



Imperial Society of Teachers of Dancing
Classical Greek

Primary Class Examination, Medal Tests, Grades & Vocational Specification

**For examinations
from October 2026**

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1. About the Imperial Society of Teachers of Dancing (ISTD)

The Imperial Society of Teachers of Dancing (ISTD) exists to inspire, teach and support dancers and dance teachers around the world; making teaching and learning dancing accessible to all.

Our membership is recognised as the mark of quality dance training globally. We support teachers to develop their careers and business through progressive training, performance qualifications and events. Together we aim to build a diverse and sustainable dance profession by championing inclusion and increasing access to dance teaching.

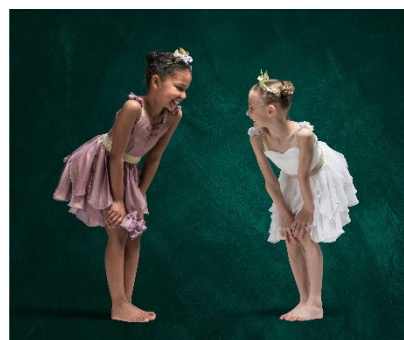
Since 1904, we've provided quality dance training across a diverse range of genres – enabling our members to inspire their students with a passion for dance. Our dance syllabi are carefully structured to support both children and adults in developing and progressing their technical dance skills.

Our clearly defined structure allows learning to take place in the context of safe dance practice and is designed to cater equally for those who wish to progress to make dance their profession. We offer a range of teacher training routes and pathways to develop careers into teacher training and examining.

The Society is a registered educational charity (250397), regulated examinations board and membership association. Find out more [istd.org](https://www.istd.org)

2. History of Classical Greek Dance Faculty

The revival of the Classical Greek dance is the outcome of the work of Ruby Ginner who, taking as her inspiration the culture and arts of ancient Greece, developed and adapted these ideals to the needs and ideas of the modern world. The Classical Greek Dance Association was founded in August 1923 in order to standardise and extend this method of dancing under fully qualified teachers. In July 1951 this Association was affiliated to the Imperial Society of Teachers of Dancing.



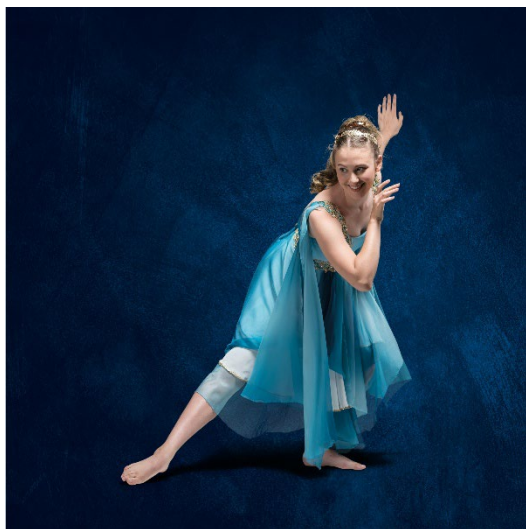
Over a hundred years have passed since Ruby Ginner envisaged her distinctive movement style, and still Classical Greek Dance remains relevant to the young dancers of today, with its inherent values constantly employed and developed by a vibrant and enthusiastic teaching membership. For the youngest dancers, Classical Greek promotes a freedom of movement through safe, progressive exercises which work within the natural abilities of the body. At each level, exercises are designed to develop strength in the growing child using innate biomechanics and by improving both gross and fine motor skills. As the dancer gains strength and mobility, further exercises are introduced to develop more refined aspects of technique, each with clear benefits for the training of all classical techniques, including and not limited to, the use of the upper back, the use of the foot and lower leg to improve elevation, a holistic understanding of line, and the varied application of movement dynamics, based on the underlying principles of tension and relaxation, suspension and release.

In addition to the physical benefits of the training, Classical Greek dance has many creative applications. Freedom of movement is replicated in freedom of expression, beginning again with our youngest dancers as they experience simple characterised sequences, developing through **the seven distinct styles, Lyric, Athletic, Bacchic, Tragic, Choric, Ritual and Pyrrhic** to give dancers the full range of human emotions through movement. Choreographic development is encouraged from early experimentations with several aspects of the syllabus, notably through nature rhythms, improvisation and music exercises, and leads to independent choreographic tasks in the Medal Tests and Vocational Grades.

Educational aspects of the work abound. As a dance style, it is ideal for inclusion in mainstream educational settings due to its natural use of the body. The use of gestures and lines can help to bring the world of the Ancient Greeks to life for the twenty-first century schoolchild. Observational skills are encouraged through the study of nature; the dancer uses mimetic gesture and movement to recreate all manner of creatures, plant life, natural forces and phenomena through the movements of the human body.

Vocational students are required to study aspects of the Ancient Greek world and its mythology to broaden their understanding of the culture from which Ginner drew her inspiration. At Advanced levels, the Tragic and Ritual sections of the syllabus give insights into the Ancient Greek civilisation which the student is unlikely to discover through conventional educational pathways. Choric dance introduces the dancer to ideas and concepts exploring poetic metre through movement.

It encourages an exploration of the inherent rhythms and structure of the spoken word to develop performance which adds to and heightens the meanings of the written word. Classical Greek Dance is a versatile and creative dance style. It demands intelligent thought and process, and study through to the highest levels will significantly enrich both the physical and theatrical development of the dancer.



For more information on the history of the Classical Greek faculty visit: <https://www.istd.org/dance/dance-genres/classical-greek/>

3. The purpose of Classical Greek Dance Qualifications

Classical Greek syllabus offers a range of learning opportunities that builds technique and understanding of Classical Greek, developing physical ability and communication skills in an expressive and artistic way.

After the Graded Examinations, candidates can progress to Vocational Graded Examinations as preparation for further or higher education, full/part time dance training, employment as a professional dancer or as preparation for dance teaching qualifications.

4. Transferable skills

Performing skills	Technical skills	Personal skills
<ul style="list-style-type: none"> • Artistry • Communication • Dynamic and rhythmic awareness • Expression • Fluency • Phrasing • Focus • Musicality • Projection • Sensitivity to others • Spatial awareness 	<ul style="list-style-type: none"> • Accuracy • Application of feedback • Application of technique • Coordination • Creative engagement with movement material • Fitness • Flexibility • Kinaesthetic awareness • Mastery • Memory and recall • Movement intensity is appropriate to the style • Placement • Rhythm • Sensitivity to the cultural framework and/or stylistic influences of the technique • Stamina • Strength • Timing • Understanding of anatomy and physiology 	<ul style="list-style-type: none"> • Ability to analyse • Application of knowledge • Commitment • Confidence • Concentration • Conviction • Cooperation and teamwork • Creativity • Critical self-reflection • Discipline • Individuality • Mental and physical wellbeing • Perseverance • Problem solving • Respect • Response to feedback • Self-challenge • Self-management • Self-motivation • Setting and achieving goals • Understanding and appreciation of cultural framework, style and genre

5. Structure and regulation of Classical Greek Dance qualifications

Regulation - UK

ISTD Vocational Graded Examinations are regulated in the UK by:

- Office of Qualifications and Examinations Regulation (Ofqual) in England
- Qualifications Wales
- Council for Curriculum, Examinations and Assessment (CCEA Regulation) in Northern Ireland.

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all regulated qualifications, indicating qualifications by their level (degree of difficulty) and size (amount or breadth of learning). There are nine qualification levels in the framework, labelled in order of difficulty from Entry Level to Level 8. For further information, visit register.ofqual.gov.uk

The size of the qualification on the RQF is indicated by a credit value, corresponding to a term used in the title. An Award is worth 1-12 credits, a Certificate is worth 13-36 credits, and a Diploma is worth 37 or more credits. One credit corresponds to 10 hours of learning for the typical learner, which is divided into Guided Learning hours (GLH), which is broadly contact time with the teacher, and personal study time, which together make Total Qualification Time (TQT).

The ISTD's qualifications on the Regulated Qualifications Framework (RQF) are as follows:

Qualification Title	Qualification Number	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Total Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 1 (Classical Greek Dance)	501/0755/0	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Classical Greek Dance)	501/0753/7	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Classical Greek Dance)	501/0754/9	60	70	7
ISTD Level 2 Award in Graded Examination in Dance: Grade 4 (Classical Greek Dance)	501/0756/2	75	95	10
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Classical Greek Dance)	501/0757/4	75	95	10
ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Classical Greek Dance)	501/0758/6	90	130	13

Qualification Title	Qualification Number	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Total Credits
ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Classical Greek Dance)	501/0728/8	150	275	28
ISTD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced1 (Classical Greek Dance)	501/0760/4	150	325	33
ISTD Level 4 Diploma in Vocational Graded Examination in Dance: Advanced2(Classical GreekDance)	501/0761/6	150	375	37

Regulation - Europe

The European Qualifications Framework (EQF) is an overarching framework that links the qualifications of different countries together and allows for comparison and translation. The EQF has eight levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualifications Framework (RQF), although they are similar. The following table shows the level of our Vocational Examination qualifications on the RQF and the EQF.

Qualification Title	RQF Level	EQF Level
Intermediate	Level 3	Level 4
Advanced 1	Level 4	Level 5
Advanced 2	Level 4	Level 5

UCAS points

In the UK, our Graded and Vocational Graded qualifications can contribute towards entry into higher education through the allocation of UCAS points. UCAS tariff points translate your qualifications and grades into a numerical value, which some universities, colleges, and conservatoires may refer to in their course entry requirements.

The number of points they can get depends on how well they performed in their examination i.e. Distinction, Merit or Pass.

Please note that Advanced 1 and 2 do not have any UCAS points allocated to them. This is because they are Level 4 qualifications and so are already on the same level as university study.

Grade 6	Tariff Points
Distinction	14
Merit	10
Pass	8

Intermediate	Tariff Points
Distinction	33
Merit	27
Pass	24

Equivalence of qualification levels

Qualification level	Level	Equivalence
Grade 4	2	Equivalent to GCSE standard
Grade 5	2	Equivalent to GCSE standard
Grade 6	3	Equivalent to A-Level and T-Level standard
Intermediate	3	Equivalent to A-Level and T-Level standard
Advanced 1	4	Equivalent to the first year of a degree or a Certificate of Higher Education or Higher National qualification at Level 4
Advanced 2	4	Equivalent to the first year of a degree or a Certificate of Higher Education or Higher National qualification at Level 4

Primary Class Examination Specification



Imperial Society of Teachers of Dancing
Classical Greek

6. Primary Class Examination

The Primary Class examination has no lower or upper age limit but it is recommended for those from the age of five years. This is to ensure that they are physically developed sufficiently to safely meet the demands of the syllabus.

The Primary Class examination is taken in groups of up to four children; their teacher is in the examination studio with them and gives all the necessary instructions. The teacher will conduct the examination and introduce each candidate by name to the examiner. The teacher will arrange the examination to incorporate the whole syllabus. The examiner may request that any of the work may be shown singly.

Each child will receive an individual report and result which will reflect their own achievement.

Aims and Objectives

The Primary Class examination is a non-regulated examination which is intended as an accessible entry point to Classical Greek Dance. From the Primary Class examination candidates can progress to the Graded examinations which are on the Regulated Qualifications Framework.

Aims

- To provide an introduction to Classical Greek Dance as an art form focusing on the natural line of the body

Objectives

The learning outcomes from these examinations are for candidates to demonstrate the following:

- A quality of movement using natural lines and designs
- To develop a sense of individual response and creativity
- To foster musical appreciation
- To foster a connection with the natural world through Nature Studies

Entry conditions

Entries must be submitted via a teacher who holds a relevant membership with the Imperial Society of Teachers of Dancing.

