

### *Contents*

<b>General Graded Examinations</b>	
<i>Introduction</i>	2
<i>Entry Conditions and General Information</i>	3
<i>National Qualifications Framework</i>	4
<i>Grade 1</i>	5
<i>Grade 2 – Girls</i>	6
<i>Grade 2 – Boys</i>	7
<i>Grade 3 – Girls</i>	8
<i>Grade 3 – Boys</i>	9
<i>Grade 4 – Girls</i>	10
<i>Grade 4 – Boys</i>	11
<i>Grade 5 – Girls</i>	12
<i>Grade 5 – Boys</i>	13
<i>Grade 6 – Girls</i>	14
<i>Grade 6 – Boys</i>	15
<i>Method of Assessment</i>	16
<i>Primary Class Examination</i>	20
<b>Jazz Awards – Bronze, Silver and Gold</b>	
<i>Introduction</i>	21
<i>Entry Conditions and General Information</i>	21
<i>Syllabus Content</i>	21
<i>Method of Assessment</i>	22
<b>Vocational Graded Examinations</b>	
<i>Introduction</i>	24
<i>Entry Conditions and General Information</i>	25
<i>National Qualifications Framework</i>	26
<i>Intermediate Foundation – Girls</i>	27
<i>Intermediate Foundation – Boys Adapted Syllabus</i>	28
<i>Intermediate – Girls</i>	30
<i>Intermediate – Boys Adapted Syllabus</i>	32
<i>Advanced 1 – Girls</i>	34
<i>Advanced 1 – Boys Adapted Syllabus</i>	35
<i>Advanced 2</i>	37
<i>Method of Assessment</i>	39
<b>Professional Examinations</b>	
<i>FDI and CDE</i>	42
<i>Licentiate</i>	42
<i>Fellowship</i>	45
<b>Special Adjustments</b>	47
<b>Results and Certification</b>	48
<b>Accreditation Numbers</b>	48

# General Graded Examinations

## *Introduction*

### **Rationale**

Modern Theatre 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 Modern Theatre, candidates learn about co-operation and develop an understanding of the shaping of movement into artistic forms of expression.

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

### **Aims**

The aim of Graded Examinations is 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 dance teacher or performer. There are six practical examination grades, numbered from 1 to 6, in order to indicate the increasing order of difficulty (6 represents the highest level of attainment).

### **Objectives**

The syllabus objectives for Modern Theatre Grades are set out below:

- Teach correct posture
- Develop the range of movement within the students' natural capabilities
- Build a sound technique
- Promote the understanding and use of dance terminology
- Gain a good sense of line through body, arms and head
- Understanding of rhythm and its development
- Appreciation of varying musical styles and their interpretation
- Develop an awareness of the use of space
- Awareness of audience and sense of performance
- Encourage a sense of self-expression
- Encourage creative use of movement
- Promote self-confidence in the performance of a solo

### **Learning Outcomes and Progression**

Candidates develop the skill and understanding of Modern Theatre Dance, at the same time as building a sound technique, by developing the physical ability to communicate through movement in an expressive and artistic way.

A clearly defined structure allows learning to take place in the context of safe dance practice. The Graded Examinations build up progressively, ensuring that steps and skills learned at lower levels prepare for more complex movements as the candidate progresses.

Each Modern Theatre Graded Examination allows candidates to progress to the next higher grade in the Modern Theatre genre. Also, a range of transfers to other dance genres becomes possible as the candidate develops physically and learns common skills such as running, uses of arms, posture, timing and rhythmic awareness. 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 Modern Theatre Dance also allow for those participating solely for recreational purposes to produce quality work in a safe dance context.

## *Entry Conditions and General Information*

### **Age Limits**

There is a lower age limit of 6 years for Grade 1.

### **Prior Learning**

The Graded Examinations in Modern Theatre are intended to be taken consecutively and most candidates will wish to progress through them in sequence in order to develop and demonstrate the requisite skills. However, in cases where examinations are undertaken without success at the previous grade, the candidate needs to be at an appropriate level of physical and artistic development. Before a candidate enrolls in a class leading to a Graded Examination, teachers are under a particular duty, therefore, to assess the achievement of the candidate, particularly with regard to safe dance practice.

### **Gender Distinctions**

Grades 1 and 2:

One or two male candidates may be entered with female candidates.

Grades 3-6:

One male candidate may be entered with female candidates. Two or more male candidates should be entered separately from female candidates.

### **Time Allowances/Number of Candidates**

	<b>1 or 2 candidates</b>	<b>3 candidates</b>	<b>4 candidates</b>
Grade 1	25 minutes	30 minutes	35 minutes
Grade 2	40 minutes	45 minutes	45 minutes
Grade 3	40 minutes	45 minutes	45 minutes
Grade 4	45 minutes	55 minutes	60 minutes
Grade 5	45 minutes	55 minutes	60 minutes
Grade 6	50 minutes	55 minutes	60 minutes

### **Use of CDs/Musical Accompaniment**

The official ISTD Modern Theatre Faculty set music should be used for these examinations, any unset work given in examinations will be to music provided by the examiner. Teachers may use their own choice of music for dance solos.

A sound system capable of playing both CDs and cassettes at a volume suitable for the venue should be provided. Music system operators must not be teachers or assistant teachers, and should be seated at a discreet distance from the examiner, not directly facing the candidates.

### **Dress Requirements**

Female:

Tight-fitting leotards, tights, unitard or leggings.

Male:

Lycra shorts or straight-legged sports trousers with a tight-fitting leotard or t-shirt, knee pads should be worn for floor work

Hair should be neat and securely held in place. Long hair should be tied back to allow a clear neck and head-line.

Make-up, jewellery or body-piercing should not be worn.

## *National Qualifications Framework*

The Graded Examinations in Dance are accredited on the National Qualifications Framework (NQF) for England, Wales and Northern Ireland as shown below.

<b>NQF level</b>	<b>General Qualifications</b>	<b>ISTD Grade</b>
Level 5	Higher level qualification	N/A
Level 4	Higher level qualification	N/A
Level 3 (Advanced)	A/AS level	Grade 6
Level 2 (Intermediate)	GCSE Grades A*-C	Grade 5 Grade 4
Level 1 (Foundation)	GCSE Grades D-G	Grade 3 Grade 2 Grade 1
Entry Level	Certificate of (educational) achievement	N/A

The following QCA-approved descriptors explain what is required of candidates at each level of this framework. All performances should demonstrate compliance with the principles of safe dance practice and candidates should demonstrate an appropriate approach to the examination in relation to their conduct and overall presentation.

### **Level 1 (Grades 1, 2 and 3)**

Candidates demonstrate an increasing vocabulary of movement in the chosen technique. An understanding of the technique is reflected in the ability to co-ordinate simple movements to produce combinations of steps and quality of movement ie. precision and control within the range of their own physical capacity.

Candidates communicate an increasing confidence in performance. They are able to interpret music and display sensitivity to musical content and style. Candidates' performances show a developing spatial awareness, an ability to work with others and responsiveness to an audience.

### **Level 2 (Grades 4 and 5)**

Candidates demonstrate consolidated technical skills and an increased range of movements in sequences of increased length and complexity. They show a clear understanding of mechanics and purpose of the required vocabulary.

Candidates show the ability to sustain an appropriate sense of style throughout more complex sequences and an increased sensitivity to varying musical qualities. Technical facility and improved spatial awareness lead to an increased assurance of presentation.

### **Level 3 (Grade 6)**

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

Candidates 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.

