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General Graded Examinations

Introduction

Rationale

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

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

Aim

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 Tap Dance Grades are set out below:

- teach correct posture
- build a sound tap technique
- develop an awareness of tone
- 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 rhythm and movement
- promote self-confidence in the performance of a solo

Learning Outcomes and Progression

Candidates develop the skill and understanding of Tap 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 Tap Dance Graded Examination allows candidates to progress to the next higher grade in the Tap Dance 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 Tap 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 5 years for Primary and 6 years for Grade 1.

Prior Learning

The Graded Examinations in Tap Dance 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.

Time Allowances/Number of Candidates

	1 or 2 candidates	3 candidates	4 candidates
Primary	25 minutes	30 minutes	35 minutes
Grade 1	25 minutes	30 minutes	35 minutes
Grade 2	30 minutes	35 minutes	40 minutes
Grade 3	35 minutes	40 minutes	45 minutes
Grade 4	40 minutes	45 minutes	50 minutes
Grade 5	45 minutes	50 minutes	55 minutes
Grade 6	50 minutes	55 minutes	60 minutes

Use of CDs, Musical Accompaniment

The music is either a selected choice played by a pianist during the examination or a choice of one of the recommended CDs.

Dress Requirements

Female:

Primary and Grade 1 Leotard & tights or unitard.

Grades 2-6 Leotard and tights, unitard or leotard and well-fitted trousers

Male:

Primary and Grade 1 Close-fitted t-shirt with shorts or trousers of an appropriate fit and length

Grades 2-6 Close-fitted t-shirt or shirt, with trousers of an appropriate fit and length.

Hair should be neatly styled. Long hair should be tied back to allow a clear view of the neck and head line.

Tap shoes should be the correct size for the candidate with flexible soles and fitted toe and heel taps.

National Qualifications Framework and Level Descriptors

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

NQF level	General Qualifications	ISTD Grade
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 coordinate 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.

Syllabus Content

Primary

1. Warm Up

- a. Knee flexions and jumps
- b. Walks and hop steps in a circle

2. Barre Exercises

- a. Springs and hops
- b. Straight taps and step
- c. Toe taps and step
- d. Forward and back taps and shuffles

3. Arm Movements

- a. Parallel arm swings to $\frac{1}{4}$ notes
- b. Opposition arm swings to $\frac{1}{4}$ notes

4. Rhythm

- a. Clapping and moving to $\frac{1}{4}$ notes
- b. Clapping and moving to $\frac{1}{4}$ notes and accented $\frac{1}{8}$ notes.

5. Centre Set Exercise

- a. Taps
- b. Step and clap

6. Set Amalgamations

- a. Shuffle ball change
- b. Step and heel beat
- c. Gallop sequence

7. Dance Composition

Teacher's arrangement - not to exceed one minute

8. Bow

No unset work will be given.

Grade 1

1. Warm Up

- a. Travelling in a circle
- b. Springs facing front

2. Barre Exercises

- a. Straight taps
- b. Taps, brushes and toe taps
- c. Flaps

3. Rhythm

1&2&3&4 567&8

Clap twice and dance twice

Pattern and direction to be set by the teacher

4. Compound Practice Steps

ABCDEF taken on the diagonal

G facing the front

Examiner's choice of any two compound steps

5. Amalgamations

a. Ball beat and pick ups

b. Step and heel beat

c. Gallops

6. Dance Composition

Teacher's arrangement - not to exceed one minute

7. Bow

No unset work will be given.

Grade 2

Vocabulary: All steps of one sound in the Tap glossary excluding scuff.

Two sounds: Shuffle, Tap step, Tap spring, Pick up hop, Pick up spring, Flap, Ballchange, Pick up step, 4 beat cramp roll.

Candidates should know the names of all the compound steps.

