Correct weight placement</li> <li>Coordination of whole body</li> <li>Stretched legs and feet</li> <li>Elevation with controlled landings</li> </ul>	
<b>Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>A secure and confident performance of a well-rehearsed dance</li> <li>Showing expression and communication</li> <li>incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>The presentation of the set exercises precisely as set</li> <li>Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## LEARNING OUTCOMES FOR GYMNASTIC DANCE VOCATIONAL GRADE

### Intermediate Level 3 – Learning Outcomes for Intermediate

Upon completion of this course of study, the student will be able to: -

#### Technique

- Show correct posture and correct weight placement in complex movements
- Demonstrate co-ordination of the whole body in a greater range of movements
- Show correct technique in all areas
  - Show awareness of which parts of body are used in each exercise
- Show awareness of the purpose of each exercise
- Show control in floor work
- Show sustained use of well stretched legs and articulated footwork
- Show ability to use arms with breadth and fluidity of movement and/or contracted arm lines according to style of movement
- Sustained strength of line through the body especially in balances and tricks
- Show co-ordinated and controlled turning movements
- Show a variety of levels of elevation with controlled landings in complex steps
- Show ability to use isolations in movement
- Ability to respond to more complex sequences incorporating balances and tricks accurately
- Show spatial awareness

#### Rhythm and Musicality

- Ability to perform with correct timing and sensitive interpretation of the music
- Show an awareness of accent and phrasing in performance

#### Performance

- Sustained sense of presentation with expression and communication
- Development of individual style to interpret mood and tempo of the music
- To perform with a high standard of dance quality

#### Performance

- Sustained sense of presentation with expression, communication and dance quality
- Give a personal interpretation of the mood and tempo of the music
- Perform with style to a very high standard

## MARKING ALLOCATION AND GUIDANCE FOR INTERMEDIATE – GYMNASTIC DANCE

Categories 2, 3, 6, 7 and 9 cover the whole examination with the exception of the dance that is marked independently: -

SECTIONS	MARKS
<b>1. Warm Up</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Show stretching movements executed within physical ability</li> <li>• Show loosening movements working within physical ability</li> <li>• Coordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Control</li> </ul>	
<b>2. Arms and Alignment</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Coordination of whole body</li> <li>• Extension of line and breadth of movement</li> <li>• Ability to demonstrate varied use of the arms in movement</li> <li>• Use of head and eye-line</li> <li>• Awareness of space</li> <li>• Choreography of arrangement prepared by the candidate</li> </ul>	
<b>3. Technique</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> <li>• Control and co-ordination of whole body</li> <li>• Stretched legs and feet</li> <li>• Good elevation with controlled landings</li> <li>• Looseness of legs</li> <li>• Ability to use isolations in movement</li> <li>• Correct use of head and eyes throughout</li> <li>• Show co-ordinated and controlled complex turning movements</li> </ul>	
<b>4. Dance Movements</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Secure posture and correct weight placement</li> <li>• Co-ordination of whole body in more complex movements</li> <li>• Stretched feet and legs</li> <li>• Elevation with controlled landings</li> <li>• Executed with correct technique</li> </ul>	
<b>5. Tricks</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Ability to balance</li> <li>• Confident presentation</li> <li>• Increasing strength in performance</li> <li>• Correct weight placement</li> <li>• Ability to combine tricks with fluid action</li> </ul>	
<b>6. Rhythm and Musicality</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Show interpretation of the mood and tempo of the music in all work</li> <li>• Show an awareness of accent and phrasing in performance</li> <li>• Correct timing shown throughout</li> </ul>	
<b>7. Sense of Performance/Presentation/Style (not including dance)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Performance with expression and communication</li> <li>• Further development of style to interpret mood and tempo of the music</li> </ul>	
<b>8. Dance</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• A secure and confident performance of a well-rehearsed dance</li> <li>• Showing sustained expression and communication incorporating suitable technique for this grade with the all the qualities listed above</li> </ul>	
<b>9. Theoretical &amp; Syllabus Knowledge</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• The presentation of the set exercises precisely as set</li> <li>• Knowledge of the theory of the syllabus</li> </ul>	
<b>Total</b>	<b>100</b>

## **FREESTYLE DANCE – AIMS AND OBJECTIVES GRADES 1-6**

Freestyle Dance makes a distinctive contribution to the education of all students, in that it uses movement, which is the fundamental mode of human expression. It offers a range of learning opportunities and enables participants to enjoy physical expression as well as develop intellectual sensibilities. As they work together in Freestyle Dance, candidates learn about co-ordination and develop an understanding of the shaping of movement into artistic forms of expression.