# Grade 1

## Preparatory

1. Warm-up - set exercise
2. Walking - natural walks on diagonal - set exercise

## Limbering

3. Magic feet - set exercise
4. Leg stretching - set exercise
5. Squeeze and stretch - set exercise
6. The Puppet - set exercise

## Arm Movements And Running

7. Arm swings - set exercise
8. Running - Girls only - set exercise with teacher's choice of pattern

## Rhythm

- 9A. Clapping - 1234 & 5 — — — (percussion instruments may be used instead of clapping) - set exercise
- 9B. Marking - mark 1234 clap & 5 — — — — set exercise
- 9C. Dance development - teacher's free arrangement of the rhythm using simple movement  
Rhythmic response - practice exercise, not to be examined

## Dance Movements

10. Skipping - continuously in a circle, square or diagonal pattern - set exercise
11. Galloping - set exercise
12. Bounces - set exercise
13. Running with action - set exercise with candidate's own interpretation

## Set Amalgamations

Teacher's choice of

14. Jazz - Set Amalgamation
15. Clown - Set Amalgamation
16. **DANCE**  
Teacher's arrangement. 16 bars or no more than 45 seconds of music
17. **THE BOW**

No unset work will be given

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## *Grade 2 - Girls*

### **Preparatory**

1. Warm-up – set exercise

### **Limbering**

2. Side stretch – set exercise
3. Forward stretch – set exercise
4. Foot exercise – set exercise
5. Abdominal exercise – set exercise
6. Front kicks – set exercise
7. Tendus – set exercise

### **Arm Movements**

8. Girls' arm exercise - set exercise

### **Rhythm**

9. Clap and mark a 2 or 4 bar phrase of whole bars of whole, half, quarter and accented eighth notes, as given by the examiner, each phrase will be clapped twice then marked twice
10. Set rhythm - 1 & 2 3 & 4 5 6 7\_  
Rhythm to be clapped without music
11. Dance development - teacher's own arrangement of the set rhythm using simple movement  
Rhythmic response - practice exercise, not to be examined

### **Dance Movements**

12. Girls' walks - set exercise
13. Step ball change - set exercise
14. Girls' bounces - set exercise
15. Split runs - set exercise  
Turns – practice exercise, not to be examined
16. Turns - set exercise
17. Combination steps A B C - candidates must show 2 out of 3 combination steps, danced consecutively  
Preparation front kicks - practice exercise not to be examined

### **Set Amalgamations**

Teacher's choice of

18. Jazz
19. Lyrical
20. **DANCE** - Teacher's arrangement. 16 bars or not more than 45 seconds of music
21. **BOW**

No free work will be given

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## *Grade 2 - Boys*

### **Preparatory Exercise**

1. Warm-up - set exercise

### **Limbering**

2. Side stretch - set exercise
3. Forward stretch - set exercise
4. Foot exercise - set exercise
5. Abdominal exercise - set exercise
6. Front kicks - set exercise
7. Tendus

### **Arm Movements**

8. Boys' arm exercise - set exercise

### **Rhythm**

9. Clap and mark a 2 or 4 bar phrase of whole bars of whole, half, quarter and accented eighth notes, as given by the examiner, each phrase will be clapped twice then marked twice
10. Set rhythm - 1 & 2 3 & 4 5 6 7\_  
Rhythm to be clapped without music
11. Dance development - teacher's own arrangement of the set rhythm using simple movement  
Rhythmic response - practice exercise, not to be examined

### **Dance Movements**

12. Boys' walks - set exercise
13. Step ball change - set exercise
14. Boys' bounces - set exercise
15. Split runs - set exercise  
Turns - practice exercise, not to be examined
16. Turns - set exercise
17. Combination steps A B C D - candidates must show 2 out of 4 combination steps, danced consecutively, boys must include variation D  
Preparation front kicks - practice exercise not to be examined

### **Set Amalgamations** - Teacher's choice of:

18. Jazz
19. Strongman
20. The Round -up
21. **DANCE** - Teacher's arrangement. 16 bars or not more than 45 seconds of music
22. **BOW**

No free work will be given

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## *Grade 3 - Girls*

### **Preparatory Exercise**

1. Warm-up girls - set exercise

### **Limbering**

2. Side stretch girls - set exercise
3. Forward stretch - set exercise
4. Abdominal exercise - set exercise
5. Leg stretching and front kicks - set exercise
6. Side kicks - set exercise
7. Tendus - set exercise

### **Arm Movements**

8. Girls' arm exercise - set exercise
9. **Isolations** - set exercise

### **Rhythm**

10. Clap and mark a 2 or 4 bar phrase of whole, half, quarter, accented and even eighth notes, as given by the examiner, each phrase to be clapped twice then marked twice
11. Set rhythm 1 2 3 & 4 5 6 7 & 8 1 2 3 & 4 5 \_ & 7 \_  
Rhythm to be clapped without music
12. Dance development - teacher's own arrangement of the set rhythm using simple movement

### **Dance Movements**

13. Triple runs - set exercise
14. Girls' turns - set exercise
15. Foot warm -up - set exercise
16. Girls' split runs - set exercise
17. Combination steps A B C Candidates must show 2 out of 3 combination steps danced consecutively.

### **Set Amalgamations** - Teacher's choice of

18. Jazz
19. Lyrical
20. **DANCE** - teacher's own arrangement. 32 bars or no more than 1 minute of music
21. **BOW**

No free work will be given

Step vocabulary - for teacher's use in class amalgamations

Triple runs, jazz pas de bouree, split jump, step and front kick, front and side step ballchange, step turn at high or low level, split runs, front and side flick kicks

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## *Grade 3 – Boys*

### **Preparatory Exercise**

1. Warm-up boys - set exercise

### **Limbering**

2. Side stretch boys - set exercise
3. Forward stretch - set exercise
4. Abdominal exercise - set exercise
5. Leg stretching and front kicks - set exercise
6. Press -ups - set exercise
7. Tendus - set exercise

### **Arm Movements**

8. Boys' arm exercise - set exercise
9. **Isolations** - set exercise

### **Rhythm**

10. Clap and mark a 2 or 4 bar phrase of whole, half, quarter, accented and even eighth notes, as given by the examiner, each phrase to be clapped twice then marked twice
11. Set rhythm 1 2 3 & 4 5 6 7 & 8 1 2 3 & 4 5 \_ & 7 \_  
Rhythm to be clapped without music
12. Dance development - teacher's own arrangement of the set rhythm using simple movement

### **Dance Movements**

13. Triple runs - set exercise
14. Boys' turns - set exercise
15. Foot warm -up - set exercise
16. Boys' split runs - set exercise
17. Combination steps A B C D. Candidates must show 2 out of 4 combination steps danced consecutively. Boys must include variation D
18. Boys forward roll-overs (optional). If shown a mat should be used

### **Set Amalgamations** - Teacher's choice of

19. Jazz
20. The Search
21. **DANCE** - Teacher's arrangement. 32 bars or no more than 1 minute of music
22. **BOW**

No free work will be given

Step vocabulary - for teacher's use in class amalgamations

Triple runs, jazz pas de bouree, split jump, step and front kick, front and side step ballchange, step turn at high or low level, split runs, front and side flick kicks

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## *Grade 4 – Girls*

### **Preparatory Exercise**

1. Warm up - set exercise

### **Limbering**

2. Forward and side stretch - set exercise
3. Spine loosening and abdominal exercise - set exercise
4. Front and side kicks - set exercise
5. Hip loosening exercise - set exercise
6. Tendus - set exercise

### **Arm Exercises**

7. Girls' arm exercise - set exercise

8. **Isolations** - set exercise

### **Rhythm**

9. Candidates will be given a two bar phrase of 4/4 by the examiner to clap and mark. This may include 12th notes and missed beats. Phrase will be clapped twice and marked twice.
10. Set rhythm -1\_34\_678,\_2&34&567\_  
Candidates will be expected to clap set rhythm without music
11. Dance development - teacher's own arrangement of the set rhythm

### **Dance Movements**

12. Girls' turns - set exercise
13. Boys' turns - set exercise (alternative choice for girls)
14. Kicks - set exercise
15. Foot warm up - set exercise
16. Split runs - set exercise
17. Combination steps - A B C - candidates must show 2 out of the 3 combination steps, danced consecutively.

Teachers may use free or set music in the examination.

### **Set Amalgamations** - Teacher's choice of

18. Jazz
19. Lyrical
20. **DANCE** - Teacher's arrangement - not to exceed 1 min 30 secs.
21. **BOW**

No free work will be given

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## *Grade 4 – Boys*

### **Preparatory Exercise**

1. Warm up - set exercise

### **Limbering**

2. Forward and side stretch - set exercise
3. Spine loosening and abdominal exercise - set exercise  
Front and side kicks - not shown in the exam
4. Hip loosening exercise - set exercise
5. Push aways - set exercise
6. Boys' floor sequence - set exercise
7. Tendus - set exercise

### **Arm Exercises**

8. Boys' arm exercise - set exercise
9. **Isolations** - set exercise

### **Rhythm**

10. Candidates will be given a two bar phrase of 4/4 by the examiner to clap and mark. This may include 12th notes and missed beats. Phrase will be clapped twice and marked twice.
11. Set rhythm -1\_34\_678,\_2&34&567\_  
Candidates will be expected to clap set rhythm without music
12. Dance development - teacher's own arrangement of the set rhythm

### **Dance Movements**

13. Boys' turns - set exercise
14. Kicks - set exercise
15. Foot warm up - set exercise
16. Split runs - set exercise
17. Combination steps - A B C D candidates must show 2 out of the 4 combination steps, danced consecutively. Boys must include variation D. Teachers may use free or set music in the examination.