1. Warm Up

a. Knee flexions and springs

b. Tap springs and tap step ballchange (quick tempo)

2. Barre Exercises

a. Shuffles

b. Cramp roll exercise

c. Pick up exercise

3. Rhythm

1234&5&6&7&8

12345&a6&7-

Clap twice and dance twice

Pattern and direction to be set by teacher

4. Compound Practice Steps

ABCD taken travelling backwards on diagonal

E travelling forward on diagonal

F facing front

Examiner's choice of any two compound steps

5. Turning Step

On the diagonal

6. Time Steps

2 single time steps and a single break

7. Amalgamations

- a. Flap
- b. Step heel beat quick tempo

8. Unset Amalgamations As Given By The Examiner

9. Dance Composition

Teacher's arrangement - not to exceed one minute

10. Bow

Grade 3

Vocabulary as for grade 2 plus: Pick up change, 3 beat riff forward, 5 eat cramp roll.

Candidates should know the names of all the compound steps.

1. Warm Up

2. Barre Exercises

- a. Shuffles
- b. Cramp Roll
- c. Riff
- d. Pick up change

3. Rhythm

1&2&3&4&5-&7&8

Clap twice and dance twice

Pattern and direction to be set by teacher

4. Compound Practice Steps

A, B, C taken travelling backwards on diagonal

D, E facing front

Examiner's choice of any three compound steps

5. Turning Steps

- a. On the spot
- b. On the diagonal

6. Time Steps

2 double time steps and a double break

7. Amalgamations

- a. Pick ups
- b. Shuffles in 6/8 time

8. Unset Amalgamations As given by the examiner

9. Dance Composition

Teacher's arrangement - not to exceed one minute

10. Bow

Grade 4

Vocabulary as for previous grades plus: Scuff, Pick up on one foot, Pull back, 4 beat riff, travelling heel beats, Clip ballchange, Basic Waltz step.

Candidates should know the names of all the compound steps.

1. Warm Up

2. Centre Exercises

- a. Shuffle pick up change
- b. Pull backs
- c. Stamp pick up step

3. Rhythm

1&a 2&a 3&a45& - &78

4. Compound Practice Steps

- A. Facing front
- B. On diagonal
- C. Free pattern
- D & E. travelling forward on the diagonal

5. Turning Step

- a. On the spot
- b. Travelling on the diagonal

6. Time Steps

- a. Shuffle: 2 triple time steps and a triple break
- b. Pick up: 2 single time steps and open break forward

7. Dance Sequences

- a. Stop time (medium tempo)
- b. Rock (quick tempo)

8. Unset Amalgamations As given by the examiner

9. Dance Composition

Teacher's arrangement - not to exceed one minute

10. Bow

Grade 5

Vocabulary as for previous grades plus: 3 & 4 beat ripple, 3 beat riff backwards, 5 beat riff, 3 & 4 beat wing preparations.

Candidates should know the names of all the compound steps.

1. Warm Up Exercise

2. Centre Exercises

- a. Riff
- b. Wing preparation 3 beat and 4 beat
- c. Double wing (optional)

3. Rhythm

1& - &3&4 5&&a6&&a7&-

- a. Clap
- b. Dance 4 times teachers tap arrangement.

4. Compound Practice Steps

ABCDEF

5. Turning Steps

- a. On the spot
- b. Travelling in a circle

6. Time Steps

- a. Shuffle (set)
- b. Pick up (set)

7. Dance Sequences

- a. Beguine
- b. Quick jazz

8. Unset Amalgamations As given by the examiner

9. Dance Composition

Teacher's arrangement - not to exceed one minute

10. Bow

Grade 6

Vocabulary as for previous grades plus progressive shuffles and double scuffles.

1. Warm Up Exercise

2. Technical Exercises

- a. Progressive shuffles
- b. Double scuffles
- c. Wing preparations
- d. Riffs

3. Improvisation Task set by the Examiner

4. Turning Steps

- a. On the spot
- b. Travelling

5. Time Steps Task set by the Examiner

Single double and triple time steps-straight or turning-commencing on 8 or 1- with use of dancers tacit

6. Set Sequence

Sequenced danced un-accompanied

7. Set Amalgamations

Candidates choice of 1 of the following

- a. Blues
- b. Boogie

8. Unset Amalgamations Task set by the Examiner

9. Dance Composition

Teacher's arrangement -not longer than 2 minutes

10. Bow

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 Tap Dance Graded Examinations are given on Pages 12 and 13.