Minimum age

The Primary Class examination has no lower or upper age limit but is recommended for those from the age of 5.

Language

All exams and assessments are conducted in English.

Summary information

Examination	Number of candidates	Time allowances
Primary Class Examination	3 or 4	25 minutes

Candidates should be entered in sets of 3 or 4, accompanied by the teacher.

All candidates should be clearly numbered.

Musical accompaniment

A pianist must be provided by the teacher. Recorded music may be used for the group dance.

A sound system capable of playing CDs/iPod or other digital audio equipment, at a volume suitable for the venue, should be provided. The music operator should be seated at a discreet distance from the examiner and must NOT be teachers, assistant teachers, parents of exam candidates or another exam candidate from the exam session. The music system operator should be seated at a discreet distance from the examiner.

Clothing

Either: Tunics cut to the regulation pattern. The length of tunic should be just above the knee.

Or: T-shirt with shorts.

Bare Feet.

For the examiner to give a true and accurate assessment, dance attire should be smart and give a clear view of the head, body, arm and leg lines.

Hair should be neat and securely held in place. Long hair should be tied back to allow a clear neck and head line. Long ponytails and plaits should be pinned back to ensure the ponytail/plait does not swipe the face/neck. Make-up is not required at these levels. Jewellery or body piercings, if they are unable to be removed, should be suitably secured and covered so as not to cause any injury.

Where possible, it is recommended that candidates wear clothing that contrasts the studio background, especially if filming for remote examinations.

Studio layout for examinations

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. Teachers should ensure mirrors are covered or made opaque. Examiners require a table and a comfortable chair plus an additional chair. A glass and drinking water should be provided on the table. Teachers should also provide a bell to be used to indicate when the Examiner is ready for candidates to enter the studio at the start of an examination.

Learning outcomes and assessment criteria:

Primary Class Examination

This section sets out the required teaching and learning content and how they should be delivered. The learning and teaching content for each qualification in the specification is set out in a similar way.

Learners should take examinations only once the learning and teaching content have been covered in full.

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none">• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none">• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none">• Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none">• Recall, perform and present exercises and dances using a range of authentic performance and presentational skills• Demonstrate an understanding of style and theme

Outline of syllabus content: Primary Class Examination

Vocabulary Requirements

Candidates are required to have a full working knowledge of the following:

Foot & Knee	1st and 2nd position Knee Bending and Heel Lifting in closed and natural 1st position Foot Extension from 1st position to the front
Leg & Hip	Thigh Lift Leg Raising to the front (just off the floor)
Body	Forward bend, kneeling sitting on heels Drop Forward and uncurl Body Turn sitting on the floor 2nd Stage of Side Bend Progression standing in 1st or 2nd position
Head, Hands & Arms	Arm lift and lower (1 or both arms) Arm Sway low or high with 1 arm Hand movements, open and close Head movements, "Look and See"
Dance Movements	Walking on the toes freely Running Springs in 1st Springs from foot to foot (trotting) Dotted Skips Komats Spring Points

Examination Format

The teacher will arrange the Examination to incorporate the whole Syllabus/Vocabulary.

The Examiner may request that any of the work may be shown singly. The following must be included:

Set Body Sequence	Compulsory
Set Step Sequence	Compulsory
Music Section	
Nature Study	Examiner Sets
Dance	A Solo but danced together. No longer than 1 minute in duration

Gesture of Reverence

Step forward with RF bring feet into 1st, lifting arms to wide "V" below shoulders Lower arms and head

Lift head back to poise

To be taken to the Examiner and then to the Pianist

Scheme of assessment

Method of assessment

Examinations are assessed by an Examiner who is recruited, trained, and monitored by the ISTD.

ISTD Examiners:

- are selected for their expertise and undergo rigorous training which continues throughout their career for marking both face-to-face and remote examinations
- create a welcoming and reassuring environment at the exam venue, ensuring a positive experience for candidates
- complete a check with the Disclosure and Barring Service (or equivalent body where available) and adhere to ISTD policies and procedures, including equality and diversity, safeguarding and data protection
- do not usually examine at the same exam venue within any two-year period.

In the examination the examiner awards a mark of between 0 and 10 for selected components shown on the accompanying grid below. A mark of 0 indicates that nothing was evidenced for assessment.

The examination is divided into sections, and each section consists of several components which are individually assessed and aggregated to give the section total. The total number of marks available in the examination is 100.

Primary Class Examination

Title of component	Available marks
Technique	
Technical Proficiency	30
Section Total	30
Presentation, Musicality and Response	
Presentation and Response	20
Musicality	20
Study from Nature and Expression	20
Group Co-operation and Dance	10
Section total	70
Overall total	100

Determining a mark

The marks for each section of assessment are added together, and an overall mark is given out of 100. If all components are achieved, then the overall grade is indicated as follows:

Determining a grade

The marks are divided into sections and each section is composed of several components, which are separately assessed and aggregated to give the section total. The titles of these components and the marks attainable are detailed above.

Candidates must gain at least 25% of the marks attainable in each Section in order to pass the examination overall. In cases where 25% of the marks attainable does not come to a round figure, eg 12 ½, the pass mark for the Section is lowered to the nearest round figure, in this example, 12.

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

If all Sections are passed, then the overall result is indicated as follows:

Grade	Marks
Distinction	80-100 marks
Merit	60-79 marks
Pass	40-59 marks
Not Attained	0-39 marks

Please note: Where a candidate is unsuccessful in one or more sections, the total mark given out of 100 will not correspond to the result indicators in the chart. In this circumstance, whatever the overall numerical mark may be, the result given will be Not Attained.

Primary Class Examination Mark scheme

Each component of the assessment is shown on the grid as a column and broken down into mark bands, each of which has a descriptor. The descriptor indicates the quality that is expected in the candidate's evidence for that mark band. The indicative content for each component of assessment is exemplified or stated at the bottom of each column/group of columns.

Mark Bands

The lower mark in each band indicates that the student has just met the requirement described in the band, the upper mark indicates that the evidence is clear but that the student has not quite met the requirements set out in the next mark band. The candidate is marked against all components of the assessment.

Classical Greek Primary Class Examination

Section		Technique	Presentation, Musicality and Response			
Component		Technical Proficiency (30 marks)	Presentation and Response (20 marks)	Musicality (20 marks)	Study from Nature and Expression (20 marks)	Group co-operation and Dance (10 marks)
top of the Excellent band	9/10	The candidate demonstrates Excellent ability in the indicative content				
bottom of the Excellent band						
top of the Good band	7/8	The candidate demonstrates Good ability in the indicative content				
bottom of the Good band						
top of the Fair band	5/6	The candidate demonstrates Fair ability in the indicative content				
bottom of the Fair band						
top of the Limited band	3/4	The candidate demonstrates Limited ability in the indicative content				
bottom of the Limited band						
top of the Weak band	1/2	The candidate demonstrates Weak ability in the indicative content				
bottom of the Weak band						
not evidenced	0	Indicative content not evidenced				
Indicative content		Technique, Poise, Line and Design, Steps and Elevation, Relaxation and Co-ordination	Knowledge, Response and Performance	Timing and Rhythm, Musical Awareness	Study from Nature	Ability to execute with confidence and a sense of performance.
		Correct stance and weight placement. Use of foot in weight transfer to poise and at height of poise. Look, accuracy and shape of line including use of head and eye line. Use of feet and legs on take-off and landing of elevated steps. Co-ordination and appropriate use of opposition.	Confident manner and expression through face, body and eye line. Response to instructions and directions. Accurate knowledge of vocabulary and Set Sequences.	Ability to dance in time with the music and respond to various rhythms and tempo. Correct timing of Set Sequences. Response to the musical dynamics.	Realistic portrayal of subject matter and attention to appropriate movement characteristics. Expression Ability to show a range of expressions through the face and body. Use of expression and eyeline to assist the interpretation of a theme or character.	Demonstrate technical proficiency for this level. Musical awareness. Interpretation of the Title.

Medal Tests Specification



Imperial Society of Teachers of Dancing
Classical Greek

7. Medal Tests

These non-regulated exams take the form of solo assessments built to challenge individual candidates' creativity and performance skills.

There are four medal tests: Bronze, Silver, Gold and Gold Star.

Aims and Objectives

Aims

- To develop the skill and understanding of Classical Greek Dance by developing students' technical ability, expression, creativity, musical appreciation and sense of performance.

Objectives

- To use characterisation to develop performance and theatrical projection
- To foster greater musical appreciation and empathy
- To encourage development of creativity and expression

Entry conditions

Entries must be submitted via a teacher who holds a relevant membership with the Imperial Society of Teachers of Dancing. Candidates do not need to take the medal test examinations in order.

Minimum age

It is recommended that candidates for Bronze, Silver and Gold should be a minimum of 8 years old, and for Gold Star, 13 years old. This is to ensure that they are physically developed sufficiently to safely meet the demands of the syllabus.

Language

All exams and assessments are conducted in English.

Summary information

Candidates must be entered singly. The time per candidate is as follows:

Examination	Time allowance
Bronze	10 mins
Silver	15 mins
Gold	20 mins
Gold Star	25 mins

Each learner will receive an individual report and result and medal which will reflect their own personal achievement.

Musical accompaniment

Recorded music may be used. The examiner must be informed so that they can bring recorded music for the unset sequence/s.

A sound system capable of playing CDs/iPod or other digital audio equipment, at a volume suitable for the venue, should be provided. The music system operator should be seated at a discreet distance from the examiner, and must NOT be teachers, assistant teachers, parents of exam candidates or another exam candidate from the exam session.

Clothing

Costume is not compulsory but should be suggested. Properties must be used, if required for the dance.

For the examiner to give a true and accurate assessment, dance attire should be smart and give a clear view of the head, body, arm and leg lines.

Hair should be neat and securely held in place. Long hair should be tied back to allow a clear neck and head line. Long ponytails and plaits should be pinned back to ensure the ponytail/plait does not swipe the face/neck. Make-up is not required at these levels. Jewellery or body piercings, if they are unable to be removed, should be suitably secured and covered so as not to cause any injury.

Where possible, it is recommended that candidates wear clothing that contrasts the studio background, especially if filming for remote examinations.

Studio layout for the examination

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. Teachers should ensure mirrors are covered or made opaque. Examiners require a table and a comfortable chair plus an additional chair. A glass and drinking water should be provided on the table. Teachers should also provide a bell to be used to indicate when the Examiner is ready for candidates to enter the studio at the start of an examination.

Learning outcomes and assessment criteria: Medal Tests

This section sets out the required teaching and learning content and how they should be delivered. The learning and teaching content for each qualification in the specification is set out in a similar way. Learners should take examinations only once the learning and teaching content have been covered in full.

Learning outcomes	Assessment Criteria
L01: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance.	<ul style="list-style-type: none"> • Demonstrate physical and technical competence safely
L02: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance.	<ul style="list-style-type: none"> • Perform exercises, sequences and dances
L03: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance.	<ul style="list-style-type: none"> • Perform exercises and dances to music
L04: Apply and demonstrate a range of performance skills in Classical Greek Dance.	<ul style="list-style-type: none"> • Recall, perform and present dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content

The following guidance is suggested as an indication of the standard and vocabulary expected in relation to that in the Graded Examinations in Dance:

Bronze, up to and including Grade 3

Silver, up to and including Grade 4

Gold, up to and including Grade 6

Gold Star, up to and including Intermediate

Bronze

1. Set Technical Sequence
2. Set Step Sequence
3. Unprepared Sequence in 2/4 or 3/4 time signature, set by the examiner
4. Dance – no longer than 1 ½ minutes duration.