### **Set Amalgamations**

Teacher's choice of one of the following:

18. Jazz
19. The Rainforest
20. **DANCE** - teacher's own arrangement - not to exceed 1 min 30 secs.
21. **BOW**

No free work will be given

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## *Grade 5 – Girls*

### **Preparatory Exercise**

1. Warm up - set exercise

### **Limbering**

2. Sequence of stretches - set exercise
3. Floor limbering - set exercise
4. Tendus - set exercise

### **Arm Exercises**

5. Girls' arm exercise - set exercise
6. **Isolations** - set exercise
7. **Improvisation** - candidates will improvise to a piece of music supplied by the examiner for no more than 1 minute and in a group. The music will be played twice to the candidates before they are required to improvise.

### **Dance Movements**

8. Sequence of walks - set exercise
9. Turns - set exercise
10. Kicks - set exercise
11. Foot warm up - set exercise
12. Dance vocabulary to be used in free work. Unset music will be supplied by the examiner.
  - a Drag runs forwards and sideways
  - b Step and sideways split run
  - c Step and forward split run
  - d Circular spring, no body line
  - e Accented hop
  - f Step and coupe turn with extended leg

### **Set Amalgamations** - Teacher's choice of one of the following

13. Jazz
  14. Lyrical
  15. **DANCE ARRANGEMENT** - teacher's own arrangement - not to exceed 1 min 30 secs.
  16. **BOW**
-

## *Grade 5 – Boys*

### **Preparatory Exercise**

1. Warm up - set exercise

### **Limbering**

2. Sequence of stretches - set exercise
3. Floor limbering - set exercise
4. Preparation for falls - set exercise
5. Tendus - set exercise

### **Arm Exercises**

6. Boys' arm exercise - set exercise
7. **Isolations** - set exercise
8. **Improvisation** - candidates will improvise to a piece of music supplied by the examiner for no more than 1 minute and in a group. The music will be played twice to the candidates before they are required to improvise.

### **Dance Movements**

9. Turns - set exercise
10. Kicks - set exercise
11. Foot warm up - set exercise
12. Dance vocabulary to be used in free work. Unset music will be supplied by the examiner.
  - a Drag runs forwards and sideways
  - b Step and sideways split run
  - c Step and forward split run
  - d Circular spring, no body line
  - e Accented hop
  - f Step and coupé turn with extended leg

### **Set Amalgamations**

Teacher's choice of one of the following

13. Jazz
  14. The Tip Off
  15. **DANCE ARRANGEMENT** - teacher's own arrangement - not to exceed 1 min 30 secs.
  16. **BOW**
-

## *Grade 6 – Girls*

### **Preparatory Exercise**

1. Warm up - set exercise

### **Limbering**

2. Core stability - set exercise
3. Back loosening and falls - set exercise
4. Girls' floor sequence - set exercise
5. Tendus - set exercise

### **Arm Exercises**

Teacher's choice of one of the following:

6. Lyrical arm exercise - set exercise 7 Jazz arm exercise - set exercise
8. **Isolations** - set exercise
9. **Improvisation** - candidates will improvise to a piece of music supplied by the examiner for no more than 1 minute and in a group. The music will be played twice to the candidates before they are required to improvise.

### **Dance Movements**

10. Breathe and release - set exercise
11. Turns - set exercise
12. Kicks - set exercise
13. Foot warm up - set exercise
14. Dance vocabulary to be used in unset work. Unset music will be supplied by the examiner.
  - a. Step and retire with bodyline, parallel or turned out, with fondu
  - b. Tilts
  - c. Extended spring sideways, with no bodyline
  - d. Accented hop with varying leg line
  - e. Accented hop with half turn and varying leg lines
  - f. Forward leap

Step vocabulary from Grade 5 can be used in unset work in Grade 6

### **Set Amalgamations**

Teacher's choice of one of the following

15. Girls' Jazz
  16. Lyrical
  17. **DANCE ARRANGEMENT** - teacher's own arrangement - not to exceed 1 min 30 secs.
  18. **BOW**
-

## *Grade 6 – Boys*

### **Preparatory Exercise**

Warm up - set exercise

#### **Limbering**

2. Core stability - set exercise
3. Knee rolls - set exercise
4. Knee drop - set exercise
5. Boys' floor sequence - set exercise
6. Tendus - set exercise

#### **Arm Exercises**

7. Jazz arm exercise - set exercise
8. **Isolations** - set exercise
9. **Improvisation** - candidates will improvise to a piece of music supplied by the examiner for no more than 1 minute and in a group. The music will be played twice to the candidates before they are required to improvise.

#### **Dance Movements**

10. Turns - set exercise
11. Kicks - set exercise
12. Foot warm-up - set exercise
13. Dance vocabulary to be used in unset work. Unset music will be supplied by the examiner.
  - a. Step and retire with bodyline, parallel or turned out, with fondu
  - b. Tilts
  - c. Extended spring sideways, with no bodyline
  - d. Accented hop with varying leg line
  - e. Accented hop with half turn and varying leg lines
  - f. Forward leap

Step vocabulary from Grade 5 can be used in unset work in Grade 6

#### **Set Amalgamations**

14. Boys' Jazz
  15. **DANCE ARRANGEMENT** - teacher's own arrangement - not to exceed 1 min 30 secs.
  16. **BOW**
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## *Method of Assessment*

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

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 Modern Theatre Graded Examinations are given on Pages 17 and 18.

Candidates must gain at least 25% of the marks attainable in each unit in order to pass the examination overall. In cases where 25% of the marks attainable does not come to a round figure, eg 12½, the pass mark for the units is lowered to the nearest round figure, in this example, 12.

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

<b>A (Distinction)</b>	80 -100
<b>B (Merit)</b>	60 -79
<b>C (Pass)</b>	40 -59
<b>N (Standard Not Yet Attained)</b>	00 -39

However, if the candidate is unsuccessful in one or more units, as explained above, the total mark given out of 100 will not correspond to the alphabetical result indicators in the chart. In this circumstance, whatever the overall numerical mark may be, the result given will be 'N'.

### **Assessment Criteria**

Candidates are assessed on their ability to show

- technical accuracy with correct placement to the best of their physical facility
- appropriate use of limbs showing an understanding of the purpose or significance of each movement or sequence of movements
- a sense of line and well co-ordinated movements
- an assured performance showing the different qualities of movement required by each section of the examination structure
- musicality and rhythmic awareness

## Mark Scheme

### Grades 1 and 2

<b>Unit title: Technique</b>	
<b>Title of component</b>	<b>Marks attainable</b>
Poise and stance	10
Body control and co-ordination	10
Line and precision of movement	10
Use of space	10
<b>Unit Total</b>	<b>40</b>

  

<b>Unit title: Rhythm</b>	
<b>Title of component</b>	<b>Marks attainable</b>
Rhythm	10
Quality of movement & musical interpretation	10
<b>Unit Total</b>	<b>20</b>

  

<b>Unit title: Presentation, response &amp; syllabus knowledge</b>	
<b>Title of component</b>	<b>Marks attainable</b>
Response and knowledge of syllabus	10
Sense of performance	10
Set Amalgamation	10
Dance	10
Unit Total	40
<b>Overall Total</b>	<b>100</b>

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<b>Unit title: Technique</b>	
<b>Title of component</b>	<b>Marks attainable</b>
Posture	10
Limbering	10
Line and style	10
Dance movements	10
<b>Unit Total</b>	<b>40</b>

<b>Unit title: Rhythm</b>	
<b>Title of component</b>	<b>Marks attainable</b>
Rhythm	10
Quality of movement & musical interpretation	10
<b>Unit Total</b>	<b>20</b>

<b>Unit title: Presentation, response &amp; syllabus knowledge</b>	
<b>Title of component</b>	<b>Marks attainable</b>
Response and knowledge of syllabus	10
Sense of performance	10
Set Amalgamation	10
Dance	10
<b>Unit Total</b>	<b>40</b>

<b>Overall Total</b>	<b>100</b>
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## Attainment Descriptors

The principle of best fit is applied in deciding the appropriate classification for each candidate. It is not to be expected that a candidate in a particular category will necessarily demonstrate all of the characteristics listed in that category.