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:

A (Distinction)	80-100
B (Merit)	60-79
C (Pass)	40-59
N (Standard Not Yet Attained)	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

Unit title: Technique	
Title of component	Marks attainable
Poise and stance	10
Clarity of beating	10
Precision of footwork	10
Line and co-ordination	10
Unit Total	40

Unit title: Rhythm	
Title of component	Marks attainable
Timing	10
Rhythmic interpretation	10
Unit Total	20

Unit title: Presentation, response and syllabus knowledge	
Title of component	Marks attainable
Response and knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Dance	10
Unit Total	40

Overall Total	100
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Grade 3, 4, 5 and 6

Unit title: Technique	
Title of component	Marks attainable
Posture	10
Clarity of beating	10
Precision of footwork	10
Line and style	10
Unit Total	40

Unit title: Rhythm	
Title of component	Marks attainable
Time and set rhythm	10
Rhythmic interpretation and tonal quality	10
Unit Total	20

Unit title: Presentation, response & syllabus knowledge	
Title of component	Marks attainable
Response and knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Dance	10
Unit Total	40
Overall Total	100

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.

Vocational Preparatory Tap

Introduction

This examination is designed to promote an appreciation and enjoyment of Tap dance, through both understanding and performance. It is aimed at the teenage dance student who may not have studied the Tap Grades syllabus but wishes to progress to the higher levels of Tap examinations.

Aims

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

The syllabus aims are set out below:

- teach correct posture
- build a sound tap technique
- develop an awareness of tone
- 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 rhythm and movement
- promote self-confidence in the performance of a solo

Entry Conditions and General Information

Age Limits

There is a lower age limit of 12 years.

Timings

	4 entries	3 entries	2 entries	1 entry
Vocational Preparatory	50 minutes	45 minutes	30 minutes	30 minutes

Musical Accompaniment

Selected choice of music played by a pianist during the examination or choice of music from Grade CDs.

Dress Requirements

Female: Leotard and tights, unitard or leotard and well-fitted trousers.

Male: Close-fitted T-shirt or shirt, with trousers of an appropriate fit and length.

Syllabus Content

The syllabus is suitable for both recreational use and for those wishing to follow a career in dance. This grade is divided into three sections.

1. **Technique**
2. **Rhythm**
3. **Presentation**

The emphasis of the tap technique is to build a sound dance vocabulary based on single and double sounds, with the introduction of the more complex steps, eg pick-up changes and pick-up on one foot.

- **Technique**

A natural use of the head, body and arms with the development of turning steps is used to gain an easy style.

- **Rhythm**

The rhythm is developed as in the Grades to include note values up to and including 1/16th notes.

There is the opportunity for the student to explore the development of rhythm into sound and movement in their own individual way.

- **Presentation**

The student should be able to present the syllabus with a natural sense of enjoyment which is gained by developing the self-confidence to perform in front of others.

Vocabulary

1. All steps to one sound from the Tap Glossary
 2. **TWO SOUNDS:-**
 - Shuffle
 - Tap step
 - Tap spring
 - Pick-up step
 - Pick-up hop
 - Pick-up spring
 - Pick-up on one foot
 - Pick-up change
 - Open and crossed ball changes
 3. **MORE THAN TWO SOUNDS:**
 - 3 and 4 beat riffs
 - 4 and 5 beat cramp rolls
 - Basic waltz steps
 - Progressive tap step heel beat
-

- 1 **Warm Up**
2. **Centre Exercises**
Shuffles
Cramp rolls
Riffs
Pick-ups
3. **Rhythm**
A Clap
B Dance 4 times, teacher's tap arrangement
4. **Compound Steps**
Tap step heel beat (Forwards on diagonal)
Pick-ups (Backwards on diagonal)
Pick-up change (Facing front)
Pick-up on one foot (Backwards on diagonal)
Basic waltz steps (From side to side)
5. **Turning Steps**
Turning on the spot
Travelling in a circle
6. **Time Steps**
Shuffle time steps
Pick-up time steps
7. **Amalgamation**
8. **Dance**