Silver

1. Set Technical Sequence
2. Set Step Sequence
3. Unprepared Sequence in 4/4 or 6/8 time signature, set by the examiner
4. Two contrasting dances – each no longer than 2 minutes duration

Gold

1. Set Technical Sequence
2. Set Step Sequence
3. Unprepared Sequence in any time signature, set by the examiner
4. Candidates own prepared sequence – 32 bars
5. Two contrasting dances – each no longer than 2 minutes duration

Gold Star

1. Set Technical Sequence
2. Set Technical Body Sequence
3. Set Step Sequence
4. Unprepared characterised sequence in any time signature, set by the examiner
5. Candidates own Ritual sequence, not more than 1 minute in length
6. Two contrasting dances – each no longer than 2 minutes duration, one choreographed by the candidate.

Scheme of assessment

Method of assessment

Medal Tests are assessed by an Examiner who is recruited, trained, and monitored by the ISTD.

ISTD Examiners:

- are selected for their expertise and undergo rigorous training which continues throughout their career for marking both face-to-face and remote examinations
- create a welcoming and reassuring environment at the exam venue, ensuring a positive experience for candidates
- complete a check with the Disclosure and Barring Service (or equivalent body where available) and adhere to ISTD policies and procedures, including equality and diversity, safeguarding and data protection
- do not usually examine at the same exam venue within any two-year period.

In the examination the examiner awards a mark of between 0 and 10 for each components shown on the accompanying grid below. A mark of 0 indicates that nothing was evidenced for assessment.

The examination is divided into sections and each section consists of several components which are individually assessed and aggregated to give the section total. The total number of marks available in the examination is 100.

Classical Greek Medal Tests

Title of component	Available marks
Technique	
Technical Proficiency	20
Set/Prepared Sequences	20
Section Total	40
Musicality and Performance	
Interpretation and Musical Response	10
Performance	10
Section Total	20
Creativity and Response	
Unset Sequence and Response	10
Creativity and Development of Expression	10
Dance	20
Section total	40
Overall total	100

Determining a mark

The marks for each component of assessment are added together and an overall mark is given out of 100.

Determining a grade

The marks are divided into sections and each section is composed of several components, which are separately assessed and aggregated to give the section total. The titles of these components and the marks attainable are detailed above.

Candidates must gain at least 25% of the marks attainable in each Section to pass the examination overall. In cases where 25% of the marks attainable does not come to a round figure, e.g. 12 ½, the pass mark for the Section is lowered to the nearest round figure, in this example, 12. The Section totals are aggregated and the overall mark is given out of 100.

The marks for each component of assessment are added together and an overall mark is given out of 100. If all sections are passed, then the overall result is indicated as follows:

Grade	Total Marks
Distinction	80-100 marks
Merit	60-79 marks
Pass	40-59 marks
Not Attained	0-39 marks

Please note: Where a candidate is unsuccessful in one or more sections, the total mark given out of 100 will not correspond to the result indicators in the chart. In this circumstance, whatever the overall numerical mark may be, the result given will be Not Attained.

Medal Test Mark scheme

Each component of the assessment is shown on the grid as a column and broken down into mark bands, each of which has a descriptor. The descriptor indicates the quality that is expected in the candidate's evidence for that mark band. The indicative content for each component of assessment is exemplified or stated at the bottom of each column/group of columns.

Mark bands

The lower mark in each band indicates that the student has just met the requirement described in the band, the upper mark indicates that the evidence is clear but that the student has not quite met the requirements set out in the next mark band.

The candidate is marked against all components of assessment.

Classical Greek Bronze and Silver Medal Tests

Section		Technique		Musicality and Performance		Creativity and Response		
Component		Technical Proficiency (20 marks)	Set/prepared sequences (20 marks)	Interpretation and musical response (10 marks)	Performance (10 marks)	Unset sequence and response (10 marks)	Creativity and development of expression (10 marks)	Dance (20 marks)
top of the Excellent band	9/10	The candidate demonstrates Excellent ability in the indicative content						
bottom of the Excellent band								
top of the Good band	7/8	The candidate demonstrates Good ability in the indicative content						
bottom of the Good band								
top of the Fair band	5/6	The candidate demonstrates Fair ability in the indicative content						
bottom of the Fair band								
top of the Limited band	3/4	The candidate demonstrates Limited ability in the indicative content						
bottom of the Limited band								
top of the Weak band	1/2	The candidate demonstrates Weak ability in the indicative content						
bottom of the Weak band								
not evidenced	0	Indicative content not evidenced						
Indicative content		Technique, Poise, Line and Design, Steps and Elevation, Relaxation and Co-ordination	Thorough accurate knowledge, confidence and execution of all set and prepared sequences.	Musical awareness - to capture the feeling and quality of the music as a whole.	Projection, presentation and natural engagement.	Confident and assured manner in response to free sequences and instruction.	Ability to show a range of expressions and movement dynamics through the face, body and eyeline to assist the interpretation of a theme or character.	Ability to execute a solo with confidence and a sense of performance.
		Correct stance and weight placement.	Correct timing as in syllabus notes.	Response to phrasing, atmosphere and dynamics of music.	Confident expression through face and body.	Alert and enthusiastic rapport with examiner.		Demonstrate technical proficiency for this level.
		Use of foot in weight transfer to poise and at height of poise.	Response to musical atmosphere.		Secure eyeline.	Ability to interpret the theme or character given.		Show the ability to respond to the music and use appropriate musical dynamics.
		Look, accuracy and shape of line including use of head and eyeline.	Use of expression to assist interpretation of the theme or character where appropriate.					Interpretation of the Title.
		Correct use of feet and legs on take-off and landing of elevated steps.						
		Co-ordination, fluidity of movement and appropriate use of opposition.						

Classical Greek Gold and Gold Star Medal Tests

Section		Technique		Musicality and Performance		Creativity and Response		
Component		Technical Proficiency (20 marks)	Set/prepared sequences (20 marks)	Interpretation and musical response (10 marks)	Performance (10 marks)	Unset sequence and response (10 marks)	Creativity and development of expression (10 marks)	Dance (20 marks)
top of the Excellent band	9/10	The candidate demonstrates Excellent ability in the indicative content						
bottom of the Excellent band								
top of the Good band	7/8	The candidate demonstrates Good ability in the indicative content						
bottom of the Good band								
top of the Fair band	5/6	The candidate demonstrates Fair ability in the indicative content						
bottom of the Fair band								
top of the Limited band	3/4	The candidate demonstrates Limited ability in the indicative content						
bottom of the Limited band								
top of the Weak band	1/2	The candidate demonstrates Weak ability in the indicative content						
bottom of the Weak band								
not evidenced	0	Indicative content not evidenced						
Indicative content		Technique, Poise, Line and Design, Steps and Elevation, Relaxation and Co-ordination	Thorough accurate knowledge, confidence and execution of all set and prepared sequences.	Musical awareness - to capture the feeling and quality of the music as a whole.	Projection and communication, appropriate for a theatrical environment.	Confident and assured manner in response to free sequences and instruction.	Ability to show a range of expressions and movement dynamics through the face, body and eye line, assisting creativity and interpretation of theme or character.	Ability to execute a solo with confidence and a sense of performance.
		Correct stance and ease of weight placement.	Correct timing as in syllabus notes.		Presentation and natural engagement.	Alert and enthusiastic rapport with examiner.		Demonstrate technical proficiency for this level.
		Use of foot in weight transfer to poise and at height of poise.	Response to musical atmosphere.	Response to phrasing, atmosphere and dynamics of music.		Ability to interpret the theme or character given and contrast of Dynamics.		Show the ability to respond to the music and appropriate musical dynamics.
		Look, accuracy and shape of line including use of head and eye line.	Use of expression to assist interpretation of theme or character where appropriate.		Confident expression through face and body.			Interpretation of the Title.
		Correct use of feet and legs on take-off and landing of elevated steps.			Secure eye line.			Music choice and Choreography should be appropriate to the Grade level.
		Projection and extension of line through space with appropriate sensitivity to style, use of breath, co-ordination, and movement dynamics.	Creativity, music choice and choreography of Own Sequence; appropriate to the Grade level.					Creativity of own dance at Gold Star level.
		Momentum and coordination of turning action.						

Grades 1 - 6 Specification



Imperial Society of Teachers of Dancing
Classical Greek

8. Graded Examinations

Qualification purpose

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

Candidates develop the skill and understanding of Classical Greek Dance, at the same time as building 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 Classical Greek Graded Examinations allows candidates to progress to the next higher grade in the Classical Greek genre. Also, a range of transfers to other dance genres becomes possible as the candidate develops physically and learns common skills such as running, use 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 Classical Greek Dance also allow for those participating solely for recreational purposes to produce quality work in a safe dance context.

Aims and objectives

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).

The objectives of the Classical Greek Graded examinations are:

- to understand and explore natural movements of the body developing both grace and physical strength
- to produce a flexible physique through controlled action
- to encourage individuality and self-expression
- to encourage creative and artistic powers
- to develop an appreciation of the natural world and the art and civilisation of Ancient Greece
- to encourage joy in movement
- to encourage health of body and serenity of mind
- To develop an understanding of music and music theory through practical execution

Entry conditions

Entries must be submitted via a teacher who holds a relevant membership with the Imperial Society of Teachers of Dancing.

Minimum Age

There is a recommended minimum age of 6 years for Grade 1. This ensures that the candidate has had sufficient physical development to meet the demands of the syllabus safely. There is no maximum age limit.

Prior learning

The Graded Examinations in Classical Greek Dance are intended to be taken consecutively, and most candidates will wish to progress through them in sequence to develop and demonstrate the requisite skills. However, in cases where examinations are undertaken without success in 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 regarding safe dance practice.

The Graded Examinations in Classical Greek Dance are suitable for all and are designed to develop the full range of candidates' strengths and abilities.

Language

All exams and assessments are conducted in English.

Summary information

Candidates are normally entered in groups of three but four will be accepted if necessary.

Examination	Number of candidates	Time allowances		
		1 or 2 candidates	3 candidates	4 candidates
Grade 1	1 – 4	20 minutes	25 minutes	30 minutes
Grade 2	1 – 4	30 minutes	35 minutes	40 minutes
Grade 3	1 – 4	35 minutes	40 minutes	45 minutes
Grade 4	1 – 4	40 minutes	45 minutes	50 minutes
Grade 5	1 – 4	45 minutes	50 minutes	55 minutes
Grade 6	1 – 4	50 minutes	55 minutes	60 minutes

Musical accompaniment

Recorded music may be used for Graded Examinations. The examiner must be informed so that they can bring recorded music for the unset sequence/s.

A sound system capable of playing CDs/iPod or other digital audio equipment, at a volume suitable for the venue, should be provided. The music system operator should be seated at a discreet distance from the examiner, and must NOT be teachers, assistant teachers, parents of exam candidates or another exam candidate from the exam session.

Clothing

Either: Tunic cut to regulation pattern, with the length of tunic above the knees. Natural coloured footless tights may be worn, with bare feet. Shorts may be worn over the matching leotard and under the tunic.

Or: T-shirt with shorts or footless tights or all-in-one leotard, with bare feet.

For the examiner to give a true and accurate assessment, dance attire should be smart and give a clear view of the head, body, arm and leg lines.

Hair should be neat and securely held in place. Long hair should be tied back to allow a clear neck and head line. Long ponytails and plaits should be pinned back to ensure the ponytail/plait does not swipe the face/neck. Make-up is not required at these levels. Jewellery or body piercings, if they are unable to be removed, should be suitably secured and covered so as not to cause any injury.

Where possible, it is recommended that candidates wear clothing that contrasts the studio background, especially if filming for remote examinations.

All candidates must be clearly numbered for graded examinations.