A candidate who achieves an **`A'** classification (80-100 marks) is one who demonstrates the following attributes in performance:

- flair, vitality and skill
- fully appropriate style
- incisively - focussed dancing
- precision in the technique of the genre
- consistent, highly developed musicality
- confident and accurate responses to questions asked and/or tasks set

A candidate who achieves a **`B'** classification (60-79 marks) is one who demonstrates the following attributes in performance:

- skill and proficiency
- largely appropriate style
- focussed dancing
- competence in the technique of the genre
- evidence of developing musicality
- relevant and appropriate responses to questions asked and/or tasks set

A candidate who achieves a **`C'** classification (40-59 marks) is one who demonstrates the following attributes in performance:

- competence
- basic ability to carry out the required movements
- periodic moments of convincing focus
- basic competence in most aspects of the technique of the genre
- basic musicality
- broadly relevant and appropriate response to questions asked and/or tasks set, but some prompting may be required

A candidate who achieves an **`N'** classification (00-39 marks) is one who has not yet demonstrated the attributes required to gain at least a **`C'** classification.

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## *Primary Class Examination*

Examinations are taken in the form of a class conducted by the teacher, who may not give personal correction, but can offer encouragement. Candidates should be entered in groups of four, however groups of three and two are acceptable if necessary. There is a lower age limit of 5 years.

### **Preparatory**

Warm-up - Walking, Running and Jumping

### **Limbering**

Foot exercise - The Pond

Hand exercise

Floor exercise - Make a Shape

### **Arm Movements**

Arm exercise - Catch and Throw

### **Rhythm**

Rhythm - Fill the Gap

### **Dance Movements**

Galloping and Skipping - Burst the Balloon

Bounces

Balancing My Right and Left

### **Set Amalgamation**

Set Amalgamation - My Body

### **BOW**

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## **Primary Class Examination - Mark Scheme**

Response and knowledge of syllabus	20
Poise and stance	10
Body control and co-ordination	20
Timing and musical awareness	20
Expression and quality of movement	20
Set Amalgamation	10
<b>Total</b>	<b>100</b>

The unit totals are aggregated and the overall mark is given out of 100.

<b>A (Distinction)</b>	<b>80-100</b>
<b>B (Merit)</b>	<b>60-79</b>
<b>C (Pass)</b>	<b>40-59</b>
<b>N (Standard Not Yet Attained)</b>	<b>00-39</b>

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# Jazz Awards – Bronze, Silver and Gold

## *Introduction*

There are three Jazz Awards, Bronze, Silver and Gold designed to promote an appreciation and enjoyment of jazz dance, through both understanding and performance.

### **Aims**

The syllabus seeks to develop the skill and understanding of modern jazz dance by developing the physical ability to communicate through movement in an expressive and artistic way.

The syllabus aims are set out below:

- teach correct posture
- develop the range of movement within the students' natural capabilities
- build a sound technique
- promote the understanding and use of dance terminology
- gain a good sense of line through body, arms and head
- understanding of rhythm
- appreciation of varying musical styles and their interpretation within the jazz idiom
- develop an awareness of the use of space
- awareness of audience and sense of performance
- encourage a sense of self-expression
- promote self-confidence in the performance of a solo

## *Entry Conditions and General Information*

### **Age Limits**

There is a lower age limit of 9 years.

### **Prior Learning**

These examinations must be taken consecutively, however a candidate who already holds the Intermediate examination may commence at Gold.

### **Timings**

	<b>4 entries</b>	<b>3 entries</b>	<b>2 or 1 entry</b>
Bronze, Silver & Gold	25 minutes	20 minutes	15 or 10 minutes

## *Syllabus Content*

The syllabus is designed to be used by those who wish to study jazz dance for recreational purposes and also to augment the training of the student who may wish to pursue a career in dance.

Each award consists of a warm-up, combination steps, set amalgamations and a dance arranged by the teacher, with the addition of an isolation sequence in the Gold award.

As there is no set music the student has the opportunity to perform to music that is currently popular.

Each examination is in two sections

- technique
- presentation

### **a) Technique**

At all levels good posture and an awareness of the placement of limbs is expected, with the build up of the vocabulary of dance steps increasing at each level. At Bronze level a good, natural use of the head, arms and body is encouraged to create a clear sense of line, with the opportunity to develop this in subsequent levels to achieve a more sophisticated style. Good spatial awareness is encouraged at all times, with a developing use of pattern and direction.

### **b) Presentation**

At Bronze level the candidate is expected to be able to interpret the music with a natural sense of enjoyment and an awareness of the audience. In Silver and Gold the student is given the opportunity to interpret a wider range of musical styles through both movement and expression. At each level the student will have gained the self-confidence required to perform solo, set amalgamations and a dance arranged by the teacher.

### **Bronze**

1. Warm Up
2. Combination Steps A and B
3. Teacher's choice of two out of the three amalgamations: 1, 2, or 3
4. Prepared Dance - not to exceed 1 min 15 secs.

No free work will be given.

### **Silver**

1. Warm Up
2. Combination Steps A and B
3. Teacher's choice of two out of the three amalgamations: 1, 2, or 3
4. Prepared Dance - not to exceed 1 min 15 secs.

No free work will be given.

### **Gold**

1. Warm Up
2. Combination Steps A and B
3. Isolations
4. Teacher's choice of two out of the three amalgamations: 1, 2, or 3
5. Prepared Dance - not to exceed 1 min 30 secs.

No free work will be given.

## *Method of Assessment*

Each unit of the examination is composed of several components which are separately assessed and aggregated to give the unit total. Candidates must reach at least 25% of the marks attainable in each unit in order to pass the examination overall.

In cases where 25% of the marks attainable does not come to a round figure, eg 12½, the pass mark for the unit is lowered to the nearest round figure, in this example, 12.

The marks are aggregated and the overall mark is given out of 100. If all units are passed, then the overall result is indicated as follows:

<b>A (Distinction)</b>	80-100
<b>B (Merit)</b>	60-79
<b>C (Pass)</b>	40-59
<b>N (Standard Not Yet Attained)</b>	00-39

However, if the candidate is unsuccessful in one or more of the units, as explained above, the total mark given out of 100 will not correspond to the alphabetical result indicators in the chart. In this circumstance, whatever the overall numerical mark may be, the result given will be ``N''.

### Assessment Criteria

1. Sense of performance which incorporates a suitable awareness of style and expression
2. Use of space in relation to the dance area available
3. A rhythmical awareness and a suitable interpretation of the musical qualities
4. An understanding of the correct stance and placement with an application of jazz style

### Mark Scheme

Each section of the examination has a number of components, which are separately assessed with a mark ranging from 1 -10, 10 being the highest.

<b>Technique and syllabus knowledge</b>	<b>60</b>
Knowledge of syllabus	10
Technique	20
Style and line	20
Use of space	10
<b>Presentation</b>	<b>40</b>
Sense of performance	10
Set Amalgamations	20
Dance	10
<b>Total</b>	<b>100</b>

# Vocational Graded Examinations

## *Introduction*

### **Rationale**

The Vocational Graded Examinations in Modern Theatre Dance, from Intermediate Foundation through to Advanced 2, develop the candidate's expertise in such a way as to provide the basis for either professional employment as a dancer or further training as a dance teacher.

Throughout the study of the syllabus, candidates are following a vocational path, requiring a high level of commitment and with an increasing emphasis on safe dance practice. Successful candidates at this level should show virtuosity in performance, a high standard of technique and a sound knowledge and understanding of the Modern Theatre genre, including an understanding of reference and context. Candidates undertaking a study of the Modern Theatre Vocational Graded syllabus should also typically display a sense of self-awareness and be self-motivated in terms of their personal development. As distinct from the General Graded Examinations, a greater degree of personal interpretation is encouraged and the candidate is expected to show the potential to communicate effectively with an audience.

Candidates will need to show the qualities of professionalism, commitment and focus, with the ability to manage a greater workload than that required for the General Graded Examinations. This would typically result in a successful candidate spending significant additional time each week in lessons, in practising and in studying independently.

The Vocational Graded Examinations are offered as vocationally-related qualifications in the National Qualifications Framework. Intermediate Foundation and Intermediate are located at Level 2; Advanced 1 and Advanced 2 are located at Level 3.

Vocational Graded Examinations in Dance promote the ethos of key skills, especially the improvement of one's own learning and performance, problem solving and working with others, which are intrinsic to each dance genre at every level of study and performance. Candidates, however, are unlikely to gain evidence towards key skills qualifications through Vocational Graded Examinations in Dance.

### **Aims**

The aim of the ISTD Vocational Graded Examinations in Modern Theatre Dance is to provide an assessment scheme, which gives the basis for the measurement of the individual candidate's progress and development, in preparing to be a professional dance performer or teacher. There are four practical examinations graded to measure appropriate stages of development from a general standard of Modern Theatre Dance education to that of professional competence and readiness.