Teacher's arrangement - not to exceed 1½ minutes

9. **Bow**

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:

A (Distinction)	80-100
B (Merit)	60-79
C (Pass)	40-59
N (Standard Not Yet Attained)	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. Technical accuracy with correct placement. 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 and its application

Mark Scheme

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

Technique	40
Posture	10
Clarity of beating	10
Precision of footwork	10
Line and style	10
Rhythm	20
Time and set rhythm	10
Rhythmic interpretation and tonal quality	10
Presentation, response and syllabus knowledge	40
Response and knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Dance	10
Total	100

Attainment Descriptors

The principle of best fit is applied in deciding the appropriate classification for each candidate. It 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.

Vocational Graded Examinations

Introduction

Rationale

The Vocational Graded Examinations in Tap Dance, from Intermediate 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 Tap genre, including an understanding of reference and context. Candidates undertaking a study of the Tap 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.

Aim

The aim of the ISTD Vocational Graded Examinations in Tap 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 three practical examinations graded to measure appropriate stages of development from a general standard of Tap Dance education to that of professional competence and readiness.

Objectives

The objectives of the Tap Vocational Graded Examinations are to:

- teach correct posture
- develop a thoroughly comprehensive tap technique
- develop the use of tone
- promote understanding and use of dance terminology
- develop the sense of line through arms, body and head
- promote understanding of rhythm and its development
- promote appreciation of varying musical styles and their interpretation
- develop awareness of the use of space
- develop awareness of audience with a sense of performance
- encourage an artistic sense of self expression
- encourage creative use of rhythm and movement
- promote self-confidence in the performance of a solo

Learning Outcomes and Progression

All Tap graded examinations are concerned with progressive mastery in defined stages. They also develop and demonstrate competence and artistry in, and communication through, the Tap 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 13 years for Intermediate and 16 years for the Advanced 1.

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).

Male/Female Distinctions

The syllabus is suitable for both male and female candidates as it is designed to develop all-round strengths and abilities.

Time Allowances/Number of Candidates

	3 entries	2 entries	1 entry
Intermediate	60 minutes	45 minutes	40 minutes
Advanced 1	60 minutes	55 minutes	40 minutes
Advanced 2	60 minutes	55 minutes	40 minutes

Use of CDs, Musical Accompaniment

Teacher's choice of pianist or recommended syllabus CDs.

Dress Requirements

There are no restrictions on colour or styles but the following should be considered:

- Trousers should not be too long or excessively wide as footwork could be impeded and/or the examiner's view of the footwork could be obstructed
- Styles should not be fussy or ostentatious, the examiner needs to see the body and arm lines
- The candidate should be able to move in an unrestricted manner
- Tap shoes should be of a suitable heel height for the candidate
- The candidate should feel comfortable and confident in the chosen outfit

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:

NQF Level	General qualifications	ISTD Vocational Grade
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.

Intermediate

Vocabulary

1. All glossary steps, compound steps and time steps from the grades plus

- 3 beat shuffle (&a1)
- Forward scuffle (1&a)
- 6 & 7 beat riffs
- 6 beat cramp roll - ordinary
- 4 beat cramp roll change
- Cramp roll change turning

2. Double shuffle pick-up change Maxi ford with step Suzie Q

3. Open time step Half breaks turning Wing preparation time step single and double One bar pick-up break, single and double

1. Warm Up

3/4 time

2. Technical Exercises

- 3 beat shuffle and scuffle
- Riffs and Rolls
- Pullbacks and ripples
- Double shuffle pick-up change and maxi ford with step (from ball or whole foot)
- Cramp Roll turning (on diagonal)
- Triple half breaks turning (on diagonal)
- Wing preparation time step and one bar break single and double
- Triple open-time backwards
- Suzie Q

3. Rhythm Section

A. Rhythmic response

B. Candidate's free arrangement of a 2 bar rhythm, set by the examiner (including syncopation)

4. Dance Sequences

A. Schottische

B. Quick Jazz Free amalgamations, set by the examiner

5. Dance

Not to exceed 1½ minutes

6. Bow

Advanced 1

Vocabulary

1. All steps from previous syllabi plus:

- Progressive taps
- 12 beat criss-cross riffs
- Closed pull-backs
- Mixed Maxi Ford
- 2 bar single, double and triple wing preparation time steps
- Roll time steps