Graded Examinations in Freestyle Dance are concerned with progressive mastery in defined stages within the context of safe dance practice.

### **Aims**

The aims of Graded Examinations are to provide an assessment scheme for dance, which gives the basis for the measurement of the individual candidate's progress and development, whether the candidate is pursuing dance as a leisure activity or as preparation for a professional career as a dancer, dance teacher or performer. There are six practical examination grades, numbered 1 to 6, in order to indicate the increasing order of difficulty (6 represents the highest level of attainment).

### **Objectives**

The syllabus objectives of the Freestyle Grades are to ensure that candidates are able to:

1. understand the importance of building a sound technique
2. understand the use of dance terminology
3. demonstrate correct poise and posture in each genre
4. demonstrate an awareness of floor craft
5. demonstrate a good sense of line through body, arms and head
6. demonstrate accurate footwork
7. demonstrate a range of movements within the students' natural capabilities
8. demonstrate a sense of self-expression
9. demonstrate self-confidence in each performance
10. appreciate a variety of musical styles and their interpretation

Each Freestyle Graded Examination allows candidates to progress to the next higher grade in the Freestyle genre. In this way, with additional teaching input, the candidate is able to develop a broad base of dancing skills.

Following on from the Graded Examinations, candidates may wish to progress to the Vocational Graded Examinations as preparation for employment as a professional dancer or as preparation for dance teaching qualifications.

The Graded Examinations in Freestyle Dance also allow for those participating solely for recreational purposes to produce quality work in a safe dance context.

**Mark Allocation for Graded Examinations    Grades 1-6**

	<b>MARKS ATTAINABLE</b>
<b>WARM UP AND COOL DOWN ROUTINES</b>	
General Limbering-Pulse Raiser	10
Isolation Exercises	10
Stretch	10
Cool Down	10
<b>SECTION TOTAL</b>	<b>40</b>
<b>FREESTYLE ROUTINE</b>	
Body Tone, Poise and Posture	10
Timing and Rhythmical Expression	10
Overall presentation	10
<b>SECTION TOTAL</b>	<b>30</b>
<b>THE CANDIDATE WILL DANCE EITHER THE STREET OR SLOW ROUTINE</b>	
<b>STREET ROUTINE</b>	
Body Tone and Carriage	10
Street Attitude and Musicality	10
Overall Presentation	10
<b>SECTION TOTAL</b>	<b>30</b>
<b>SLOW ROUTINE</b>	
Body Tone, Poise, Posture and Centering	10
Musicality and Fluidity	10
Overall Presentation	10
<b>SECTION TOTAL</b>	<b>30</b>
<b>TOTAL</b>	<b>100</b>

**VOCATIONAL GRADED EXAMINATION****INTERMEDIATE**

This examination in Freestyle further develops the candidate's skills and technique to provide a secure basis for more advanced dancing. Successful candidates at this level should be able to demonstrate

Confidence in performance

High technical ability

Secure knowledge of the Intermediate syllabus steps

Understanding of the increased complexity of movements and routines required at this level

Increased self-awareness and greater expression and flair is required.

The Intermediate Vocational Examination is a regulated qualification located at Level 3

**Aim**

The aim is to provide an examination and assessment scheme suitable for a candidate who is preparing for a professional dance career.

**Objectives**

Candidates should demonstrate the following;

- Knowledge and understanding of Warm Up and Cool Down
- Core strength, stability and isolations
- Secure technical ability maximising candidate's individual abilities, showing good body tone poise and centering.
- Accurate footwork
- Sustained use of line, co-ordination, strength and stamina
- Confidence and self-awareness in performance, spatial awareness, audience focus
- Strong sense of timing and musical response
- Understanding of technical steps at this level