The syllabus objectives for Modern Theatre Vocational Graded Examinations are to:

- teach correct posture
- develop the range of movement within the students' natural capabilities
- gain a comprehensive technique
- promote the understanding and use of appropriate dance terminology
- develop a strong sense of line through body, arms and head
- understand rhythm, its development and application in dance
- appreciate varying music styles and their interpretation through movement
- develop an acute spatial awareness
- develop an awareness of audience and a sophisticated sense of performance
- encourage and develop a sense of self-expression
- encourage creative use of movement
- promote self-confidence in the performance of a solo

### **Learning Outcomes and Progression**

All Modern Theatre graded examinations are concerned with progressive mastery in defined stages. They also develop and demonstrate competence and artistry in, and communication through, the Modern Theatre technique. The

Vocational Graded Examinations are concerned specifically with the mastery of technique and underpinning understanding, to a level sufficient to prepare candidates for further vocational training and match current expectations in the employment sector.

## *Entry Conditions and General Information*

### **Age Limits**

There is a lower age limit of 12 years for Intermediate Foundation and 13 years for Intermediate.

### **Prior Learning**

Intermediate Foundation is an optional examination, otherwise these examinations must be taken in order. Each qualification, other than Intermediate Foundation, must be achieved as an entry requirement to the following examination. It will be deemed that the pre-requisite qualification has been gained if certificated by a) the ISTD Headquarters in London or b) another awarding body with the same qualifications accredited by the QCA (BBO, RAD and BTDA).

### **Gender Distinctions**

The syllabus is suitable for both male and female candidates as it is designed to develop all-round strengths and abilities. There are some separate exercises for males and females that are intended to reflect the particular skills of the individual. Such variations are designed to reflect the differing physical strengths and capabilities of the gender and are not intended to limit opportunities for access.

Advanced 1 and Advanced 2 candidates should be entered at the London or Regional Centres, unless the majority of the day consists of Vocational Graded Examinations. Advanced 2 candidates are to be entered in pairs, a set of three may only be entered when there is an odd number.

<b>Examination</b>	<b>3 entries</b>	<b>2 entries</b>	<b>1 entry</b>
Intermediate Foundation and Intermediate	75 minutes	60 minutes	60 minutes
Advanced 1	90 minutes	75 minutes	75 minutes
Advanced 2	90 minutes	90 minutes	75 minutes

### **Use of CDs/Musical Accompaniment**

The official ISTD Modern Theatre Faculty set music should be used for these examinations. Any unset work given in examinations will be to music selected by the examiner. Teachers will use their own choice of music for dance solos.

A sound system capable of playing CDs or cassettes at a volume suitable for the venue should be provided. Music system operators must not be teachers or assistant teachers, and should be seated at a discreet distance from the examiner, not directly facing the candidates.

### **Dress Requirements**

Female:

Tight-fitting leotards and tights, or unitard and leggings

Male:

As above or lycra shorts or straight-legged sports trousers with a tight-fitting leotard or t-shirt, knee pads should be worn for floor work.

Candidates should work in bare feet whenever possible, soft-soled jazz shoes may be worn if necessary. Jazz trainers are not permissible.

Hair should be neat and securely held in place. Long hair should be tied back to allow a clear neck and head-line.

Jewellery or body-piercing should not be worn.

## *National Qualifications Framework and Level Descriptors*

The Vocational Graded Examinations in Dance are accredited in the National Qualifications Framework (NQF) for England, Wales and Northern Ireland as shown below:

<b>NQF Level</b>	<b>General qualifications</b>	<b>ISTD Vocational Grade</b>
Level 3	Advanced GNVQ and Vocational 'A' level	Advanced 2 Advanced 1
Level 2	Intermediate GNVQ	Intermediate Intermediate Foundation

The following QCA-approved descriptors explain what is required of candidates at each level of this framework. This should be read positively with regard to safe dance practice, with an increasing personal responsibility on the candidate. Candidates' ability to respond in an examination situation will also be noted.

### **Level 2 (Intermediate Foundation and Intermediate)**

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 purposes 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.

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

### **Level 3 (Advanced 1 and Advanced 2)**

Candidates will demonstrate a comprehensive knowledge and understanding of the vocabulary of a particular genre through a wide range of movements performed with well-developed 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.

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 genre to their own work, commenting critically on others' work with reference to the broader context of dance provision.

# Modern Theatre Syllabus Content

## *Intermediate Foundation - Girls*

### **Limbering**

1. Warm-up - set exercise
2. Basic stretches - set exercise
3. Foot control - set exercise

### **Floor Work**

4. Contraction and abdominal exercise - set exercise
5. Leg stretching - set exercise
6. Floor sequence - set exercise

### **Isolations**

7. Sequence A without use of arms - set exercise
8. Sequence B with use of arms - set exercise

### **Arms**

9. 3/4 time with Jazz section - set exercise

### **Rhythms**

10. Teacher's choice of A or B Candidates must clap, count and show prepared development of the chosen rhythm

A - 5/4

1& -&3&45, 1&2&3&4&5, 1& -&3&45, 1\_4&5

B - 3/4

123, 1&a23, 1& -&3, 1\_

11. Unset rhythm, given by the examiner, not to exceed 2 bars of 4/4, to slow or quick tempo using note values up to and including 12ths and missed beats. Candidates will be expected to clap, mark and develop with travelling steps, forward on the diagonal.

### **Combination Steps**

12. Jump warm up - set exercise
13. Drag turns - set exercise
14. Travelling jump - set exercise
15. Circular spring - set exercise
16. Jazz change of weight - set exercise
17. Kicks - set exercise

### **Amalgamations**

Teacher's choice of:

18. Lyrical - set exercise

19. Jazz - set exercise

Unset amalgamations to be given by the examiner

20. **DANCE**

Teacher's arrangement, not to exceed 1½ minutes

21. **BOW**
-

## *Intermediate Foundation Dance Movement Vocabulary*

### **Walks and Runs**

Circular walk  
Triple run  
Drag run  
Jazz change of weight  
Jazz pas de bouree, travelling, turning and on the spot

### **Turns**

Drag turns front and back  
Travelling jump with turn  
Jazz pirouette at low level  
Twist turn  
Swivel turn

### **Kicks**

Front kick with bent knee, straight or bent supporting leg, on flat or rise

### **Steps of Elevation**

Travelling jump  
Extended spring sideways  
Accented hops  
Circular spring  
Forward leap

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## *Intermediate Foundation – Boys Adapted Syllabus*

### **Limbering**

1. Warm-up - set exercise
2. Basic stretches - set exercise
3. Foot control - set exercise

### **Floor Work**

4. Contraction and abdominal exercise - set exercise
5. Leg stretching - set exercise
6. Floor sequence - set exercise

### **Isolations**

7. Sequence A without use of arms - set exercise
8. Sequence B with use of arms - set exercise

### **Arms**

9. 3/4 time with Jazz section - set exercise

### **Rhythms**

10. Teacher's choice of A or B  
Candidates must clap, count and show prepared development of the chosen rhythm

A - 5/4

1& -&345, 1&23&45, 1& -&345, 1\_4&5

B - 3/4

123, 1&a23, 1& -&3, 1\_

11. Unset rhythm, given by the examiner, not to exceed 2 bars of 4/4, to slow or quick tempo using note values up to and including 12ths and missed beats. Candidates will be expected to clap, mark and develop with travelling steps, forward on the diagonal.

### **Combination Steps**

12. Jump warm up - set exercise  
13. Drag turns - set exercise  
14. Travelling jump - set exercise  
15. Circular spring - set exercise  
16. Jazz change of weight - set exercise  
17. Elevated sequence - set exercise

### **Amalgamations**

18. Jazz - set exercise  
Unset amalgamations to be given by the examiner

19. **DANCE**

Teacher's arrangement, not to exceed 1½ minutes

20. **BOW**

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## *Intermediate Foundation - Boys - Dance Movement Vocabulary*

### **Walks and Runs**

Circular walk  
Triple run  
Drag run  
Jazz change of weight  
Jazz pas de bouree, travelling, turning and on the spot

### **Turns**

Drag turns front and back  
Travelling jump with turn  
Jazz pirouette at low level  
Twist turn  
Swivel turn

### **Kicks**

Front kick with bent knee, straight or bent supporting leg, on flat or rise

### **Steps of Elevation**

Travelling jump  
Extended spring sideways  
Accented hops  
Circular spring  
Forward leap

---

## *Intermediate – Girls*

### **Limbering**

1. Warm up - teacher's arrangement to the set music
2. Forward stretch - set exercise
3. Side stretch - set exercise
4. Plies - set exercise
5. Foot exercise - set exercise

### **Floor Work**

6. Contraction exercise - set exercise
7. Abdominal exercise - set exercise
8. Leg stretching - set exercise
9. Side and round kicks - set exercise

### **Barre Work**

10. Figure of 8 leg swings - set exercise
11. Back exercise - set exercise

### **12. Isolations**

A Set exercise

B Free arrangement to be prepared by teacher or candidate using the set music

### **Centre Work**

13. Weight transference - set exercise

### **Arms**

14. Lyrical - set exercise
15. Blues - set exercise

### **16. Rhythms**

- A Slow 4/4
- B Quick 4/4

Clap, mark and move to whole, half, quarter and sub-divisions up to and including 12th notes, introducing missed beats and syncopation. Candidates will be expected to respond to the rhythms given by the examiner by patterning and travelling the footwork retaining the rise and fall of the marking steps.