2. Optional Steps:

- Wing on one foot - 3, 4 or 5 beat
 - Wing change - 3, 4 or 5 beat
 - Double wing
 - Separated wing
-

1. Warm Up

2. Technical Exercises

- Shuffles and progressive Taps
- Riffs
- Shuffle, pick-up change and pullback
- Turning step with Maxi Ford
- Turning step (Close work)
- Suzie Q

3. Time Steps

- Roll time steps
- Wing preparation time steps
- Time steps given by the examiner to include pick-ups, tacit and change of rhythm (this could include syncopation)

4. Rhythm Section

Rhythmic response (as set in the syllabus specification)

Free rhythm to be given by the examiner to be improvised (a 2 bar phrase in 4/4 time consisting of note values up to and including 16ths and could include syncopation)

5. Dance Sequences

A. Slow sequence

B. Quick sequence

Free amalgamations set by the examiner

6. Dance

Not to exceed 1½ minutes

7. Bow

Advanced 2

Vocabulary

All steps from the previous syllabi plus:

- 3 beat flap
 - Double triple cramp roll time step
 - Syncopated shuffle pick-up change
 - Open and closed pull backs
 - Eddie's riff
 - Paddling
 - Twist scuffle
 - Rattle (Basic, progressive and double toe tap)
 - Eddie's travel
 - Press cramp roll
 - Back travel
 - Side travel
-

1. **Warm Up**
 2. **Technical Exercises**
A Shuffle pick-up change and pull backs
B Wings or ripples turning
C Closework
 3. **Rhythm Section**
A Rhythmic Response
B Improvisation
 4. **Set Amalgamations** (both compulsory)
A Turning sequence
B Spanish waltz
 5. **Dance Sequences**
A. The Blues
B. Quick Jazz
C. Seven Four
D. Rag Time
 6. **Free Amalgamations** (set by the examiner)
 7. **Dance**
Not to exceed 1½ minutes
 8. **Bow**
-

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:

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

Full attainment descriptors are given on Page 29.

Assessment Criteria

Candidates are assessed on their ability to show

1. Technical accuracy with correct placement and 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 different qualities of movement and style required by each section of the examination structure
4. An instinctive musicality and a highly developed sense of rhythm and its application

Mark Scheme

Intermediate and Advanced 1	
Technique	40
Technical exercises	10
Clarity of beating	10
Precision footwork	10
Line and style	10
Rhythm	20
Rhythm section	10
Rhythmic interpretation & tonal quality	10
Presentation, response and knowledge	40
Response and knowledge of syllabus	10
Sense of performance	10
Set sequences	10
Dance	10
Total	100

Advanced 2	
Technique	40
Technical exercises	10
Clarity of beating	10
Precision of footwork	10
Line and style	10
Rhythm	20
Rhythm section	10
Rhythmic interpretation & tonal quality	10
Presentation, response and knowledge	40
Response and knowledge of syllabus	10
Artistic interpretation	10
Set sequences	10
Dances	10
Total	100

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.

Tap Awards – Bronze, Silver and Gold

Introduction

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

Aims

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

The syllabus aims are set out below:

- teach correct posture
- build a sound tap technique
- develop an awareness of tone
- 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 an artistic sense of self-expression
- encourage creative use of rhythm and movement
- promote self-confidence in the performance of a solo

Entry Conditions and General Information

Age Limits

Minimum 9 years
Maximum 21 years

Prior Learning

Examinations must be taken consecutively, however a candidate who already holds the Intermediate Tap examination may commence at Gold

Timing

2 or 1 entry	3 entries	4 entries
15 or 10 minutes	20 minutes	25 minutes

Use of CDs

The official ISTD Tap Dance Faculty CD should be used in the set work teachers' choice of music for the dance.

Dress Requirements

Female:

Primary and Grade 1 Leotard & tights or unitard.