Studio layout for the examination

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. Teachers should ensure mirrors are covered or made opaque. Examiners require a table and a comfortable chair plus an additional chair. A glass and drinking water should be provided on the table. Teachers should also provide a bell to be used to indicate when the Examiner is ready for candidates to enter the studio at the start of an examination.

Grade 1

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 1 (Classical Greek Dance)	501/0755/0	60	70	7

Learning outcomes and assessment criteria: Grade 1

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of syllabus content : Grade 1

Vocabulary Requirements

Candidates are required to have a full working knowledge of the following:

Foot & Knee	Four positions of the feet Knee Bending and Heel Lifting in 1st and 2nd position Foot Extension from 1st position to the front, back and side
Leg & Hip	Thigh Lift Leg Raising from 1st position - forward only
Body	Body Forward Bend and Upward Stretch - without poise Body Side Bend - 1st and 2nd stage

Hands & Arms

Hand closing and opening
Hand lifting and dropping
Preparation for Hand Waving
Arm swing in and out from the elbow
High arm sway
Head lowering forward and recover
Head turning sideways

Dance Movements

Walking on the toes
Run forward and poise in 1st position - arms in 3rd FL, PD
Springs in 1st and 2nd
Spinning
Dotted Skips
Komats
Springs from foot to foot (foot placed front or back)
Ginner Skip (to be taken with arms in open 2nd FL or with hands clasped behind back)

Examination Format

- 1) Introductory Sequence
- 2) Foot & Knee Sequence
- 3) Leg & Hip Sequence – Examiner Sets
- 4) Body Movement Sequence
- 5) Head & Arm Sequence – Examiner Sets
- 6) Music Section
- 7) Walks
- 8) Nature Study
- 9) Sequence for Elevation
- 10) Turning Sequence
- 11) Dance Sequence
- 12) Dance - a solo dance, no longer than 1 minute in duration.
- 13) Gesture of Reverence – as previous Grade

Grade 2

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Classical Greek Dance)	501/0753/7	60	70	7

Learning outcomes and assessment criteria: Grade 2

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 2

Vocabulary Requirements

Candidates are required to have a full working knowledge of the following and all previous syllabi:

Foot & Knee

Knee Bending and Heel Lifting in 3rd position
Parts of Foot Progression - 1st and 2nd stages

Leg & Hip

Thigh Lift with Pendulum Arm Swing
Leg Raising to the back and side

Body

Forward Bend and Upward Stretch, with poise
Body Turn: 1st, 2nd and 3rd stages

Head, Hands & Arms

Hand Circling
Arm Waving
Low Arm Sway
Arm Swing Round from Shoulder - with 1 or 2 arms
Shoulder Opening - Softly, standing in 1st position
Head relaxed sideways and recover

Dance Movements

Spinning with feet in 3rd position
Walking Forwards and Backwards on the Toes with Poise in 1st, using the set arm movements
Springs in 1st, 2nd and 3rd position
High Leaps
High Komats
Step Komat turning
1st, 2nd, 3rd & 4th FL in open design, standing and walking

Examination Format

- 1) Introductory Sequence
- 2) Technical Exercise for Feet, Knees and Spinning
- 3) Technical Exercise for Body Turn
- 4) Leg and Hip Sequence – Examiner Sets
- 5) Frieze Line Sequence
- 6) Head and Arm Sequence
- 7) Music Section
- 8) Walks
- 9) Nature Study
- 10) Sequence for Elevation
- 11) Turning Sequence
- 12) Dance Sequence
- 13) Dance - a solo dance, no longer than 1 minute in duration.
- 14) Gesture of Reverence – as previous Grade

Grade 3

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Classical Greek Dance)	501/0754/9	60	70	7

Learning outcomes and assessment criteria: Grade 3

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 3

Vocabulary Requirements

Candidates are required to have a full working knowledge of the following and all previous syllabi:

Foot & Knee

Parts of Foot Progression - full progression
Foot Extension to 2nd and relax
Slow Footsway in 2nd

Leg & Hip

Leg Swing from the knee
Leg Raising with a poise, to the front only
Leg Swing progression in the 1st stage

Hand & Arms

Parts of hand progression - 1st, 2nd & 3rd stage into hand waving
Arm circling from the elbow
Arm swing in and out from the elbow, with expression and differing levels
Arm Cutting movements

Dance Movements

The Toss: a) preparatory swing with toss
 b) standing
 c) with a run
Run forward or backwards and poise in 1st or 3rd position
Rhythmical Knee Bends, with or without pendulum arm swing
Preparation for springs in 1st, 2nd and 3rd
Skip progressions: Straight skip, Flying skip and High Leap
Lilting Skip forward and backward with high arms
Triple Runs - using varying arm lines
All 8 Frieze Lines in opposition - standing
First 4 Frieze Lines in opposition with the use of triple runs
First 4 Frieze Lines with run and poise in 4th
Turning Komats taken in a series

Examination Format

- 1) Introductory Sequence
- 2) Exercise for Footsway and Relaxed 2nd
- 3) Technical exercise for Flying Skip and Back Bend
- 4) Body Movement Sequence – Examiner Sets
- 5) Preparatory Exercise for Toss Line
- 6) Leg and Hip Sequence
- 7) Frieze Line Sequence
- 8) Music Section
- 9) Nature Study
- 10) Parts of Foot Progression
- 11) Sequence for Elevation
- 12) Turning Sequence
- 13) Skip Progressions
- 14) Skip Sequence – Examiner Sets
- 15) Dance Sequence: Theseus Enters The Labyrinth
- 16) Dance – a solo dance, no longer than 1½ minutes duration.
- 17) Gesture of Reverence – As previous Grade

Grade 4

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 2 Award in Graded Examination in Dance: Grade 4 (Classical Greek Dance)	501/0756/2	75	95	10

Learning outcomes and assessment criteria: Grade 4

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 4

Vocabulary Requirements

Candidates are required to have a full working knowledge of the following and all previous syllabi:

Foot & Knee

Knee Bending and Heel Lifting in 4th
Small Knee Bends on the balls of the foot in
1st and 2nd position
Slow Footsway in 4th
Padding in 4th

Leg & Hip

Leg Raising with a poise to the front, back and side
Leg Swing Progression: 1st and 2nd stage
Leg Swing Progression advancing: 1st and 2nd stage

Head, Hand & Arms

Arm swing forward and back on the Oblique Line
Hand fluttering: vibrating and rotating
Shoulder Opening: strongly
Head relax forward or backward and lift to poise on various level

Dance Movements

Run and Toss with poise
Run forward or backwards and poise on one foot
Preparation for springs in 3rd and 4th
Springs in 4th
Ginner Skip Progression using the 5th FL
Circular Skip Progression
Crossed Circular Skip
Lilting Skip fwd and bck, bck and fwd with low arms
Crossed High Leap
Flying Skip with ½ turn, elevated or with poise
Athletic walk
Athletic Komats
Long runs
8 Frieze Lines standing; walking; with Triple Run and with run and poise in 4th position
Gestures of Appeal and Praise

Examination Format

- 1) Introductory Sequence
- 2) Foot & Knee Sequence
- 3) Body Movement Sequence
- 4) Leg & Hip Sequence
- 5) Frieze Line Sequence
- 6) Head and Arm Sequence – Examiner Sets
- 7) Nature Study
- 8) Music Section
- 9) Ballwork Sequence
- 10) Sequence for Elevation
- 11) Turning Sequence
- 12) Skip Progressions
- 13) Lyrical Skip Sequence – Examiner Sets
- 14) Athletic Skip Sequence
- 15) Dance Sequences:
 - a) Serenity
 - b) Exhilaration
- 16) Dance – a solo dance, no longer than 1½ minutes duration.
- 17) Gesture of Reverence – As previous Grade

Grade 5

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Classical Greek Dance)	501/0757/4	75	95	10

Learning outcomes and assessment criteria: Grade 5

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 5

Vocabulary Requirements

Candidates are required to have a full working knowledge of the following and all previous syllabi:

Foot & Knee

Knee Bending and Heel Lifting on one foot
Quick Footsway in 2nd and 4th position

Leg & Hip

Deep Knee Bend in 4th
Swing Lunge in 2nd, full progression
Leg Swing, full progression
Leg Swing Advancing, full progression

Body

Body Turn, full progression
Body Forward and Back Bend, 3rd and 4th stage

Dance Movements

Toss, strongly, with spin and elevation
8 Frieze Lines with any Skip
8 Frieze Lines with Toss base and with step and Open Turn
8 Frieze Lines in any simple expressive significance

Oblique Skip progression
Mercury Skip progression (first 4 stages only)
Skips with ½ turn
Triple Run by ½ turn
Quick Run and Long Leap
Running Turns

8 positions of Offering, standing and moving

Examination Format

- 1) Introductory Sequence
- 2) Body Movement Sequence
- 3) Leg and Foot Sequence – Examiner Sets
- 4) Leg and Hip Progressions
- 5) Deep Knee Bend and Frieze Line Sequence
- 6) Offering Positions – Teachers arrangement to set music
- 7) Nature Study
- 8) Music Section
- 9) Ballwork Sequence
- 10) Sequence for Elevation
- 11) Turning Sequence
- 12) Skip Progressions
- 13) Lyrical Skip Sequence
- 14) Athletic Skip Sequence
- 15) Dance Sequence
 - 1) The Siren
 - 2) Hermes The Trickster
 - 3) Sequence to Apollo
- 16) Dance – a solo dance, no longer than 1½ minutes duration.
- 17) Gesture of Reverence – As previous Grade

Grade 6

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Classical Greek Dance)	501/0758/6	90	130	13

Learning outcomes and assessment criteria: Grade 6

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 6

Vocabulary Requirements

Candidates are required to have a full working knowledge of the following and all previous syllabi:

Leg & Hip Swing Lunge in 4th, full progression

Walks Walking forwards or backwards and poise on one leg

Body Body Forward and Back Bend, 5th stage

Dance Movements

All Skip Progressions

Flying Skip with ½ turn into Leg Swing Forward with Poise or Elevation

Long Leap Sideways

Ball Movements

Javelin Hurl Low & High

Examination Format

- 1) Introductory Sequence
- 2) Exercise for Balance & Footsway
- 3) Exercise for the Hands & Body
- 4) Leg Raising Advancing with Progressions
- 5) Frieze Line Sequence - Examiners choice of setting
- 6) Exercise for Feet
- 7) Nature Study
- 8) Music Section
- 9) Ballwork Sequence - Teachers Arrangement
- 10) Sequence for Elevation & Attack
- 11) Turning Sequence
- 12) Sequence for Developing Lyrical Co-ordination
- 13) Skip Progressions
- 14) Candidates Lyrical or Athletic Sequence
- 15) Skip Sequence – Examiner Sets
- 16) Dance Sequence A) Offering to Flora
 B) Athletic Sequence with use of Javelin
- 17) Dance – a solo dance, no longer than 1½ minutes duration.
- 18) Gesture of Reverence – As previous Grade

Scheme of assessment –

Graded examinations

Method of assessment

Vocational Graded Examinations are assessed by an Examiner who is recruited, trained, and monitored by the ISTD.

ISTD Examiners:

- are selected for their expertise and undergo rigorous training which continues throughout their career for marking both face-to-face and remote examinations
- create a welcoming and reassuring environment at the exam venue, ensuring a positive experience for candidates
- complete a check with the Disclosure and Barring Service (or equivalent body where available) and adhere to ISTD policies and procedures, including equality and diversity, safeguarding and data protection
- do not usually examine at the same exam venue within any two-year period.

In the examination the examiner awards a mark of between 0 and 10 for each component shown on the accompanying grid below. A mark of 0 indicates that nothing was evidenced for assessment.