### **Combination Steps**

17. Walks - set exercise
  18. Pirouettes - set exercise
  19. Kicks - set exercise
  20. Foot warm up - set exercise
- Candidate's choice of one of the two following exercises:
21. Leaps on diagonal - set exercise
  22. Elevated turns - set exercise

### **Amalgamations**

Candidate's choice of one of the following:

23. Jazz - set exercise
24. Percussive - set exercise

Unset amalgamations to be given by examiner

### **25. DANCE**

Teacher's arrangement not to exceed 1½ minutes

### **26. BOW**

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## *Intermediate Dance Movement Vocabulary*

### **Dance Movements**

#### **Walks**

Developpe with lay back (forward only)  
Cushion  
Trudging  
Circular  
Rond de jambe forward and back  
Extended forward and back

#### **Runs**

Triple  
Drag forwards and sideways  
Jazz pas de bouree on the spot, travelling and turning  
Jazz change of weight

#### **Turns**

Pirouettes - single at low and high level, outwards and inwards  
(Double optional)  
Front and back twist turns  
Swivel on two feet or with extension  
Spin  
Drag front and back  
Syncopated

#### **Kicks**

Front and side with supporting leg straight or bent, working leg straight or bent, flick, developpe  
All on whole foot, plie, rise, or elevation  
Side kick may be shown with tilt on whole foot or rise Back kick on whole foot or plie

#### **Springs**

Accented springs and hops  
Circular springs  
Step and spring turn with picked up or extended leg

#### **Jumps**

Travelling - straight or turning with bent or straight legs

#### **Ballchanges**

Split  
Picked up  
Turning with picked up legs

#### **Leaps**

Forward with or without developpe

---

## *Intermediate – Boys Adapted Syllabus*

### **Limbering**

1. Warm up - teacher's arrangement to the set music
2. Forward stretch - set exercise
3. Side stretch - set exercise
4. Plies - set exercise
5. Foot exercise - set exercise

### **Floor Work**

6. Contraction exercise - set exercise
7. Abdominal exercise - set exercise
8. Leg stretching - set exercise
9. Press-ups - set exercise

### **Barre Work**

10. Figure of 8 leg swings - set exercise
11. Back exercise - set exercise

### **Floor Sequence**

12. Set exercise

### **13. Isolations**

Unset arrangement to be prepared by teacher or candidate using the set music

### **Centre Work**

14. Weight transference - set exercise

### **Arms**

15. Blues - set exercise

### **16. Rhythms**

- A Slow 4/4
- B Quick 4/4

Clap, mark and move to whole, half, quarter and sub-divisions up to and including 12th notes, introducing missed beats and syncopation. Candidates will be expected to respond to the rhythms given by the examiner by patterning and travelling the footwork retaining the rise and fall of the marking steps.

### **Combination Steps**

17. Pirouettes - set exercise
18. Kicks - set exercise
19. Foot warm up - set exercise
20. Leaps on diagonal - set exercise

### **Amalgamations**

21. Jazz - set exercise

Unset amalgamations to be given by examiner

### **22. DANCE**

Teacher's arrangement not to exceed 1½ minutes

### **23. BOW**

---

## *Intermediate - Boys - Dance Movement Vocabulary*

### **Dance Movements**

#### **Walks**

Developpe with lay back (forward only)  
Cushion  
Trudging  
Circular  
Rond de jambe forward and back  
Extended forward and back

#### **Runs**

Triple  
Drag forwards and sideways  
Jazz pas de bouree on the spot, travelling and turning  
Jazz change of weight

#### **Turns**

Pirouettes - single at low and high level, outwards and inwards  
(Double optional)  
Front and back twist turns  
Swivel on two feet or with extension  
Spin  
Drag front and back  
Syncopated  
Open Turns

#### **Kicks**

Front and side with supporting leg straight or bent, working leg straight or bent, flick, developpe  
All on whole foot, plie, rise, or elevation  
Side kick may be shown with tilt on whole foot or rise  
Back kick on whole foot or plie

#### **Springs**

Accented springs and hops  
Circular springs  
Step and spring turn with picked up or extended leg  
Spring Drags

#### **Jumps**

Travelling - straight or turning with bent or straight legs  
Tartar Jump

#### **Ballchanges**

Split  
Picked up  
Turning with picked up legs  
Slip Step

#### **Leaps**

Forward with or without developpe

---

## *Advanced 1 - Girls*

### **Limbering**

1. Warm up - teacher's arrangement to the set music
2. Combined stretches - set exercise
3. Plie - set exercise

### **Floor Work**

4. Basic body spiral - set exercise
5. Contraction exercise - set exercise
6. Abdominal exercise - set exercise
7. Leg stretching - set exercise
8. Back loosening - set exercise

### **Barre Work**

9. Figure of 8 leg swings - set exercise
10. Side contraction - set exercise
11. Continuous circles - set exercise

### **Centre Work**

12. Lateral extension and falls - set exercise

### **Isolations**

13. Unset arrangement to be prepared by teacher or candidate using the set music
14. Weight Transference - set exercise

### **Arms**

15. Blues - set exercise
16. Rock - set exercise
17. Bosanova - set exercise

### 18. **Rhythm**

- A Slow
- B Quick

Clap and mark whole, half, quarter and sub-divisions up to and including 16th notes, including missed beats, syncopation and cross-phrasing, which will be developed in dance movement by the examiner

### 19. **Dance Movements**

Walks - turns - kicks and steps of elevation, as stated in the Dance Movement Vocabulary, will be given by the examiner in unset amalgamations

### 20. **Prepared Sequence**

To include outward round kick, double pirouette and sideways leap. Teacher's arrangement to own choice of music. The sequence to be seen on both sides - 16 bars in all

### **Amalgamations**

21. Lyrical - set exercise
22. Jazz - teacher's arrangement to set rhythm

### 23. **DANCE**

Teacher's arrangement not to exceed 2 minutes

### 24. **BOW**

---

## *Advanced 1 Dance Movement Vocabulary*

### **Walks**

Triple walk  
Double bounce

### **Turns**

Side contraction on plie  
Double pirouette at low and high levels, outwards and inwards  
Single or double pirouette with change of levels (single only on inward pirouette)  
Development of syncopated turns  
Turns to more complex rhythm given by the examiner

### **Kicks**

Lateral outward and inward round kicks  
Develope side kicks  
Note: These kicks can be taken on whole foot, plie, rise and elevation  
Front and side kick with hip extension

### **Steps of Elevation**

Forward leap with developpe  
Sideways leap  
Sideways leap turning  
Step and extended spring turn

---

## *Advanced 1 – Boys Adapted Syllabus*

### **Limbering**

1. Warm up - teacher's arrangement to the set music
2. Combined stretches - set exercise
3. Plie - set exercise

### **Floor Work**

4. Basic body spiral - set exercise
5. Contraction exercise - set exercise
6. Abdominal exercise - set exercise
7. Leg stretching - set exercise
8. Back loosening - set exercise

### **Barre Work**

9. Figure of 8 leg swings - set exercise
10. Side contraction - set exercise
11. Continuous circles - set exercise

### **Floor Sequence**

12. Set exercise

### **Isolations**

13. Unset arrangement to be prepared by teacher or candidate using the set music
14. Weight Transference - set exercise

## **Arms**

15. Blues - set exercise
16. Rock - set exercise
17. Bosanova - set exercise

## 18. **Rhythm**

- A Slow
- B Quick

Clap and mark whole, half, quarter and sub-divisions up to and including 16th notes, including missed beats, syncopation and cross-phrasing, which will be developed in dance movement by the examiner

## 19. **Dance Movements**

Walks - turns - kicks and steps of elevation, as stated in the Dance Movement Vocabulary, will be given by the examiner in unset amalgamations

