

Unit 4 - Dance Practice – Examination Content Guide

Level 4 Diploma in Dance Education

Modern Theatre Dance

The Candidate is examined on:

- The Graded syllabi from Primary - Intermediate (excluding Intermediate Foundation) in Syllabus Option (A or B) of choice. Lists of exercises for all Grades options can be found on Totara.
- The analysis of movement vocabulary and theory of technique up to and including Intermediate for both Syllabus Options A and B.
- The technical and artistic quality of own performance.
- The approach to teaching the pre-school and pre-primary student.

The Candidate is asked to demonstrate and discuss, from a teaching perspective based on practical experience, the following:

- Analysis and development of movement vocabulary and technique up to and including Intermediate.
- Set and unset sequences of movement up to and including Intermediate at students' various stages of physical and cognitive development.
- Assured knowledge of the body and its movement limitations.
- Secure understanding of correct stance, common faults and their correction.
- Use of appropriate teaching, communication and presentation strategies to effectively teach a range of learners, including those with additional needs.

The candidate is required to demonstrate:

- Any aspect of the syllabus vocabulary, including all set exercises in Syllabus Option A or B.
- A variety of technical and/or creative sequences/ enchainment's as requested by the Examiner.
- 2 pre-choreographed dance sequences.
- Musicality in own performance.
- The ability to count any exercise, demonstrating the correct tempo, accents and quality required.
- Confident use of varied rhythms and accents to enhance the dance style in arrangement.

Exam duration – 120 minutes

The candidate must provide for the examiner a printed copy of their music playlist including their choice of music for their dances.

The candidate presents 2 pre-choreographed dances at two levels. Each dance should show suitability for the required level, structure, musicality and spatial awareness.

- The candidate presents a pre-choreographed dance of their own composition lasting between 45 seconds – 1 minute at either Grade 2 or Grade 3 for either Syllabus Option A or B.
- The candidate presents a pre choreographed dance of their own composition lasting between 1 - 1 ½ minutes at Grade 5, 6 or Intermediate.

Component	Maximum Mark
Knowledge of the content of the relevant grade and intermediate syllabi	20
Analysis and understanding of movement vocabulary	20
Technical accuracy of demonstration	20
Understanding of the purpose and/or development of movements	20
Application of appropriate methods of teaching. Identification of common faults and their correction.	20
Understanding and application of safe dance practice, biomechanics, and stages of physical and cognitive development.	20
Creative approaches to choreography. Suitability of content and style of training and free exercises.	20
Appropriate use of language, communication, and presentation skills to engage and motivate	20
Rhythmic and musical analysis and selection of accompaniment.	20
Musicality, artistic expression, and style of demonstration	20
Total	200

Candidates should ensure that they have received sufficient tuition from their tutor before entering for the Unit 4 examination. They should understand all areas of the indicative content and understand each area as it applies to the Modern Theatre genre.

Indicative Content	
LO1 Demonstrate thorough knowledge and understanding of the syllabi, up to and including Intermediate.	
1.1 Demonstrate sound knowledge of the content of the relevant grade and intermediate syllabi. - The graded syllabi from Primary to Intermediate (excluding Intermediate Foundation) in a Syllabus Option of your choice (Option A or B). - Knowledge of all set work in the non-selected option from Grade 1 – **Grade 5 inclusive. This includes all of the optional exercises and settings. Syllabus exercises as specified: GRADE 6 - Back Loosening & Falls - Lyrical Arm Exercise - Jazz Arm Exercise - Breathe and Release - Kicks and Turns - Step Vocabulary INTERMEDIATE - Warm-Up (teacher's arrangement) - Contraction Exercise - Blues Arms - Foot Warm-Up (teacher's arrangement) - Pirouettes - Kicks and Dance Vocabulary Steps	
1.2 Analyse, understand, and explain the detail of movement vocabulary. - The analysis of movement vocabulary in both Syllabus Options up to Grade 4. - The analysis of movement vocabulary in the chosen Syllabus Option (either Option A or B) for Grade 6 and Intermediate.	
1.3 Demonstrate technical accuracy and appropriate style in own practical demonstration. - Technical quality of own performance with reference to: a) Clarity of movement b) Movement dynamics c) Correct placement	
1.4 Explain and demonstrate a clear understanding of the aims, purpose and/or progression of movements. - Understand the purpose and aims of movements. - Understand the progression/build-up of movements fundamental to the specific genre of dance.	
LO2 Demonstrate understanding of how to teach syllabi effectively.	
2.1 Apply and demonstrate a secure understanding of teaching methods/training sequences, including identification of common faults and corrections at various levels. - Application and description of appropriate teaching methods to develop technical understanding in relation to: a) Grade level b) Common faults c) Appropriate solutions to correcting common faults d) Technical progression	
2.2 Demonstrate an applied understanding of safe dance practice, biomechanics, and stages of physical and cognitive development. - Explain appropriate teaching and learning methods for various stages of cognitive development and learning needs. - Explain appropriate adaptations for differing physiques and biomechanical variations.	

• Application of safe dance practice in all aspects of teaching. • Key approaches to teaching the pre-school learner (where applicable).
2.3 Demonstrate a creative approach to setting free exercises and/or dances/dance sequences. • Developing choreographic skills and approaches appropriate for a range of ages and abilities. • A creative approach to teaching set and unset sequences of movement, up to and including Intermediate. • Key approaches to delivering free work for all levels including the pre-school learner (where applicable).
2.4 Demonstrate an ability to use appropriate language, communication, and presentation skills to engage and motivate. • Use of appropriate teaching strategies to engage and motivate. • Communication and presentation skills to effectively teach a range of learners. • Use of a range of vocabulary that accurately describes and reflects the technical and artistic qualities of the movements. • Consideration of tone of voice and the awareness of how to project a professional and confident manner.
LO3 Demonstrate expression and musicality in performance and analysis.
3.1 Select, discuss, and analyse appropriate musical and rhythmic accompaniment. • Select age-appropriate musical accompaniment for technical training. • The ability to confidently instruct the pianist/accompanist/music operator (where applicable) • Discuss how music and rhythm can be used to develop expression and musicality in students' performance. • Demonstrate the ability to count and/or vocalise appropriate rhythmic and dynamic qualities. • Confident use of varied rhythms and accents to enhance the dance style in arrangement. • Consideration of the justification for using a specified rhythm or musical choice.
3.2 Demonstrate effective use of musicality, including quality, style and artistic expression within own performance. • The ability to perform syllabus and non-syllabus work with correct timing, phrasing, and appropriate artistry.

Essential Resources

- Syllabus outlines from Primary to Intermediate
- Accompanying DVDs & music