



## Licentiate

### Candidate and Tutor Guidance – Classical Indian Dance (Kathak and Bharatanatyam)

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## Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria	Marks
<b>LO1 Knowledge (40%)</b> Demonstrate thorough knowledge of the syllabi, up to and including Advanced 1 level	<b>1.1</b> Comprehensive and detailed knowledge of the content of the relevant syllabus from Primary to Advanced 1.	20
	<b>1.2</b> Comprehensive and analytical understanding of movement vocabulary.	20
	<b>1.3</b> A thorough and detailed understanding of the purpose and/or development of movements.	20
	<b>1.4</b> A comprehensive technical accuracy of demonstration.	20
<b>LO2 Teaching (40%)</b> Demonstrate comprehensive understanding of how to teach syllabi effectively.	<b>2.1</b> Application of appropriate methods of teaching. Critical appraisal of common faults and their correction.	20
	<b>2.2</b> Comprehensive and thorough understanding and application of safe dance practice, biomechanics, and stages of physical and cognitive development.	20
	<b>2.3</b> Advanced creative approaches to choreography. Suitability of content and style of training and free tasks/material.	20
	<b>2.4</b> Appropriate use of language, communication, and presentation skills to engage and motivate.	20
<b>LO3 Musicality and Expression (20%)</b> Demonstrate expression and advanced musicality in demonstration and analysis.	<b>3.1</b> A comprehensive rhythmic and musical analysis and selection/use of accompaniment.	20
	<b>3.2</b> A comprehensive and sophisticated sense of musicality, artistic expression, and style of demonstration.	20

## **Exam Format**

Candidates may be examined on either the Graded (**Grade 4, Grade 5 or Grade 6**) or the Vocational Graded (**Intermediate Foundation, Intermediate or Advanced 1**) specialisations. This will have been specified to the ISTD in advance.

### **Graded Specialism**

The candidate is required to provide a **minimum of four and a maximum of six of their own pupils** who they have taught for a minimum of 6 months. Pupils may have passed the level of syllabus being taught in this exam but not entered the grade above.

### **Vocational Specialism**

The candidate is required to provide a **minimum of two and a maximum of four of their own pupils** who they have taught for a minimum of 6 months. Pupils may have passed the level of syllabus being taught in this exam but not entered the grade above.

## **Playlist**

Candidates must have:

- Recorded music for all elements of the class
- Choice of own music for free exercises as needed for preparing training exercises

## **Lesson Plan**

The candidate must present a written lesson plan to the Examiner at the start of the exam. This should clearly show the format of the lesson along with timings allocated to each part of the planned class.

## Exam Format

<p><b>Section 1</b> <b>Taught Class</b></p> <p><b>Graded and Vocational Specialism</b></p> <p><b>1 hour</b></p>	<p><i>This should be a balanced coaching class, demonstrating:</i></p> <ul style="list-style-type: none"> <li>- Knowledge of the syllabus</li> <li>- Teaching methodologies</li> <li>- Safe Dance Practice.</li> </ul> <p><i>The class should also include:</i></p> <ul style="list-style-type: none"> <li>- The candidates own arrangement of tasks and supporting exercises</li> <li>- Time for coaching of a short section of a prepared sequence at the level of the pupils in the class.</li> </ul> <p><i>The examiner observes the class and does not intervene.</i></p>	<p><b>The candidate is required to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate in-depth knowledge and understanding of the syllabus work</li> <li>2. Demonstrate teaching methodologies</li> <li>3. Demonstrate an understanding of cognitive development (in the way they deliver and communicate – depth and level appropriate to group and taking individual differences into account)</li> <li>4. Demonstrate command and understanding of tala and show a sound working knowledge of music</li> </ol>	<p><b>Further areas</b></p> <ul style="list-style-type: none"> <li>• Examiners will expect that the pupils in the class have made some progress – these may only be small developments, but they should be evident to the Examiner</li> <li>• Communication and presentation should be considered carefully, and examiners will want to see your enthusiasm and ability to motivate pupils.</li> <li>• Please note that whilst the exam will be conducted in English, it is acceptable to lead some elements of the class in another preferred language, if the pupils on the class do not have English as a first language</li> </ul>
<p><b>Section 2</b> <b>Graded and Vocational Specialism</b></p> <p><b>1 hour</b></p>	<p><i>This section will include:</i></p> <ul style="list-style-type: none"> <li>- A question and answer session between the examiner and the candidate.</li> <li>- The examiner will set tasks for the candidate to complete in relation to the assessment criteria.</li> <li>- The candidate will perform their choreographed dances and may be asked questions about the dances</li> </ul>	<p><b>The candidate is required to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate and have in-depth knowledge and understanding of the syllabus work in its entirety (all levels up to and including Advanced 1).</li> <li>2. Discuss teaching methodologies, cognitive development, and source of resources.</li> <li>3. Discuss tala and music choices.</li> </ol>	<p><b>Further areas</b></p> <ul style="list-style-type: none"> <li>• Examiners will be looking for dynamics and technical accuracy when the candidate performs the dances</li> <li>• Tasks set by the examiner can cover any element of the grades up to and including Advanced 1 – candidates should be prepared to devise appropriate solutions to</li> </ul>