Grades 2-6 Leotard and tights, unitard or leotard and well-fitted trousers

Male:

Primary and Grade 1 Close-fitted t-shirt with shorts or trousers of an appropriate fit and length

Grades 2-6 Close-fitted t-shirt or shirt, with trousers of an appropriate fit and length.

Hair should be neatly styled. Long hair should be tied back to allow a clear view of the neck and head line.

Tap shoes should be the correct size for the candidate with flexible soles and fitted toe and heel taps.

Syllabus Content

The syllabus is suitable for both recreational use and for those wishing to pursue a career in dance.

Each award consists of a warm-up, close work time step (candidate's choice of two) set amalgamations and a dance. All sections of the examination are danced as a solo and the candidate is given the opportunity to select their choice of tempo.

The examinations are divided into two sections

- technique
- presentation

a) Technique

At all levels good posture and correct alignment of the limbs is expected. The vocabulary and rhythm complexity increases at each successive level and there is a progressive combination of tap technique and dance movement. Good spatial awareness is encouraged at all times.

b) Presentation

The student should be able to present the syllabus with a natural sense of enjoyment and the self-confidence required to dance each section as a solo performance.

As the student progresses, there is the opportunity to interpret a variety of musical styles through sound, movement and expression.

Bronze Tap Award

Warm Up

Close Work Time Step

Teacher's choice of 2 of the following:

- Amalgamation A
- Amalgamation B
- Amalgamation C

Dance not to exceed 1½ minutes

Silver Tap Award

Warm Up

Close Work Time Step

Teacher's choice of 2 of the following:

Amalgamation A

Amalgamation B

Amalgamation C

Dance not to exceed 2 minutes

Gold Tap Award

Warm Up

Close Work Time Step

Teacher's choice of 2 of the following:

Amalgamation A

Amalgamation B

Amalgamation C

Dance not to exceed 2 minutes

Method of Assessment – Bronze, Silver and Gold

Technique and knowledge of syllabus	50
Knowledge of syllabus	10
Clarity of beating	20
Rhythmic appreciation and tonal quality	20
Presentation	50
Line and style	10
Sense of performance	10
Set amalgamations	20
Dance	10
Total	100

Popular Tap Tests for Amateur Adults and Teenagers

Introduction

There are six levels of Popular Tap Tests and three medal examinations - Popular Tap Tests Levels 1-6 and Bronze, Silver and Gold medals.

These are designed to promote an appreciation and enjoyment of Tap dance in a recreational capacity.

Aims

The syllabus seeks to develop the skill and understanding of Tap dance by encouraging the ability to communicate through movement, sound and rhythm in an expressive and artistic way.

The syllabus aims are set out below: The syllabus is designed for recreational use.

- encourage correct posture
- build a sound tap technique
- develop an awareness of tone
- 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
- 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 rhythm and movement
- promote self-confidence in the performance of a solo

Entry Conditions and General Information

Age Limits

There is a minimum age limit of 15 years.

Prior Learning

Popular Tap Levels 1-6 and medal tests Bronze, Silver and Gold must be taken consecutively. The medals may be slotted in at any Level but it is recommended that at least Level 3 standard has been achieved before attempting Bronze.

Syllabus Content

Each Grade is divided into two sections,

- a) technique
- b) syllabus knowledge and
- c) presentation

a) Technique

Level 1 seeks to introduce a rudimentary tap technique of one and two sounds which is then progressively increased at each level so that by Level 6 the vocabulary includes more complex steps. An understanding of the use of tone is encouraged to develop the rhythmic quality at all levels, with the opportunity to explore a wide variety of musical styles being available in the medal tests. The emphasis is on a co-ordinated use of the head, body and arms to create a natural style.

b) Presentation

Initially the student should be able to present the syllabus with a natural sense of enjoyment and an awareness of the audience which is gained by developing the self-confidence to perform in front of others.

As the student progresses, they have the opportunity to communicate a growing variety of moods through sound, movement and expression to develop an artistic performance.