## **Turns**

20. Set Exercise for pirouettes

## **Amalgamations**

21. Set Amalgamation
22. Jazz - teacher's arrangement to set rhythm

## 23. **Dance**

Teacher's arrangement not to exceed 2 minutes

## 24. **BOW**

---

# *Advanced 1 - Boys Dance Movement Vocabulary*

## **Walks**

Triple walk  
Double bounce

## **Turns**

Side contraction on plie  
Development of syncopated turns  
Tour en l'air with preparation in 2nd or 4th

## **Kicks**

Lateral outward and inward round kicks  
Develope side kicks  
Note: These kicks can be taken on whole foot, plie, rise and elevation  
Front and side kick with hip extension

## **Steps of Elevation**

Forward leap with developpe  
Sideways leap  
Sideways leap turning  
Step and extended spring turn  
Scissor hop  
Step leap turning in double attitude  
Front or side hops - turning with open leg line  
Russian split or straddle jump

## *Advanced 2*

### **Limbering**

1. Warm up - set exercise
2. Candidates will be given unset exercises for:  
Strengthening abdominal muscles  
Strengthening the thighs  
Loosening and strengthening the back

### **Rhythmical Phrases**

3. Upper abdominal development - set exercise
4. Lateral extension development - set exercise
5. Combination for balance and control - set exercise
6. Continuous circles - set exercise

### **7. Rhythmical Limbering Sequence**

Teacher's arrangement not to exceed 1½ minutes

### **Arms**

8. Angled lines to 4/4 - set exercise
9. Curved patterns to 5/4 - set exercise

### **10. Isolations**

Set foot rhythms and pattern to which teacher or candidate adds own isolations - sequences to be used consecutively, completing 16 bar phrase

### **Dance Movements**

#### **Kicks**

11. Sequence of jazz kicks - teacher's arrangement of reverse developpe kicks to set music
12. Four set sequences:  
A Controlled front kick  
B Controlled front kick with use of spine  
C Controlled developpe side kick  
D Controlled back kick with fouetté

#### **Turns**

13. Jazz Waltz - set exercise
14. Sharp and direct - set exercise
15. Elevated - set exercise

### **16. Amalgamations**

- A Flying hop - set exercise
- B Reverse developpe leap sideways - 7/4 - set exercise
- C Lyrical - 3/4 - set exercise

Candidates will be given unset amalgamations by the examiner and expected to respond showing awareness of contrasting qualities and musical content

### **Interpretive Section**

17. Set step - candidate's characterization using own choice of music, not to exceed 30 secs
18. Improvisation - music will be provided by the examiner
19. Jazz Sequence - teacher's or candidate's arrangement to own choice of music not to exceed 1½ minutes
20. Dance composition - teacher's or candidate's arrangement to own choice of music not to exceed 1½ minutes

### **21. BOW**

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## *Advanced 2 Dance Movement Vocabulary*

### **Kicks**

Outward round kick with hip extension  
Reverse developpe front and side  
Kick with fouette  
Controlled kicks

### **Turns**

Spiral  
Frontal contraction  
Off balance  
Step spring turn  
Step leap turn

### **Steps of Elevation**

Flying hop  
Fouette hop  
Rotation leap  
Reverse developpe leap sideways  
Attitude jump

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## *Method of Assessment*

Vocational Graded Examinations are assessed externally by visiting examiners recruited and trained by the ISTD. Assessment is carried out by means of a practical demonstration of the knowledge, understanding and skills required.

The examination is divided into units and each unit is composed of several components, which are separately assessed and aggregated to give the unit total out of 100.

Candidates will, however, be unsuccessful if

1. 20% of the marks attainable or below are given for any one component
2. 40% of the marks attainable or below are given for any three components This reflects the need to ensure competence across a wide range of components.

Results are indicated using the following attainment bands:

<b>A (Distinction)</b>	80-100
<b>B (Merit)</b>	65-79
<b>C (Pass)</b>	50-64
<b>N (Standard Not Yet Attained)</b>	00-49

Full attainment descriptors are given on Page 41.

### **Assessment Criteria**

Candidates are assessed on their ability to show

1. Technical accuracy with correct placement to the best of their physical facility. An appropriate use of limbs showing an understanding of the purpose of each exercise
2. A sense of line and well co-ordinated movement with an awareness of the use of space
3. An assured performance showing the differing qualities of movement and style required by each section of the exam structure
4. An instinctive musicality and a highly developed sense of rhythm

## Mark Scheme

<b>Intermediate Foundation, Intermediate and Advanced 1</b>	
<b>Technique</b>	<b>40</b>
Limbering	10
Line and style	10
Dance movements	10
Use of space	10
<b>Rhythm, response &amp; syllabus knowledge</b>	<b>20</b>
Rhythm	10
Response and knowledge of syllabus	10
<b>Presentation</b>	<b>40</b>
Quality of movement	10
Sense of performance	10
Set Amalgamation/s	10
Dance	10
<b>Total</b>	<b>100</b>

<b>Advanced 2</b>	
<b>Technique</b>	<b>40</b>
Limbering	10
Clarity of line	10
Control and stability of technique	10
Dance movements	10
<b>Rhythm &amp; syllabus knowledge</b>	<b>20</b>
Response and knowledge of syllabus	10
Quality of movement	10
<b>Presentation</b>	<b>40</b>
Artistry and style	10
Musical and interpretive response	10
Set Amalgamations	10
Dances	10
<b>Total</b>	<b>100</b>

## Attainment Descriptors

The principle of best fit is applied in deciding the appropriate classification for each candidate. It is not to be expected that a candidate in a particular category will necessarily demonstrate all of the characteristics listed in that category.

A candidate who achieves an `A' classification (80-100 marks) is one who demonstrates the following attributes in performance:

- flair, vitality and skill
- fully appropriate style
- incisively-focussed dancing
- precision in the technique of the genre
- consistent, highly developed musicality
- confident and accurate responses to questions asked and/or tasks set

A candidate who achieves a `B' classification (65-79 marks) is one who demonstrates the following attributes in performance:

- skill and proficiency
- largely appropriate style
- focussed dancing
- competence in the technique of the genre
- evidence of developing musicality
- relevant and appropriate responses to questions asked and/or tasks set

A candidate who achieves a `C' classification (50-64 marks) is one who demonstrates the following attributes in performance:

- competence
- basic ability to carry out the required movements
- periodic moments of convincing focus
- basic competence in most aspects of the technique of the genre
- basic musicality
- broadly relevant and appropriate response to questions asked and/or tasks set, but some prompting may be required

A candidate who achieves an `N' classification (00-49 marks) is one who has not yet demonstrated the attributes required to gain at least a `C' classification.

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# Professional Examinations

## *UK and Europe*

A separate Syllabus Outline is available from ISTD Headquarters for the:

Foundation in Dance Instruction  
Certificate in Dance Education

The syllabus for Licentiate and Fellowship is given on the following pages.

## *International (outside Europe)*

Teachers and candidates who require the syllabus for the Associate and Associate Diploma outside of Europe should contact the International Department at the ISTD.

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## **Licentiate**

Duration of Examination: 2¼ hours.

Candidates are examined singly by one examiner.

## *Requirements for entry*

Candidates must:

- a) have reached the age of 23 years
- b) hold the Associate Diploma or Certificate in Dance Education in Modern Theatre
- c) have completed 5 years responsible teaching in the Modern Theatre Dance Faculty

## *Syllabus Content*

### At the London Centre

There are two options, specialising in Vocational Graded or General Graded work.

#### **A Vocational Graded Specialisation**

##### **Section 1**

The candidate will be required to take a coaching class on the Advanced 1 syllabus. This should be well balanced to include all sections of the work.

Time allowed 1 hour.

Two or more students will be provided by the ISTD. Own cassettes/CDs will be used for a proportion of the free work.

##### **Section 2**

Candidates will be required to:

1. demonstrate and have an in-depth knowledge of the work up to and including Advanced 1 and Boys' work up to and including Grade 6
2. arrange amalgamations for girls at all levels up to and including Advanced 1

3. arrange amalgamations for boys at all levels up to and including Grade 4
4. Present own choice of:
  - a) Grade 4 or 6 Boys Floor Sequence
  - b) Grade 4, 5 or 6 Boys set amalgamations
  - c) One set amalgamation from either the Girls Intermediate or Advanced 1 Syllabus.
5. Dance Compositions to be performed by the candidate:
  - a) Jazz at Intermediate standard, maximum of 1 minute
  - b) Contrasting arrangement at Advanced 1 standard, maximum of 2 minutes.