The examination is divided into sections and each section consists of several components which are individually assessed and aggregated to give the section total. The total number of marks available in the examination is 100.

Grades 1-6

Title of component	Available marks
Technique	
Balance and Poise	10
Line and Design	10
Steps and Elevation	10
Movement Dynamics	10
Section total	40
Music Section	
Timing and Rhythm	10
Musical Awareness	10
Section total	20
Presentation and Response	
Response and Syllabus Knowledge	10
Sense of Performance	10
Development of Expression including Nature Rhythm	10
Dance	10
Section total	40
Overall total	100

Determining a mark

The marks for each component of assessment are added together and an overall mark is given out of 100.

Determining a grade

The examinations are divided into sections, and each section is composed of several components which are separately assessed and aggregated to give the section total.

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

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

Grade	Total marks
Distinction	80-100 marks
Merit	60-79 marks
Pass	40-59 marks
Not attained	0-39 marks

Please note: Where a candidate is unsuccessful in one or more sections, the total mark given out of 100 will not correspond to the result indicators in the chart. In this circumstance, whatever the overall numerical mark may be, the result given will be Not Attained.

Graded Mark scheme

Each component of the assessment is shown on the grid as a column and broken down into mark bands, each of which has a descriptor. The descriptor indicates the quality that is expected in the candidate's evidence for that mark band. The indicative content for each component of assessment is exemplified or stated at the bottom of each column/group of columns.

Mark bands

The lower mark in each band indicates that the student has just met the requirement described in the band, the upper mark indicates that the evidence is clear but that the student has not quite met the requirements set out in the next mark band.

The candidate is marked against all components of assessment.

Classical Greek Graded Examinations 1 – 3

Section		Technique				Musicality		Presentation			
Component		Balance and Poise (10 marks)	Line and Design (10 marks)	Steps and Elevation (10 marks)	Movement Dynamics (10 marks)	Timing and Rhythm (10 marks)	Musical Awareness (10 marks)	Response and Syllabus Knowledge (10 marks)	Performance (10 marks)	Development of Expression and Study from Nature (10 marks)	Dance (10 marks)
top of the Excellent band	9/10	The candidate demonstrates Excellent ability in the indicative content									
bottom of the Excellent band											
top of the Good band	7/8	The candidate demonstrates Good ability in the indicative content									
bottom of the Good band											
top of the Fair band	5/6	The candidate demonstrates Fair ability in the indicative content									
bottom of the Fair band											
top of the Limited band	3/4	The candidate demonstrates Limited ability in the indicative content									
bottom of the Limited band											
top of the Weak band	1/2	The candidate demonstrates Weak ability in the indicative content									
bottom of the Weak band											
not evidenced	0	Indicative content not evidenced									
Indicative Content		Correct stance and weight placement.	Line through the arms and legs.	THROUGHOUT (EXCEPT DANCE) Use of feet and legs to fully elevate and control landings, appropriate to the dynamics of the movement, including Springing movements and all elements of skips.	THROUGHOUT (EXCEPT DANCE) Appropriate movement dynamics. Use of the body creating weight and quality of movement. Correct use of breathing and relaxation. Coordination and ease of movement for smooth transitions. Momentum and coordination of turning action.	THROUGHOUT (EXCEPT DANCE) To dance in time with the music. Response to various rhythms, tempos and time signatures. Accurate timing specific to syllabus notes.	THROUGHOUT Musical awareness - to capture the feeling and quality of the music as a whole. Response to phrasing, atmosphere and dynamics of music.	THROUGHOUT Thorough and accurate syllabus knowledge, confidence and execution of all set sequences and vocabulary. Response to free sequences and instruction. Alert and enthusiastic rapport with examiner.	THROUGHOUT (EXCEPT DANCE) Projection, presentation and natural engagement. Confident expression through face and body. Secure eyeline.	THROUGHOUT (EXCEPT DANCE) Range of expression through face and body appropriate to the movement. Expression and eyeline to assist interpretation and characterisation. STUDY FROM NATURE. A realistic portrayal of subject matter with appropriate movement and characteristics.	DANCE SOLO Ability to execute the solo with confidence, sense of performance, technical proficiency, timing, rhythm and musicality. Interpretation of title. Music choice and Choreography should be appropriate to the Grade level.
		Balance and control.	Breadth, Poise and extension of line in upper body and head (inc. eyeline).								
		Accurate and flexible use of foot when transferring weight and into Poise.	Look, accuracy and shape of line.								
		Control when at the height of the movement.	Projection and extension of line through space.								

Classical Greek Graded Examinations 4 - 6

Section		Technique				Musicality		Presentation			
Component		Balance and Poise (10 marks)	Line and Design (10 marks)	Steps and Elevation (10 marks)	Movement Dynamics (10 marks)	Timing and Rhythm (10 marks)	Musical Awareness (10 marks)	Response and Syllabus Knowledge (10 marks)	Performance (10 marks)	Development of Expression and Study from Nature (10 marks)	Dance (10 marks)
top of the Excellent band	9/10	The candidate demonstrates Excellent ability in the indicative content									
bottom of the Excellent band											
top of the Good band	7/8	The candidate demonstrates Good ability in the indicative content									
bottom of the Good band											
top of the Fair band	5/6	The candidate demonstrates Fair ability in the indicative content									
bottom of the Fair band											
top of the Limited band	3/4	The candidate demonstrates Limited ability in the indicative content									
bottom of the Limited band											
top of the Weak band	1/2	The candidate demonstrates Weak ability in the indicative content									
bottom of the Weak band											
not evidenced	0	Indicative content not evidenced									
Indicative content		Correct stance and weight placement.	Line through the arms and legs.	THROUGHOUT (EXCEPT DANCE) Use of feet and legs to fully elevate and control landings, appropriate to the dynamics of the movement, including Springing movements and all elements of skips.	THROUGHOUT (EXCEPT DANCE) Appropriate movement dynamics. Use of the body creating weight and quality of movement. Correct use of breathing and relaxation. Coordination and ease of movement for smooth transitions. Momentum and coordination of turning action. Ball Movements.	THROUGHOUT (EXCEPT DANCE) To dance in time with the music. Response to various rhythms, tempos and time signatures. Accurate timing specific to syllabus notes.	THROUGHOUT Musical awareness - to capture the feeling and quality of the music as a whole. Response to phrasing, atmosphere and dynamics of music. Including Improvisation.	THROUGHOUT Thorough and accurate syllabus knowledge, confidence and execution of all set sequences and vocabulary. Response to free sequences and instruction. Alert and enthusiastic rapport with examiner.	THROUGHOUT (EXCEPT DANCE) Projection and communication, appropriate for a theatrical environment. Confident expression through face and body. Secure eye line.	THROUGHOUT (EXCEPT DANCE) Range of expression through face and body appropriate to the movement. Expression and eyeline to assist interpretation and characterisation. Creativity (Own Sequence). STUDY FROM NATURE. A realistic portrayal of subject matter with appropriate movement and characteristics.	DANCE SOLO Ability to execute the solo with confidence, sense of performance, technical proficiency, timing, rhythm and musicality Interpretation of title. Music choice and Choreography should be appropriate to the Grade level
		Balance and control.	Breadth, Poise and extension of line in upper body and head (inc. eyeline).								
		Accurate and flexible use of foot when transferring weight and into Poise Control when at the height of the movement.	Look, accuracy and shape of line. Projection and extension of line through space with appropriate sensitivity to the style.								
		Poise in all positions and on one leg.									

Classification of results

Candidates receive both a final mark and an attainment grade. It is not expected that a candidate in a particular attainment grade will necessarily demonstrate all of the characteristics listed in that band but will demonstrate most.

Attainment grade descriptors

Distinction: 80-100 marks

A candidate who achieves a '**Distinction**' will demonstrate the following attributes in performance:

- extremely strong technique
- high clarity of intention in execution of the movement
- excellent precision in the technique of the genre
- excellent use of dynamics and spatial elements
- very confident and accurate responses to instructions, questions asked and/or tasks set
- very strong performing skills.

Merit: 60-79 marks

A candidate who achieves a '**Merit**' will demonstrate the following attributes in performance:

- well established technique
- good clarity of intention in execution of the movement
- good precision in the technique of the genre confident use of dynamics and spatial elements
- confident and accurate responses to instructions, questions asked and/or tasks set
- strong performing skills.

Pass: 40-59 marks

A candidate who achieves a '**Pass**' will demonstrate the following attributes in performance:

- generally established technique
- some clarity of intention in execution of the movement
- some precision in the technique of the genre
- fair understanding of the use of dynamics and spatial elements
- broadly relevant and mostly appropriate responses to questions asked and/or tasks set
- secure performing skills.

Not attained: 00-39 marks

A candidate who achieves a '**Not attained**' will demonstrate the following attributes in performance:

- poor or limited technical accomplishment
- limited clarity of intention in execution of the movement
- poor or limited grasp of the technique of the genre
- limited understanding of the use of dynamics and spatial elements
- weak or limited response to questions asked and/or tasks set
- weak or limited performing skills.

Intermediate Foundation, Intermediate, Advanced 1 & 2 Specification



Imperial Society of Teachers of Dancing
Classical Greek

9. Vocational Qualifications

In this section, you will find information on the purposes of the following qualifications in this specification:

Level 2: Intermediate Foundation in **Classical Greek Dance**

Level 3: Intermediate in **Classical Greek Dance**

Level 4: Advanced 1 in **Classical Greek Dance**

Level 4: Advanced 2 in **Classical Greek Dance**

Qualification Purpose:

The Vocational Graded Examinations in Classical Greek 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 Classical Greek genre, including an understanding of reference and context. Candidates studying the Classical Greek 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 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.

The Vocational Graded Examinations are regulated qualifications on the Regulated Qualifications Framework.

Please see <https://www.istd.org> for more information; Intermediate is located at Level 3; and Advanced 1 and Advanced 2 are located at Level 4.

Please note that Intermediate Foundation (located at Level 2) is being withdrawn with final examination on 30 September 2027.

Aims

The Vocational Graded Examinations in Classical Greek Dance are to provide an assessment scheme, which gives the basis for the measurement of the individual candidate's progress and development, in preparing for professional dance performing or teaching careers. The practical, vocational examinations are graded to measure appropriate stages of development from a general standard of Classical Greek Dance education to that of professional competence and readiness.

Objectives

The objectives of the Classical Greek Dance Vocational Graded Examinations are as follows:

- To consolidate technical skills and explore natural movements of the body developing both grace and physical strength
- To produce a flexible physique through controlled action
- To encourage individuality and self-expression and therefore increase personal development
- To encourage creative and artistic powers with a view to professional employment as Dancer, Choreographer or Teacher
- To develop an appreciation of the natural world and the art and civilisation of Ancient Greece
- To encourage joy of movement
- To encourage a healthy body and serenity of mind
- To further develop an understanding of music and music theory through practical execution

Minimum Age

The minimum age for Intermediate Foundation and Intermediate 11 years. There is no maximum age limit. This is to ensure that the candidates are physically developed sufficiently to safely meet the demands of the syllabus.

Entry conditions

Entries must be submitted via a teacher who holds a Full Teaching membership with the Imperial Society of Teachers of Dancing.

Prior learning

Intermediate Foundation is an optional examination; otherwise these examinations must be taken consecutively. Each qualification, other than Intermediate Foundation, must be achieved as an entry requirement to the following examination.

Exemption from the Intermediate and Advanced 1 examinations may be obtained if the candidate is a student who already holds an equivalent genre Intermediate or Advanced 1 certificate of an Ofqual approved dance awarding body.. Application for exemption must be made in writing to the Examination department **ukdanceteachers@istd.org** or **InternationalTeachers@istd.org** prior to the examination session.