Level 1

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Cane Routine'

In Levels 1, 2, 3 and 4 the sequence may be replaced by teacher's arrangement - not to exceed 1 1/2 minutes

Vocabulary

One Sound:

Straight Tap, Forward Tap, Backward Tap, Heel Tap, Toe Tap, Ball Tap, Heel Beat, Toe Beat, Ball Beat, Forward Brush, Backward Brush, Step, Stamp, Scuff, Hop, Spring, Drop, Jump, Ball Dig, Heel Dig

Two Sounds:

Shuffle, Tap Step, Flap, Tap Spring, Ball Change

Candidates will not be asked for free work, but may be asked to show any step used at this level separately.

Level 2

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Bowler Hat Blues'

In Levels 1, 2, 3 and 4 the sequence may be replaced by teacher's arrangement - not to exceed 1 1/2 minutes

Vocabulary

One Sound:

As for Level 1, plus Stomp and Pick-up.

Two Sounds:

As for Level 1, plus Pick-up Step; Pick-up Spring and Pick-up Hop.

Candidates will not be asked for free work, but may be asked to show any step used at this level separately.

Level 3

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'One Glove Boogie'

In Levels 1, 2, 3 and 4 the sequence may be replaced by teacher's arrangement - not to exceed 1½ minutes

Vocabulary

One Sound:

As for Levels 1 and 2, plus 4 Beat Cramp Roll and Pull Back.

Level 4

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Spanish Tango'

In Levels 1, 2, 3 and 4 the sequence may be replaced by teacher's arrangement - not to exceed 1½ minutes

Vocabulary

One Sound:

As for Levels 1, 2 and 3, plus Pick-up on one foot and Pick-up changes.

Level 5

1. The Vocabulary
2. Footloose
3. Twister
4. Step in Time
5. Jive at Five
6. Dance teacher's arrangement: Intro - not more than 32 bars

Vocabulary

As for Levels 1, 2, 3 and 4, plus 3 beat ripples and 4 beat Riffs.

Level 6

1. The Vocabulary
2. Buffalo Shuffle Warmup
3. Turning on 6
4. One More Time
5. Fast Finish
6. Dance teacher's arrangement: Not more than 40 bars; may include change of Tempo or change of Time Signature. Tape or CD may be used for the Dance.

Vocabulary

As for Levels 1, 2, 3, 4 and 5 plus

4 Beat Ripples, 5 Beat Riffs; Pick-up changes, 3 Beat Wing Preparation

Amateur Adult Popular Tap Medal Tests – Bronze, Silver and Gold

Popular Tap Levels 1-6 and Medal Tests - Bronze, Silver and Gold must be taken consecutively.

Adult Popular Tap Bronze Medal

1. Warm Up (Set)
2. Linking Step Forward
3. Linking Step Backward
4. Boogie Time
5. Twenties Sequence - Charleston
6. Dance - teacher's arrangement not to exceed 1½ minutes

Vocabulary For Boogie Time

3 Beat Ripples, Level 3 Shuffles, Single Double & Triple Pick-up Timesteps, 4 beat Riffs, Astaire Open Break (not syncopated), 4 beat Riff Time step

Vocabulary For Twenties Sequence

5 Beat Cramp Roll, Suzie Q, Truckin, Charleston, Black Bottom

Adult Popular Tap Silver Medal

1. Warm Up (Set)
2. Linking Step Forward
3. Linking Step Backward
4. Rag Time
5. Mambo
6. Own Routine: Not more than 32 Bars (excluding introduction)
Dance arrangement - not to exceed 1½ minutes

Vocabulary For Warm Up

Cutaways

Vocabulary For Rag Time

Shuffle Time Steps with Pick-up and Pick-up Change
5 Beat Riff Time Step
Single Time Step to Double Time Step
Rhythm Astaire Break - Syncopated (Level 6)
Syncopated Time Step (1&2&-&4&).