**Entry Conditions**

Recommended age of 15 years

**Time /number of candidates**

Intermediate

1 candidate – 20 minutes 2/3 candidates 30 minutes

### Mark Allocation for Intermediate Examination

	<b>MARKS ATTAINABLE</b>
<b>WARM UP AND COOL DOWN ROUTINES</b>	
General Limbering-Pulse Raiser	10
Isolation Exercises	10
Stretch	10
Cool Down	10
<b>SECTION TOTAL</b>	<b>40</b>
<b>FREESTYLE ROUTINE</b>	
Preparatory Dance Exercises	10
Freestyle Routine	10
Own Creative Ability Routine	10
Overall Presentation	10
<b>SECTION TOTAL</b>	<b>40</b>
<b>THE CANDIDATE WILL DANCE EITHER THE STREET OR SLOW ROUTINE</b>	
<b>STREET ROUTINE</b>	
Body Tone and Carriage	10
Overall Presentation including "Street" attitude & musicality	10
<b>SECTION TOTAL</b>	<b>20</b>
<b>SLOW ROUTINE</b>	
Body Tone, Poise, Posture and Centering	10
Overall presentation including musicality and fluidity	10
<b>SECTION TOTAL</b>	<b>20</b>
<b>TOTAL</b>	<b>100</b>

#### Method of Assessment

Graded Examinations are assessed externally by visiting examiners recruited and trained by the NATD.

The examinations are divided into units and each unit is composed of several components which are separately assessed and aggregated to give the unit total. The titles of these components and the marks attainable for the Freestyle Graded Examinations are given in Page 7

The unit totals are aggregated and the overall mark is given out of 100, then the overall result is indicated as follows:

A	80 – 100	Distinction
B	60 – 79	Merit
C	40 – 59	Pass
N	00 – 39	Not to required standard

Where the candidate does not receive a pass mark of 40 the candidate will need to wait a period of 6 months before he/she is able to take it again.

#### Attainment Descriptors

Examiners assess each candidate against the marking criteria in order to award the appropriate mark for each element of the examination. The final total will fall into one of three mark bands which equate to three different pass categories. The following are broad descriptions of the qualities that the candidate will typically demonstrate in each of these categories.

#### Distinction: 80 - 100 marks

Secure and precise technique and knowledge of the syllabus throughout most of the sections with the ability to demonstrate the style appropriate to the genre. Musicality is highly developed most of the time. Performance shows appropriate expression and communication with a personal interpretation which is in accordance with the style.

**Merit: 60 – 79**

Proficient technique and understanding of the syllabus in many of the sections, although some may be stronger than others. Musical qualities are evident, although sometimes they could be a little more consistent. Performance shows expression and communication although these could be more sustained.

**Pass: 40 - 59**

A basic competence in technique and knowledge of the syllabus, although some areas may be stronger than others. Some musicality is evident, although there are limitations in certain areas. A basic ability to show some expression and communication in performance is evident.

**Standard: not yet attained**

Little awareness of technique is shown in most sections. Musical and performance qualities are very rarely evident.

In all Grades and up to and including Intermediate **there is no requirement to pass each section of the examination** as the 40% marks required to pass may come from any section.

**Assessment Criteria**

The syllabus objectives of the Freestyle Grades are to ensure that candidates demonstrate:

- A sound technique showing correct placement to the best of the candidate's physical ability
- An understanding of dance terminology, together with an awareness of floor craft
- An assured sense of performance with self-expression including correct poise and posture
- Accurate footwork complemented by a good sense of line through body, arms and head
- Musicality with a developing instinct for rhythm and interpretation of differing styles

**MARKING GUIDANCE OUT OF 10: ALL LEVELS**

<b>0 Marks</b>	The work was not shown
<b>1 – 3 Marks</b>	The candidate showed little ability to demonstrate many of the elements assessed
<b>4 – 5 Marks PASS</b>	The candidate showed some basic ability to demonstrate the elements assessed but this was inconsistent. Some elements may be stronger than others
<b>6 – 7 Marks MERIT</b>	The candidate showed a fairly good ability to demonstrate the elements assessed, but this was not sustained throughout the exercises. Some elements may be stronger than others.
<b>8 Marks DISTINCTION</b>	The candidate showed a generally good ability to demonstrate the elements assessed for more than half the exercises, although one or two may be less strong than others.
<b>9 – 10 Marks DISTINCTION (OUTSTANDING)</b>	The candidate's ability to demonstrate the elements assessed was secure and sustained almost all of the time, although one or two may be less strong than others.