		<ol style="list-style-type: none"> <li>4. <i>Arrange creative tasks / material at any requested level up to and including Advanced 1.</i></li> <li>5. <i>Discuss Safe Dance progressions, biomechanics, and corrective measures.</i></li> <li>6. <i>Demonstrate own choice of Prepared Syllabus Sequence: Candidates have a total of 8-10 minutes in which to create a balanced demonstration of nritya and nritya using syllabus as a guideline, at Intermediate or Advanced 1 Level</i></li> </ol>	<p><i>the tasks set by problem solving on the spot</i></p>
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### **Preparing for the exam**

The candidate can be asked questions about any of the below Indicative Content. Candidates should have knowledge of all of these areas before entering for the exam.

Candidates should give very careful thought to the class they deliver in the exam as they need to make sure they cover as many elements of the content as possible. Candidates must complete their class within the hour allocated and the timings of the class are very important. We recommend that candidates practice their class with another group that they work with and receive feedback from a Licentiate tutor or colleague prior to taking the exam.

Candidates should answer all questions they are asked a fully as possible, showing an awareness of the marking components, and criteria. This will allow candidates to demonstrate their knowledge and for the Examiner to give full and appropriate credit when marking.

## Indicative content

<b>1.1 A comprehensive knowledge of the content of the relevant syllabus from Primary to Advanced 1</b>
<b>1.2 A comprehensive knowledge of analysis of movement vocabulary for the relevant genre</b> <ul style="list-style-type: none"><li>- syllabus vocabulary</li></ul>
<b>1.3 A comprehensive understanding of the purpose and development of movements</b> <ul style="list-style-type: none"><li>- contextual understanding of the narrative / mythological context</li><li>- understanding of the stylistic aesthetics of the movement vocabulary</li></ul>
<b>1.4 Comprehensive technical accuracy of demonstration.</b> <p>A comprehensive delivery of technique within own performance with reference to:</p> <ul style="list-style-type: none"><li>a) Clarity of movement/neatness</li><li>b) Movement dynamics</li><li>c) Integrity of movement - accuracy</li><li>d) Alignment and posture</li></ul>
<b>2.1 Application and description of appropriate teaching methods to develop technical understanding</b> <p>In relation to:</p> <ul style="list-style-type: none"><li>a) Grade &amp; Vocational level</li><li>b) Common faults</li><li>c) Appropriate solutions to correcting common faults</li></ul> <p>- Application of appropriate teaching and learning methods for technical progression to Advanced 1 level</p>
<b>2.2 A comprehensive understanding &amp; application of safe dance practice &amp; biomechanics.</b>

- Explain appropriate teaching & learning methods for various stages of cognitive development & learning needs
- Explain appropriate adaptations for differing physiques & biomechanical variations
- Application of safe dance practice in all aspects of teaching

### **2.3 Creative approaches to choreography & intentions/themes for the class.**

- Suitability of content and style of training & free tasks/material.
- Developing choreographic skills & approaches appropriate for a range of ages and abilities
- A creative approach to teaching set & unset sequences of movement, up to and including Advanced 1
- Key approaches to delivering creative exercises for all levels up to and including Advanced 1 level.