Vocabulary For Mambo

``Maraccas Bend" (Fwd 1-Bk 3)
``Mambo Knee Twist" (R-LR: L-RL: S-QQ: SQQ)

Adult Popular Tap Gold Medal

1. Warm Up (Set)
 2. Linking Step Forward (3/4)
 3. Linking Step Backward
 4. Tacit & Stop Time
 5. Slow Swing
 6. Own Routine: Not more than 32 Bars (excluding introduction)
- Teacher's arrangement not to exceed 1½ minutes

Vocabulary For Linking Steps

Progressive Taps, 6 beat Riffs.

Vocabulary For Tacit and Stop Time

1 Bar Wing preparation Time Step
Pick-up
Time Step with Pick-up on 1 Foot
Roll Time Steps
Maxi-Ford with toe taps and with step turning

Vocabulary For Slow Swing

Pull backs finished on one foot
Cutaways

Candidates will not be asked for Free Work

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:

A (Distinction)	80-100
B (Merit)	60-79
C (Pass)	40-59
N (Standard Not Yet Attained)	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. An assured and confident sense of performance
2. Technical accuracy
3. An appropriate sense of style and well co-ordinated movement with an awareness of the use of space
4. An instinctive musicality and a highly developed sense of rhythm

Mark Scheme

Adult Tap Tests and Medals Technique	50
Clarity of beating	10
Precision of footwork	10
Timing	10
Rhythmic interpretation	10
Line and co-ordination	10
Presentation	50
Approach and presentation	10
Knowledge of syllabus	10
Spatial awareness	10
Sense of performance	10
Sequence/Dance	10
Total	100

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.

Licentiate

Duration of examination: 2 hours.

Candidates are examined singly by 1 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 Tap
- c) have completed 5 years of responsible teaching in the Faculty

Syllabus Content

At the London Centre

Section 1

Candidates will be required to take a class at the Advanced 1 level showing a balance of syllabus and free work.

Duration not more than 1 hour.

A maximum of 4 students and a pianist will be provided by the ISTD.

Candidate's own CDs may be used for a proportion of the class.

Section 2

- 1) have theoretical knowledge and show practical demonstration of work up to and including Advanced 1
- 2) demonstrate both Advanced 1 amalgamations and one amalgamation from Grade 6
- 3) arrange and demonstrate amalgamations at any level up to and including Advanced 1

- 4) Prepared Dance Compositions:
- Dance arrangement at Grade 4 or 5 level to a quick tempo. Based on tacit and stop time - maximum of 1½ minutes
 - Dance arrangement at Intermediate or Advanced 1 level - maximum of 2 minutes

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 rhythmic development	30 marks
Syllabus knowledge	20 marks
Analysis and understanding of technique	20 marks
Free arrangements	20 marks
Musical directions	10 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:

Awarded	130+
Not Awarded	0-129

Fellowship

The Fellowship is the highest qualification awarded by 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: 2 hours.

Candidate will be examined singly by two examiners.

Requirements for entry

Candidates must:

- have reached the age of 28 years
- hold Licentiate status in Tap
- have completed 8 years responsible teaching in the Faculty
- have passed the Advanced 2 examination

Syllabus Content

Section 1

The candidate will take a free class at Advanced 2 level.

Duration 1 hour

Two or three students and a pianist will be provided by the ISTD. Candidate's own CDs may be used for a proportion of the class.

Section 2

- 1) Theoretical knowledge and practical demonstration of work up to and including Advanced 2 level
- 2) Candidate's choice of 2 of the Advanced 2 set Dance Sequences
- 3) Demonstrate how the syllabus can be adapted to individual requirements
- 4) Respond to a short free rhythmic pattern
- 5) Arrange amalgamations at any level showing suitability of rhythmic content and style and be prepared to improvise, if requested
- 6) Prepared Dance Compositions -which may be performed by own pupil or student:
 - a) Dance arrangement at Grade 6 level - maximum of 2 minutes.
 - b) Dance arrangement at Advanced 2 level - maximum of 2 minutes.

Compositions must be in two contrasting styles.

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 rhythmic development	20 marks
Syllabus knowledge	20 marks
Development and adaptation of syllabus	20 marks
Technical and rhythmic analysis	20 marks
Free arrangements and musical directions	20 marks
Set Amalgamations	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:

Awarded	130+
Not Awarded	0-129

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. 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.

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.