## **B General Graded Specialisation**

### **Section 1**

The candidate will be required to take a class at Grade 4 or Intermediate Foundation level, candidate's choice to be stated on the entry form.

#### **1. Grade 4**

This should be a balanced coaching class selecting set work from the syllabus and allowing time for at least two contrasting unset amalgamations, of which one should be jazz.

Time allowed 1 hour.

Up to 6 children will be provided by the ISTD.

Own cassettes/CDs should be used for a proportion of the free work.

If preferred, own music system may be used.

#### **2. Intermediate Foundation**

This should be a balanced coaching class selecting set work from the syllabus and allowing for at least two contrasting unset amalgamations, of which one should be jazz.

Time allowed 1 hour.

Up to 4 children will be provided by the ISTD.

If preferred, own music system may be used.

### **Section 2**

The candidate will be required to:

1. demonstrate and have an in-depth knowledge of all the Grades, Intermediate Foundation, Intermediate and Boys' work up to and including Grade 6
2. arrange amalgamations for girls at all levels up to and including Intermediate
3. arrange amalgamations for boys at all levels up to and including Grade 6
4. Present own choice of:
  - a) Grade 4 or 6 Boys Floor Sequence
  - b) Grade 4, 5 or 6 Boys set amalgamations
  - c) One set amalgamation from either the Girls Intermediate Foundation or Intermediate Syllabus
- 5) Dance Compositions:
  - a) Choice from Grade 3, 4, 5 or 6, maximum of 1½ minutes
  - b) Arrangement at any Vocational Graded level, maximum of 2 minutes

**N.B.**

- a) Must be performed by the candidate's own pupil
- b) Must be performed by the candidate

## *Method of Assessment*

The Licentiate examination is divided into several components, which are separately assessed with a mark as shown below.

Class content and balance	20 marks
Manner and clarity of instruction and rapport with students	20 marks
Observation and methods of technical correction	30 marks
Observation and methods of artistic and musical development	30 marks
Syllabus knowledge, analysis and understanding of movement	30 marks
Gender adaptations	20 marks
Free arrangements	20 marks
Set amalgamations	10 marks
Dance compositions	20 marks

The marks given for each component are aggregated and the overall mark is given out of 200 as follows:

<b>Awarded</b>	<b>130+</b>
<b>Not Awarded</b>	<b>0 -129</b>

# Fellowship

The Fellowship is the highest qualification awarded by the ISTD. Candidates will, therefore, be expected to be creative, show breadth and depth of knowledge and a very high standard of teaching.

Duration of examination: 2½ hours

Candidate will be examined singly by two examiners

## *Requirements for entry*

Candidates must:

- a) have reached the age of 28 years
- b) hold Licentiate status in Modern Theatre
- c) have completed 8 years responsible teaching in the Modern Theatre Dance Faculty
- d) have passed the Advanced 2 examination

## *Syllabus Content*

### **Section 1**

The candidate will take a balanced free style Modern class at, or above, Advanced 2 level.

Duration 1 hour

Up to 3 or 4 students will be provided by the ISTD.

If preferred own music system may be used.

### **Section 2**

1. A thorough knowledge of Girls' syllabi will be expected up to Advanced 2 level also Boys' work up to and including Intermediate, plus the vocabulary of dance movements at Advanced 1 level.
2. The theory, demonstration and knowledge of exercises building up to the set rhythmical phrases.
3. Development into rhythmical limbering of a basic exercise as requested by the examiners.
4. Pre -arranged rhythmical limbering sequence at Advanced 2 level, to be performed by the candidate or own student - approximately 40 bars duration.
5. A thorough understanding of rhythm at all stages.
6. Explain and demonstrate how the syllabus can be adapted to individual requirements.
7. Arrange amalgamations at the examination showing quality and dynamic content and be prepared to improvise if requested.
8. Present own choice of:
  - a) Intermediate Foundation, or Intermediate Boys Floor Sequence.
  - b) Intermediate Foundation, or Intermediate Boys set Jazz amalgamation.
9. Prepared Dance Compositions which may be performed by own pupil or student.
  - a) Choice of Grade syllabi, maximum of 2 minutes.
  - b) Advanced 1 or Advanced 2 arrangement, maximum of 2 minutes.

Compositions must show originality of arrangement and interpretative quality.

## *Method of Assessment*

The Fellowship examination is divided into several components, which are separately assessed with a mark as shown below.

Balance, pace, creativity and artistry of class	30 marks
Manner and clarity of instruction and rapport with students	30 marks
Observation and methods of technical correction	20 marks
Observation and methods of artistic and musical development	20 marks
Syllabus knowledge	20 marks
Development of syllabus	20 marks
Technical and rhythmic analysis	20 marks
Gender adaptations	20 marks
Free arrangements	10 marks
Dance compositions	10 marks

The marks given for each component are aggregated and the overall mark is given out of 200 as follows:

<b>Awarded</b>	130+
<b>Not Awarded</b>	0 -129

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## **Candidates Who May Require Special Adjustments to the Assessment**

The ISTD is committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills, encouraging its teachers to maintain an open approach towards the different talents and abilities offered by all their students. It is, therefore, required of all ISTD teaching members that they do not discriminate, either directly or indirectly, on the grounds of colour, race, nationality, ethnic origin, gender, mental or physical disability, marital status or sexuality, and pupils with disabilities should not be treated less or more favourably than able-bodied pupils simply because of their disability.

Disability takes the form of mental or physical impairments or both, and may be long or short term. The ISTD recognises that some students with a mental or physical impairment may need special adjustments to assessment conditions to allow them to demonstrate their knowledge in dance. The procedure should be used in all cases, every time the candidate enters for an examination, as the conditions, and necessary adjustments, may change.

If a teacher wishes to enter such a pupil for an examination, the ISTD would like to make it clear that although pupils with mental or physical impairments may require extra time in an examination, or special aids (e.g. special headphones if the child is deaf) in order to perform to the best of their ability,

the quality of the performance in an examination is to be equal to that of an able-bodied candidate. The candidate cannot be marked on different criteria because of the restriction the impairment may cause them. This is mandatory in order to achieve a true and fair dance award.

If such a candidate is to be submitted for an examination, the teacher must apply to the Customer Services and Quality Assurance department for an 'Application for Special Arrangements' form, or download it from the Customer Service section of the ISTD website, [www.istd.org](http://www.istd.org). This should be completed and returned, with a doctor's letter if relevant, to the Customer Services and Quality Assurance department, a minimum of two weeks prior to the examination entries being sent in to the Examinations Department. This form will be submitted to the Faculty, who will make a final decision on the requirements within 7 days, giving a reasoned written response for any rejection, and the teacher will be informed of the decision.

This procedure applies to all ISTD examinations, in the UK and internationally, and should be used in all cases where the candidate has a short or long term impairment, even if alterations to assessment conditions are not requested by the teacher. The ISTD will consider if, in their opinion, any changes should nevertheless be made, in the interests of the health and safety of the candidate, and also will inform the examiner of the candidate's situation in all cases.

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## Results and Certification

All ISTD examinations are single performances at one moment in time, with a detailed marking system awarded according to the assessment criteria and attainment descriptors given for each examination.

Examiners return the results and report sheets as soon as possible after the examination. The report sheets for each candidate are individually checked within the Quality Assurance department for administrative accuracy. Under normal circumstances the report sheets will be issued to the teacher within 21 working days of the examination. Any errors found are corrected by the examiner prior to further processing of the whole examination session, and may therefore extend these timings, although the department will make every effort to process these as rapidly as possible.

All results are entered by unit, and checked for achieving the minimum pass levels, per unit and in total, and correct levels of attainment against the total mark achieved.

Results are then cleared for certificate issue, which is undertaken by the Examinations Department, and should be within 6 to 8 weeks of the examination. Copies of all report sheets and results are held on archive for reference as necessary.

## Accreditation Numbers

Grades 1, 2 and 3	100/1347/7
Grades 4 and 5	100/1348/9
Grade 6	100/1349/0
Intermediate Foundation and Intermediate	100/1354/4
Advanced 1 and Advanced 2	100/1355/6

The ISTD is an approved awarding body and, as such, adheres to the criteria laid down for the accreditation of its qualifications by the Regulatory Authorities (the Qualifications and Curriculum Authority for England, the Qualifications and Curriculum Assessment Authority for Wales and, for Northern Ireland, the Council for Curriculum, Examinations and Assessment). Teachers in other countries should note that while the ISTD and all ISTD accredited examinations must meet these criteria, the Regulatory Authorities themselves have no remit outside England, Wales and Northern Ireland.