### **2.4 Appropriate use of language, communication, presentation skills and teaching strategies, to engage & motivate.**

- Communication and presentation skills to effectively teach a range of students up to and including the Advanced 1 level
- Use & range of vocabulary that accurately reflects the technical & artistic qualities of the movements
- Consideration of tone

### **3.1 - Select appropriate musical accompaniment for technical training**

- Discussions on how both melodic and rhythmic accompaniment can be used to develop expression and musicality in students' performance
- Demonstrate a comprehensive ability to count appropriate varied rhythms with dynamic qualities.
- Consideration of the justification for using a specified rhythm or musical choice

### **3.2 A comprehensive sense of musicality, artistic expression, & style of demonstration.**

The ability to perform with correct timing, phrasing, & appropriate artistry

## Marking Components

Candidates will be graded using the following marking components. Marks are based on all evidence shown in both sections of the exam.

Component	Marks	Mapped ACs
Knowledge of the content of the relevant Grade and Intermediate syllabi	20	1.1
Analysis of movement	20	1.2
Understanding of the purpose of movements	20	1.3
Technical accuracy of demonstration	20	1.4
Teaching methodologies, common faults, and corrections	20	2.1
Biomechanics, and physical and cognitive development	20	2.2
Creativity and selection of free tasks/material	20	2.3
Communication, and presentation skills	20	2.4
Rhythmic and musical analysis and use of accompaniment.	20	3.1
Artistic expression, and style of demonstration	20	3.2
<b>Pass Mark 65% with a 50% component pass</b>	<b>TOTAL = 200</b>	

## The Examiner

Licentiate Examiners are specially trained by the ISTD to mark and assess candidates within higher teaching qualifications. As such, Examiners may be specialists in either Bharatnatyam or Kathak and are able to examine both styles irrespective of their personal specialism.

## Mark Scheme

Marking Component		Knowledge of the content of the relevant Grade and Intermediate syllabi	Analysis of movement	Understanding of the purpose of movements	Technical accuracy of demonstration	Teaching methodologies, common faults, and corrections	Biomechanics, and physical and cognitive development	Creativity and selection of free tasks/material	Communication and presentation skills	Rhythmic and musical analysis and use of accompaniment	Artistic expression and style of demonstration
Resulting weighting across Learning Outcomes		Knowledge and understanding of syllabus and teaching movement – 80 marks / 40%				Teaching methods, common faults, strategies – 80 marks / 40%				Music - rhythm, accompaniment – 40 marks / 20%	
Assessment Criteria		<i>1.1 Comprehensive and detailed knowledge of the content of the relevant syllabus from Primary to Advanced 1.</i>	<i>1.2 Comprehensive and analytical understanding of movement vocabulary.</i>	<i>1.3 A thorough and detailed understanding of the purpose and/or development of movements.</i>	<i>1.4 Comprehensive technical accuracy of demonstration.</i>	<i>2.1 Application of appropriate methods of teaching. Critical appraisal of common faults and their correction.</i>	<i>2.2 Comprehensive and thorough understanding and application of safe dance practice, biomechanics, and stages of physical and cognitive development.</i>	<i>2.3 Advanced creative approaches to choreography. Suitability of content and style of training and free tasks/material.</i>	<i>2.4 Appropriate use of language, communication, and presentation skills to engage and motivate.</i>	<i>3.1 A comprehensive rhythmic and musical analysis and selection/use of accompaniment.</i>	<i>3.2 A comprehensive and sophisticated sense of musicality, artistic expression, and style of demonstration.</i>
19 - 20	Top of band	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
17 - 18	Bottom of band										
15 - 16	Top of band	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
13 - 14	Bottom of band										
11 - 12	Top of band	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair
9 - 10	Bottom of band										
7 - 8	Top of band	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited
5 - 6	Bottom of band										
3 - 4	Top of band	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak
1 - 2	Bottom of band										
0	Nil	Nothing worthy of credit									