The Vocational Graded Examinations in the Classical Greek Dance are suitable for all and are designed to develop a range of strengths and abilities to reflect the skill requirements of the individual, in a professional context.

Language

All exams and assessments are conducted in English.

Summary Information

Examination	Time allowances			
	1 candidate	2 candidates	3 candidates	4 candidates
Intermediate Foundation	45 minutes	50 minutes	75 minutes	75 minutes
The Intermediate Foundation qualification is withdrawn with final examination on 30 September 2027				
Please see www.istd.org for more information				
Intermediate	60 minutes	75 minutes	90 minutes	n/a
Advanced 1	75 minutes	75 minutes	90 minutes	n/a
Advanced 2	75 minutes	90 minutes	90 minutes	n/a

Musical accompaniment

A pianist must be provided by the teacher. Manuscript music for the Vocational Graded Examinations is available from ISTD Shop. Recorded music may be used for the Teachers/Candidates Arrangements and any Set Sequence not yet in manuscript form, if preferred.

A sound system capable of playing CDs/iPod or other digital audio equipment, at a volume suitable for the venue, should be provided. The music system operator should be seated at a discreet distance from the examiner, and must NOT be teachers, assistant teachers, parents of exam candidates or another exam candidate from the exam session.

Clothing

Either: Tunic cut to regulation pattern, with the length of tunic above the knees. Natural coloured footless tights may be worn, with bare feet. Shorts may be worn over the matching leotard and under the tunic.

Or: White vest or T-shirt with dark footless tights, or an all-in-one leotard, with bare feet.

All candidates should be clearly numbered.

For the examiner to give a true and accurate assessment, dance attire should be smart and give a clear view of the head, body, arm and leg lines.

Hair should be neat and securely held in place. Long hair should be tied back to allow a clear neck and head line. Long ponytails and plaits should be pinned back to ensure the ponytail/plait does not swipe the face/neck. Make-up is not required at these levels. Jewellery or body piercings, if they are unable to be removed, should be suitably secured and covered so as not to cause any injury.

Where possible, it is recommended that candidates wear clothing that contrasts the studio background, especially if filming for remote examinations.

Studio layout for the examination

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. Teachers should ensure mirrors are covered or made opaque. Examiners require a table and a comfortable chair plus an additional chair. A glass and drinking water should be provided on the table. Teachers should also provide a bell to be used to indicate when the Examiner is ready for candidates to enter the studio at the start of an examination.

Intermediate Foundation

Withdrawn with final examination on 30 September 2027.

Please see www.istd.org for more information.

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 2 Certificate in Vocational Graded Examination in Dance: Intermediate Foundation (Classical Greek Dance)	501/0764/1	150	275	28

Learning outcomes and assessment criteria: Intermediate Foundation

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique in Classical Greek Dance	<ul style="list-style-type: none">• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none">• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none">• Perform exercises and dances to music• Create short, coherent sequences of movement to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none">• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills• Demonstrate an understanding of style and theme

Outline of Syllabus Content: Intermediate Foundation

This is an optional examination which can act as a stepping-stone from the Graded Examinations to Intermediate or serve as an introduction to students who may be unfamiliar with Classical Greek Dance. All the sequences below are set, except for no.10 Unprepared Step Sequence.

The movements are designed to give as much dance enjoyment as possible and include the basic technique as found in The Technique of the Revived Greek Dance by Ruby Ginner.

1. Gesture of Salutation
2. Warm up Sequence
3. Knee and Foot Practice
4. Hip Practice
5. Body Practice a) and b)
6. Balance and Poise Sequence
7. Foot and Elevation Practice
8. Arm and Head Sequence
9. Skip Progressions taken forward: Flying, Oblique, Mercury (with turn), Straight, Ginner, High leap and Circular
10. One unprepared Step Sequence set by the examiner
11. Frieze Line Sequence
12. Sequence for Direction, Speed and Attack
13. Sequence for the development of Pattern and Interpretation
14. Set Rhythm
15. Musical Interpretation
16. Dance Sequence
17. Group Dance - This may be arranged as a solo, duet, trio or quartet, according to examination entry, but must be for the whole group entered. This is to encourage group choreography rather than a solo. No longer than 2 ½ minutes in duration, whether for 1, 2, 3 or 4 candidates
18. Gesture of Reverence

Intermediate

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Classical Greek Dance)	501/0728/8	150	275	28

Learning outcomes and assessment criteria: Intermediate

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music Create short, coherent sequences of movement to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of Syllabus Content: Intermediate

Basic Exercises

Foot Practice

- 1 Four foot positions
- 2 Heel lifting in all positions, and on one foot
- 3 Extension from 1st, forward, back and sideways
- 4 Foot extension to the 2nd and relax
- 5 Parts of Foot progression
- 6 Footsway in 2nd and 4th, slowly or quickly
- 7 Padding in 4th

Knee Practice

- 1 Knee bend in all positions on the whole foot, on the ball of the foot and on one foot
- 2 Deep Knee Bend in 1st and 4th, with use of Frieze lines
- 3 Leg swing from the knee
- 4 Rhythmical knee bends, preparation for springs, springing, in all positions, on one foot and from foot to foot

Hip Practice

- 1 Swing lunge in 2nd and 4th, full progression
- 2 Leg raising in all positions, on the whole foot and with poise
- 3 Leg swing progression
- 4 Leg swing advancing progression
- 5 Hip stretch progression, 1st and 2nd stages

Body Practice

- 1 Forward bend and upward stretch
- 2 Forward and back bend, full progression
- 3 Side bend, full progression
- 4 Body Roll with use of arms
- 5 Body turn, full progression
- 6 Body turn with pendulum arm swing

Hand Practice

- 1 Parts of hand progression, 3 stages leading into
- 2 Hand waving

Wrist practice

- 1 Hand lift and drop
- 2 Hand circling under and over

Elbow Practice

- 1 Arm swing in and out
- 2 Arm circling under and over

Shoulder Practice

- 1 Arm swing forward and back on the oblique line
- 2 Arm swing round
- 3 Shoulder Roll
- 4 Shoulder opening, varying in rhythm and force

Arm Practice

- 1 Arm sway, low and high
- 2 Waving, striking and fluttering movements, varying in rhythm and expression
- 3 Arm toss, varying in rhythm and force, taken standing, running, spinning, poised or with elevation

Head practice

- 1 Relax forward or back and lift to poise
- 2 Relax sideways and lift to poise
- 3 Side turn on different levels
- 4 Head roll

Relaxation

- 1 Exercises for local relaxation, lying or standing

Balance and Poise

- 1 Walk on toes, forward and back, and poise in 1st with set arm movements
- 2 Run forward or back and poise in 1st, in 4th, or on one foot, with any arm designs
- 3 Sustained pendulum balance, with any Frieze lines

Basic Arm Designs

- 1 The 8 Frieze lines standing, walking, running or poised in any position
- 2 With "Toss" base, with any skip, with step and open turn and in any expressive significance

Basic Steps**Lyric, Athletic and Ritual**

- 1 Walking and running, varying in pace and rhythm, including triple runs, lyrical run and long leap
- 2 Spinning
- 3 Open turn
- 4 Komats and dotted skips varying in speed and elevation
- 5 Skip progression: Straight, Flying, Oblique, High leap, Mercury, Circular and Ginner Skip, travelling forwards or backwards
- 6 Lilting skip with varying arm movements
- 7 Crossed circular skip and crossed high leap

Athletic Dance

- 1 Gesture of salutation
- 2 Archery: 5 positions
- 3 Javelin hurling: 2 positions
- 4 The Myron Diskos throw, and with a turn
- 5 The use of bow, javelin or diskos with dance steps

Ritual Dance

- 1 Greek walk
- 2 Gestures of Appeal and Praise
- 3 The 8 positions of Offering to the following deities:- Apollo, Artemis and Persephone

Rhythm Studies

- 1 Ball movements (set by the examiner). Exercises with the ball. Sequences of simple steps with the ball
- 2 Studies from Nature: free interpretation without music (candidate sets)
- 3 Interpret a short piece of music chosen by the examiner
- 4 Show a simple musical phrase, in 2/4, 3/4 or 4/4, either clapping or with use of a percussive instrument and develop into dance movement, prepared by the candidate or teacher. This should be between 4-8 bars long and last between 20 and 30 seconds

Teacher/Candidates Arrangements:

- 1 Any combination of Hand, Wrist, Arm, Elbow and Head exercise
- 2 A combination of Walks on the toes forward and backwards and poise in 1st with Set Arms and Run forward or backward and poise in 4th or on 1 foot with any arm design
- 3 A Ritual Scene to Apollo, Artemis or Persephone – Student or teacher's development of a mimetic scene relating to the deities in this syllabus of not more than 90 seconds, with or without music, singly or in pairs

Set Sequences

- 1 Introductory Sequence
- 2 Sequence for Movement and Continuity
- 3 Foot and Knee Practice
- 4 Body Practice
- 5 Skip Sequence
- 6 Ball Sequence
- 7 Leg Swing Sequence for Relaxation
- 8 Body Movement Sequence for Relaxation
- 9 Swing Lunges with Pendulum Balance and Hip Stretch
- 10 Frieze Lines with Step and Open Turn, Crossed Circular Skip, Step Komat and Triple Runs
- 11 Expressive Frieze Line Sequence
- 12 Set Dance Sequence. A choice of one of the four set sequences:
Eos, Peplos, Panhellenic Games or Homeric Hymn to Artemis

Theory/Cultural Context Questions will be asked on the following main topics:

- 1 The Ancient Olympic Games, the Events and size and weight of all the implements
- 2 The meaning and significance of the 8 Offering Positions especially in relation to the deities Apollo, Artemis and Persephone
- 3 Musical Interpretation, the Time Signature, Phrasing and the Quality of movement required

Dance

- 1 A solo, no longer than 2 minutes duration, arranged to music chosen by the teacher or candidate interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner

Gesture of Reverence

- 1 Step forward on either foot, close in 1st position, at the same time raise the arms forward to waist height, slightly wider than the body (8th Offering position). Look to the front OR the examiner and then pianist. Lower arms to open 2nd frieze line, palms to the front, and lower head. Finish with head lifted erect.

Advanced One

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 1 (Classical Greek Dance)	501/0760/4	150	325	33

Learning outcomes and assessment criteria: Advanced One

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music Create short, coherent sequences of movement to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of Syllabus Content: Advanced One

Candidates must be prepared to perform any of the exercises and steps from the Intermediate syllabus.

Basic Practices

Foot Practice

- 1 Triple Footsway, varying in accent and pace, leading into triple lilting skip
- 2 Beat in 4th

Knee Practice

- 1 Deep knee bend in 4th with varying angles

Hip Practice

- 1 Leg swing into lunge, standing
- 2 Leg swing progression into lunge, advancing or retreating
- 3 Leg raising into swing lunge in 2nd on the whole foot
- 4 Hip stretch, 3rd stage

Body Practice

- 1 Forward bend and upward stretch with sustained poise
- 2 Forward and back bend rising to a poise in 1st continuing into the back bend, 2nd and 3rd stages only
- 3 Opposition bend with poise

Relaxation

- 1 Side Falls
- 2 Understanding of passive movement

Balance and Poise

- 1 Sustained pendulum balance, with any arm lines in this syllabus e.g.: Mercury, Bacchante, Frieze lines or Angles

Basic Arm Designs

- 1 The 13 Angles with any basic step or expression

Basic Steps

Lyric, Athletic and Ritual

- 1 Beaten triple run, beaten skip and beaten lifting skip
- 2 Skip progression: Bacchante and Roebuck
- 3 Turning steps: running turns and all other skips using 2 skips to complete full turn
- 4 All skips using a half turn to one skip

Rhythm Studies

- 1 Show a knowledge of time signatures and phrasing
- 2 Interpret a piece of music chosen by the examiner

Athletic Dance

- 1 Javelin movements with thrusting and running turns and hurling with run and long leap
- 2 Long leap with varying arm positions
- 3 10 Athletic lines

Bacchic Dance

- 1 Cymbal movements with varying arm lines
- 2 Bacchic High leap progression
- 3 Further dance movements including Panther steps
- 4 The 8 Thyrsus positions with any suitable basic steps

Ritual Dance

- 1 The 8 positions of Offering to the following deities: - Athena, Poseidon and Dionysus

Teacher/Candidates Arrangements:

- 1 Balance and Poise with Pendulum Balance and Hip Stretch
- 2 Foot Warm Up
- 3 10 Athletic Lines
- 4 8 Thyrsus Positions with movement
- 5 Prepare a short sequence of movements from the Bacchic section using Tambour, Cymbals or Bones. No longer than 1 minute in duration
- 6 Candidates' arrangement of a dramatic scene portraying a present-day topic, solo or in pairs

Set Sequences

- 1 Introductory Sequence
- 2 Triple Footsway Sequence
- 3 Body Practice
- 4 13 Angles, standing and moving
- 5 Half Turn Skip Sequence
- 6 Set Sequence for Relaxation
- 7 Athletic Warm Up
- 8 Javelin Sequence
- 9 Bacchic Warm Up
- 10 Panther Sequence
- 11 Preparatory Exercises for Tragedies - **not shown in Examination**

Theory/Cultural Context Questions will be asked on the following main topics:

- 1 Bacchic Dance, including the significance of Thyrsus, Grapes, Panthers, Cymbals, Tambours and Bones
- 2 The deities Dionysus, Poseidon and Athena, appropriate Offerings and where and when the festivals were held
- 3 The Musical Interpretation, the Time Signature, Phrasing and Quality required

Dance

- 1 A solo, no longer than 2 minutes duration, arranged to music chosen by the teacher or candidate interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner

Gesture of Reverence

- 1 Step forward on either foot, close in 1st position, at the same time raise the arms forward to waist height, slightly wider than the body (8th Offering position). Look to the front OR the examiner and then pianist. Lower arms to open 2nd frieze line, palms to the front, and lower head. Finish with head lifted erect.

Advanced Two

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 2 (Classical Greek Dance)	501/0761/6	150	375	37

Learning outcomes and assessment criteria: Advanced Two

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Classical Greek Dance	<ul style="list-style-type: none"> Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in Classical Greek Dance	<ul style="list-style-type: none"> Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in Classical Greek Dance	<ul style="list-style-type: none"> Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills Demonstrate an understanding of style and theme

Outline of syllabus content: Advanced Two

Candidates must be prepared to perform any of the exercises and steps from the Intermediate and Advanced One syllabus.

Basic Practices

- 1 Leg raising into swing lunge in 2nd with poise
- 2 Hip stretch progression, 4th and 5th stage

Basic Arm Designs

- 1 The 11 Triangles
- 2 The 10 Chilton positions with any suitable movement

Balance

- 1 Pendulum balance with poise using any arm designs

Basic Steps

- 1 All skips using ONE skip to complete full turn with poise or elevation

Athletic Dance

- 1 Delphic Archery: 3 positions
- 2 Delphic Javelin hurling: 3 positions
- 3 Delphic Diskos throw

Bacchic Dance

- 1 Including Satyr movements and use of grapes, scarves or cloaks

Pyrrhic Dance

- 1 Lunge practices
- 2 Sword and shield practice (or cloak)
- 3 Marching, running and running turns
- 4 Padding and beating in 4th on guard
- 5 Turn in crossed 4th
- 6 Movements of attack and defence
- 7 Long leap, High leap, and lilting skip with sword or shield clash
- 8 Victory skip and crossed Victory skip

Ritual Movement

- 1 Processional walks
- 2 The 9 Gestures of Prayer and Worship to the deities in the Intermediate and Advanced 1 syllabi and to Zeus, Hera and Demeter

Tragic Dance

- 1 The 8 gestures of Tragedy
- 2 Beating and Haircutting Rituals
- 3 The 8 Gestures of Mourning
- 4 Torch movements, single and double

Rhythm Studies

- 1 Develop a short simple musical phrase in movement from the examiner's choice of Time Signature and number of bars
- 2 Interpret a piece of music chosen by the examiner
- 3 Candidate prepares either a Study from Nature or Movement to Words

Teacher/Candidates Arrangements:

- 1 Athletic Sequence using Delphic Archery and Disko, or Javelin and Diskos
- 2 Progressive practices in a Bacchic style eg, Parts of Foot Progression, Leg Swing Progression, Body Progressions etc
- 3 Arrangement incorporating all movements from the Tragic section

Set Sequences

- 1 Introductory Sequence
- 2 Body Sequence
- 3 11 Triangles with Footswey forwards and back then 2 walks
- 4 Leg Swing combined with Leg Raising with a Poise
- 5 Deep Knee Bend Sequence
- 6 10 Chiton Positions with 6 walks
- 7 Sequence for Turning Skips (With optional Development)
- 8 Full Turn Skip Sequence
- 9 Pyrrhic Sequence
- 10 Bacchic Sequence as Satyr using Scarf, Cloak or Grapes

Theory/Cultural Context Questions will be asked on the following main topics:

- 1 The Delphic movements
- 2 The deities Zeus, Demeter and Hera
- 3 Pyrrhic Dance
- 4 The Tragedies
- 5 Musical questions concerning Rhythm and Time Signatures

Dance

- 1 A solo, no longer than 2 minutes duration, arranged by the candidate to accompaniment interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner

Gesture of Reverence

- 1 Step forward on either foot, close in 1st position, at the same time raise the arms forward to waist height, slightly wider than the body (8th Offering position). Look to the front OR the examiner and then pianist. Lower arms to open 2nd frieze line, palms to the front, and lower head. Finish with head lifted erect.

Scheme of assessment

Method of assessment

Vocational Graded Examinations are assessed by an Examiner who is recruited, trained, and monitored by the ISTD.

ISTD Examiners:

- are selected for their expertise and undergo rigorous training which continues throughout their career for marking both face-to-face and remote examinations
- create a welcoming and reassuring environment at the exam venue, ensuring a positive experience for candidates
- complete a check with the Disclosure and Barring Service (or equivalent body where available) and adhere to ISTD policies and procedures, including equality and diversity, safeguarding and data protection
- do not usually examine at the same exam venue within any two-year period.

In the examination the examiner awards a mark of between 0 and 10 for each component shown on the accompanying grid below. A mark of 0 indicates that nothing was evidenced for assessment.

The examination is divided into sections and each section consists of several components which are individually assessed and aggregated to give the section total. The total number of marks available in the examination is 100.

Intermediate Foundation mark scheme

TITLE OF COMPONENT	MARKS ATTAINABLE
TECHNIQUE	
Technical Practices	10
Balance and Poise	10
Line and Design	10
Steps and Elevation	10
Relaxation and Co-ordination	10
Section total	50
PRESENTATION, MUSICALITY, CREATIVITY AND RESPONSE	
Rhythm studies, musical awareness and creativity	10
Expression and dramatic development	10
Set sequences	10
Response and syllabus knowledge	10
Dance	10
Section total	50
Total	100

Intermediate, Advanced One and Two mark scheme

TITLE OF COMPONENT	MARKS ATTAINABLE
TECHNIQUE	
Technical Practices	10
Balance and Poise	10
Line and Design	10
Steps and Elevation	10
Relaxation and Co-ordination	10
Section total	50
PRESENTATION, MUSICALITY AND CREATIVITY	
Rhythm studies and musical awareness	10
Expression, Creativity and dramatic development	10
Set sequences and syllabus knowledge	10
Dance	10
Section total	40
CULTURAL CONTEXT	
Background Knowledge and Response	10
Section total	10
Total	100

Determining a grade for vocational qualifications

To reflect the need for competence across the range of components, a candidate will **not** attain a grade if:

20% of the marks attainable or below are given for any **one** component

40% of the marks attainable or below are given for any **three** components.

If all components are achieved, then the overall grade is indicated as follows:

Grade	Total marks
Distinction	80-100 marks
Merit	65-79 marks
Pass	50-64 marks
Not attained	0-49 marks

Vocational Mark schemes

Each component of the assessment is shown on the grid as a column and broken down into mark bands, each of which has a descriptor. The descriptor indicates the quality that is expected in the candidate's evidence for that mark band. The indicative content for each component of assessment is exemplified or stated at the bottom of each column/group of columns.

Mark Bands

The lower mark in each band indicates that the student has just met the requirement described in the band, the upper mark indicates that the evidence is clear but that the student has not quite met the requirements set out in the next mark band.

The candidate is marked against all components of assessment.

Classical Greek Vocational Graded Exams: Intermediate Foundation

Section		Technique					Presentation, Musicality and Creativity				
Component		Technical Practices (10 marks)	Balance and Poise (10marks)	Line and Design (10 marks)	Steps and Elevation (10 marks)	Relaxation and Coordination (10 marks)	Rhythm Studies, Musical Awareness and Creativity (10 marks)	Expression and Dramatic Development (10 marks)	Set Sequences (10 marks)	Response and Syllabus Knowledge (10 marks)	Dance (10 marks)
top of Excellent band	9/10	The candidate demonstrates Excellent ability in the indicative content									
bottom of Excellent band											
top of Good band	7/8	The candidate demonstrates Good ability in the indicative content									
bottom of Good band											
top of Fair band	5/6	The candidate demonstrates Fair ability in the indicative content									
bottom of Fair band											
top of Limited band	3/4	The candidate demonstrates Limited ability in the indicative content									
bottom of Limited band											
top of Weak band	1/2	The candidate demonstrates Weak ability in the indicative content									
bottom of Weak band											
not evidenced	0	Indicative content not evidenced									
Indicative Content		Technical accuracy of all movements through the exam appropriate to the candidate's physical capabilities.	ANY MOVEMENTS REQUIRING Balance and Control	EASE OF MOVEMENT Showing: Line through the Head, Body, Arms and Legs.	ALL ELEVATION MOVEMENT S SKIPS AND SPRINGING MOVEMENT S	THROUGH-OUT (EXCEPT DANCE) Ability to show appropriate use of weight and relaxation through the body. Coordination and ease of movement for smooth transitions.	THROUGHOUT (EXCEPT DANCE) To dance in time with the music and accurate timing specific to syllabus notes.	NATURAL EXPRESSION; CHARACTERISING MOVEMENTS - THROUGHOUT (EXCEPT DANCE) Range of expression through face and body appropriate to the movement.	ASSURANCE AND KNOWLEDGE - THROUGH OUT Thorough and accurate knowledge, correct execution, assurance/ confidence of all Set Sequences and vocabulary.	KNOWLEDGE – THROUGH OUT Thorough accurate knowledge, correct execution and knowledge of all Set Sequences, teacher's sequences and vocabulary.	GROUP DANCE Ability to perform as part of a group with confidence, and appropriate expression and communication.
			Correct stance. Weight placement. Accurate use of foot when transferring weight into Poise. Control when at the height of the movement.	Breadth, Poise and extension of line in upper body and head (inc. eyeline). Look, accuracy and shape of line/design. Projection and extension of line through space. Specifically: Body Turn Frieze Lines Skip Lines Ritual Lines.	Use of feet and legs to elevate and control landings, appropriate to the dynamics of the movement.	Creating weight and quality of movement, thereby showing contrast in dynamics. Correct use of breathing and relaxation.	Response to various rhythms, tempos, style, phrasing, atmosphere and dynamics of music; and time signatures or poetic metre. Musical awareness - empathetic feeling and quality of the music as a whole. STUDY FROM NATURE Creative in a realistic portrayal of subject matter either a nature study or study in mood to the Set Rhythm.	Expression and eyeline to assist interpretation, characterisation and dramatic development. Projection, presentation and natural engagement. Confident expression through face and body. Secure eyeline. Theatrical performance.	Thorough and accurate knowledge, correct execution, assurance/ confidence of all Set Sequences and vocabulary. A confident presentation.	Sequences, teacher's sequences and vocabulary. Response to free sequences and instruction. Alert and enthusiastic rapport with examiner.	Demonstrate technical proficiency. Respond emphatically to the music, timing, rhythm and musical dynamics of the choreography. Interpretation of title, music choice and choreography should be appropriate to the Grade level.