	1.1	<ul style="list-style-type: none"> <li>• A comprehensive knowledge of the content of the relevant syllabus from Primary to Advanced 1</li> </ul>
	1.2	<ul style="list-style-type: none"> <li>• A comprehensive knowledge of analysis of movement vocabulary for the relevant genre</li> </ul>
	1.3	<p>A comprehensive understanding of the purpose and development of movements</p> <ul style="list-style-type: none"> <li>- contextual understanding of the narrative / mythological context</li> <li>- understanding of the stylistic aesthetics of the movement vocabulary</li> </ul>
	1.4	<ul style="list-style-type: none"> <li>• Comprehensive technical accuracy of demonstration.</li> </ul> <p>A comprehensive delivery of technique within own performance with reference to:</p> <ol style="list-style-type: none"> <li>a) Clarity of movement/neatness</li> <li>b) Movement dynamics</li> <li>c) Integrity of movement - accuracy</li> <li>d) Alignment and posture</li> </ol>
	2.1	<ul style="list-style-type: none"> <li>• Application and description of appropriate teaching methods to develop technical understanding</li> </ul> <p>In relation to:</p> <ol style="list-style-type: none"> <li>a) Grade &amp; Vocational level</li> <li>b) Common faults</li> <li>c) Appropriate solutions to correcting common faults</li> </ol> <ul style="list-style-type: none"> <li>- Application of appropriate teaching and learning methods for technical progression to Advanced 1 level</li> </ul>
	2.2	<ul style="list-style-type: none"> <li>• A comprehensive understanding &amp; application of safe dance practice &amp; biomechanics.</li> </ul> <ul style="list-style-type: none"> <li>- Explain appropriate teaching &amp; learning methods for various stages of cognitive development &amp; learning needs</li> <li>- Explain appropriate adaptations for differing physiques &amp; biomechanical variations</li> <li>- Application of safe dance practice in all aspects of teaching</li> </ul>
	2.3	<ul style="list-style-type: none"> <li>• Creative approaches to choreography &amp; intentions/themes for the class.</li> </ul> <ul style="list-style-type: none"> <li>- Suitability of content and style of training &amp; free tasks/material.</li> <li>- Developing choreographic skills &amp; approaches appropriate for a range of ages and abilities</li> <li>- A creative approach to teaching set &amp; unset sequences of movement, up to and including Advanced 1</li> <li>- Key approaches to delivering creative exercises for all levels up to and including Advanced 1 level.</li> </ul>
	2.4	<ul style="list-style-type: none"> <li>• Appropriate use of language, communication, presentation skills and teaching strategies, to engage &amp; motivate.</li> </ul> <ul style="list-style-type: none"> <li>- Communication and presentation skills to effectively teach a range of students up to and including the Advanced 1 level</li> <li>- Use &amp; range of vocabulary that accurately reflects the technical &amp; artistic qualities of the movements</li> <li>- Consideration of tone</li> </ul>
	3.1	<ul style="list-style-type: none"> <li>• Select appropriate musical accompaniment for technical training</li> </ul> <ul style="list-style-type: none"> <li>- Discussions on how both melodic and rhythmic accompaniment can be used to develop expression and musicality in students' performance</li> <li>- Demonstrate a comprehensive ability to count appropriate varied rhythms with dynamic qualities.</li> <li>- Consideration of the justification for using a specified rhythm or musical choice</li> </ul>
	3.2	<ul style="list-style-type: none"> <li>• A comprehensive sense of musicality, artistic expression, &amp; style of demonstration.</li> </ul> <ul style="list-style-type: none"> <li>- The ability to perform with correct timing, phrasing, &amp; appropriate artistry</li> </ul>