Classical Greek Vocational Graded Exams: Intermediate, Advanced 1 and Advanced 2

Section		Technique					Presentation, Musicality and Creativity				Cultural Context
Component		Technical Practices (10 marks)	Balance and Poise (10 marks)	Line and Design (10 marks)	Steps and Elevation (10 marks)	Relaxation and Co-ordination (10 marks)	Rhythm Studies and Musical Awareness (10 marks)	Expression, Creativity and Dramatic Development (10 marks)	Set Sequences and Syllabus Knowledge (10 marks)	Dance (10 marks)	Background Knowledge and Response (10 Marks)
top of Excellent band	9/10	The candidate demonstrates Excellent ability in the indicative content									
Bottom of Excellent band											
top of Good band	7/8	The candidate demonstrates Good ability in the indicative content									
bottom of Good band											
top of Fair band	5/6	The candidate demonstrates Fair ability in the indicative content									
bottom of Fair band											
top of Limited band	3/4	The candidate demonstrates Limited ability in the indicative content									
bottom of Limited band											
top of Weak band	1/2	The candidate demonstrates Weak ability in the indicative content									
bottom of Weak band											
not evidenced	0	Indicative content not evidenced									
Indicative content		Technical accuracy of all movements throughout the exam <u>appropriate</u> to the candidate's physical capabilities.	ANY MOVEMENTS REQUIRING : Balance and Control Correct stance Weight placement Accurate use of foot when transferring weight and into Poise. Control when at the height of the movement. Poise in 1 st , 4 th and on one leg	EASE OF MOVEMENT Showing: Line through the Head, Body, Arms and Legs. Breadth, Poise and extension of line in upper body and head (inc. eyeline). Look, accuracy and shape of line/design. Projection and extension of line through space. Specifically: Body Turn Frieze Lines Skip Lines Archery Javelin and Diskos Ritual movements	ALL ELEVATIONS KIPS AND SPRINGING MOVEMENTS Use of feet and legs to elevate and control landings, appropriate to the dynamics of the movement.	THROUGHOUT (EXCEPT DANCE) Ability to show appropriate use of weight and relaxation through the body. Coordination and ease of movement for smooth transitions. Creating weight and quality of movement, thereby showing contrast in dynamics. Correct use of breathing and relaxation.	THROUGHOUT (EXCEPT DANCE) To dance in time with the music. Response to various rhythms, tempos, poetic metre and time signatures. Accurate timing specific to syllabus notes. Response to phrasing, atmosphere and dynamics of music. Musical awareness - to capture the empathetic feeling and quality of the music as a whole. STUDY FROM NATURE A realistic portrayal of subject matter with appropriate movement & characteristics.	NATURAL EXPRESSION; CHARACTERISING MOVEMENTS THROUGHOUT (EXCEPT DANCE) Range of expression through face and body appropriate to the movement. Expression and eyeline to assist interpretation, characterization and dramatic development. Projection, presentation and natural engagement. Confident expression through face and body. Secure eyeline. Theatrical performance.	ASSURANCE AND KNOWLEDGE THROUGH-OUT Thorough and accurate knowledge, correct execution and confidence in all set sequences and vocabulary. Response to free sequences and instruction. Alert and enthusiastic rapport with examiner.	DANCE SOLO Ability to execute the solo with confidence, sense of performance, technical proficiency, timing, rhythm. Respond emphatically to the music and dynamics of the choreography. Interpretation of title. Music choice and Choreography will be taken into consideration and should be appropriate to the Grade level	Demonstrate an understanding of the culture of Ancient Greeks revealed both during verbal questioning and demonstration. Show a knowledge of the deities specified at each level and the theory associated with the different styles.

Classification of results

Candidates receive both a final mark and an attainment grade. It is not expected that a candidate in a particular attainment grade will necessarily demonstrate all of the characteristics listed in that band but will demonstrate most.

Attainment grade descriptors

Distinction: 80-100 marks

A candidate who achieves a '**Distinction**' will demonstrate the following attributes in performance:

- extremely strong technique
- high clarity of intention in execution of the movement
- excellent precision in the technique of the genre
- excellent use of dynamics and spatial elements
- very confident and accurate responses to instructions, questions asked and/or tasks set
- very strong performing skills

Merit: 65-79 marks

A candidate who achieves a '**Merit**' will demonstrate the following attributes in performance:

- well established technique
- good clarity of intention in execution of the movement
- good precision in the technique of the genre confident use of dynamics and spatial elements
- confident and accurate responses to instructions, questions asked and/or tasks set
- strong performing skills

Pass: 50-64 marks

A candidate who achieves a '**Pass**' will demonstrate the following attributes in performance:

- generally established technique
- some clarity of intention in execution of the movement
- some precision in the technique of the genre
- fair understanding of the use of dynamics and spatial elements
- broadly relevant and mostly appropriate responses to questions asked and/or tasks set
- secure performing skills

Not attained – 0-49 marks

A candidate who achieves a '**Not Attained**' will demonstrate the following attributes in performance:

- poor or limited technical accomplishment
- limited clarity of intention in execution of the movement
- poor or limited grasp of the technique of the genre
- limited understanding of the use of dynamics and spatial elements
- weak or limited response to questions asked and/or tasks set
- weak or limited performing skills

Examination Information, Quality Assurance, Appendix & Resources



Imperial Society of Teachers of Dancing
Classical Greek

10. Examinations and quality assurance

Examination booking information

Examination bookings are only permitted to be made by members with the requisite active membership status of the ISTD who conduct themselves in accordance with the Member Agreement/Professional Code of Conduct.

link www.istd.org/documents/rules-and-standing-orders

The examinations take place either at the examination venues hosted by the members such as the teacher's dance studio or at the ISTD Examination Centre sessions. Details of how to book an examination, cancellation fees, guidance, and examination regulations are available at:

UK Examinations

Website: www.istd.org/examinations/uk-examinations

Email: ukdanceteachers@istd.org

International Examinations

Website: www.istd.org/examinations/international-examinations

Email: InternationalTeachers@istd.org

Policies and quality assurance

The Society has put in place a set of policies and procedures to ensure that our examinations and assessments are inclusive and accessible, and students completing our qualifications are issued a fair grade based on their performance.

Our quality assurance processes are in place to safeguard the integrity of our qualifications by ensuring that high standards are always delivered in our examinations.

The detailed information about the quality assurance of our qualifications and the related policies can be found at www.istd.org/examinations/quality-assurance

For further guidance, please contact the Quality Assurance department at csqa@istd.org

Reasonable adjustment

The Society is committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills in dance and in examinations and we encourage teachers to maintain an open approach towards the different abilities offered by all their students.

Reasonable adjustments are changes or adaptations made to an assessment or to the way an assessment is conducted to reduce or remove a barrier caused by disability or individual learning or medical need.

The teacher acting on behalf of a candidate can request the Society to make reasonable adjustments to the assessment processes and examination requirements, to make the assessment more accessible and alleviate a barrier to allow the candidate to show what they know and can do.

To request reasonable adjustments, the teacher making the application on behalf of the candidate should send their completed application form and supporting documents to ara@istd.org a minimum of 28 days before the date of the examination.

Further guidance for reasonable adjustments can be found in the ISTD Access Arrangements and Reasonable Adjustment Policy which is available on: www.istd.org/examinations/quality-assurance

Teachers can request any adjustments that are appropriate for the needs of their candidates, and these will be considered on a case-by-case basis.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances. The Society has a process in place for special consideration for candidates who participated in an examination but may have been disadvantaged by temporary illness, injury, indisposition, or adverse circumstances which arose immediately before or during the examination.

Enquiries and appeals about results

The Society endorses the principle of the right to enquire about a candidates' result. These appeals may relate to an unexpected examination result, assessment decisions being incorrect, or assessment not being conducted fairly. We ensure that enquiries are dealt with swiftly and fairly within the specified timescales.

Through the ISTD Enquiry and Appeal about a Result Policy, it is ensured that enquiries about results are processed correctly, fairly and in a timely manner. A copy of the Enquiry and Appeal About a Result Policy can be downloaded from: <https://www.istd.org/examinations/quality-assurance/policies-and-related-documents>

Malpractice

The Society will act in accordance with the published documentation and will take all reasonable steps to prevent the occurrence of any malpractice, or maladministration, in the development, delivery and award of its qualifications.

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or actions that may damage the authority of those responsible for delivering the assessment and certification. The Society will take any form of malpractice very seriously.

Registered members and candidates must follow the requirements set out in this specification, examination regulations and all other ISTD policies about the delivery of our examinations.

In cases where registered members or candidates have committed malpractice, a sanction or penalty may be given. For further information, please refer to the ISTD Malpractice Policy on: <https://www.istd.org/examinations/quality-assurance/policies-and-related-documents>

Results and certification

All ISTD examinations are single performances at one moment in time, with a detailed marking system awarded according to the mark schemes given for each examination.

The Quality Assurance Department will check the examination results for any errors before issuing the awarded results and certificates direct to the primary organiser, unless requested otherwise.

Examination session results and examination report sheets can be accessed online on the ISTD examination management portal, usually within 21 days of the date of the examination.

All examination result documents are subject to robust quality assurance checks, to ensure that they are correct and complete before dispatch.

The primary organiser will receive their candidates' examination report sheets, containing the overall result. Successful candidates will also be issued with a qualification certificate displaying the qualification title, and the subject that they have been examined in, date of award and the overall result achieved.

This section focuses on the administrative requirements for delivering the examinations and related quality assurance processes. www.istd.org/examinations/quality-assurance

11. APPENDIX

Syllabus books, music and videos

The ISTD has produced books music and video products to support the learning and understanding of the teacher.

Syllabus books, CDs and DVDs are available to buy on the ISTD website: <https://shop.istd.org/shop/>

A selection of our audio and video products are available to purchase and download from our digital shop:
<https://istddance.sellfy.store/>

Written Resources

Technique Revived Greek Dance Ruby Ginner (1963) Reprinted 1981; ISTD

Gateway to the Dance Ruby Ginner (1960) 1st edition; Neame

The Glory that was Greece A Survey of Hellenic Culture and Civilisation; J C Sobart (2012); Rarebooksclub.com

Dance in Ancient Greece Lillian Lawler (1988) Wesleyan; New edition

The Greeks Kitto (1991); Penguin; New edition

The Twelve Olympians Charles Seltman (2012); Ulan Press

Greek Myths The Complete and Definitive Edition; Robert Graves (2011) Penguin; Reissue edition

The Olympic Games, The First Thousand Years. M.I.Finley & H.W. Picket. Edition published in 1976

Who's Who in Mythology. A Classic Guide to the Ancient World. Alexander S. Murray. Bracken Books, London

The Penguin Dictionary of Classical Mythology. Pierre Grimal. Penguin Books.

Video resources



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