



Imperial Society of Teachers of Dancing  
**Disco, Freestyle, Rock n Roll**

# **Disco Freestyle, Rock n Roll: Graded and Vocational Examination Grades 1–6 & Intermediate Specification**

**For teaching from  
October 2025**

**For exams  
January 2026 onwards**

Version 1.0

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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 dance 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 [www.istd.org](http://www.istd.org)

## 2 Disco Freestyle, Rock n Roll

### Introduction

DFR is the umbrella term for Disco Freestyle and Rock n Roll dance styles. These dance styles mainly originate from the USA and influenced by its films and popular music, these dances quickly evolved and became ingrained in British youth culture. Some dances, such as Rock n Roll, were for couples; others, such as the loosely termed 'Disco', made manifest the new gender independence of the participants. Although they all had distinctive movement material and performance characteristics, unlike most other social dance forms they were essentially improvised. They were therefore much more 'open' in their steps and stylistic execution than the formal dances of the ballroom; they were in essence 'free style'.

Within the Disco Freestyle Graded Examinations candidates will explore both Disco Freestyle and Street Dance genre's. Street Dance is the umbrella term for a range of urban dance styles including Locking, Popping, Waacking, Hip Hop, House, Breaking (Breakdance). These dance styles mainly originate from the African and Latin American Communities in the USA. Music, influences the development of street dance styles, which are often a response to social and political matters within communities. Street Dance is constantly evolving, introducing newer styles such as Krump and Litefeet. Each style has its own history, technique, cultural influences and music that's inspired its creation and evolution.

# History

## Disco Freestyle

In order to cater for the popularity of these dances and provide opportunities for safe and effective teaching, in 1988 a brand new ISTD Disco Freestyle committee was formed by pioneers and joint Chairmen Peggy Spencer MBE, Sydney Francis and Anne Lingard. The popularity and standard of disco dancing was increasing rapidly, both in society and in the studios, but there was a need for a system which could provide teachers with sound knowledge and technique.

Disco Freestyle, Rock n Roll (DFR) committee members produced workshops, seminars and festivals to help teachers to learn the popular steps so they could work with confidence and in safety.

The committee established a thorough examination structure at various levels, initially in Disco Freestyle, for both amateurs and professionals.

The release of the film Saturday Night Fever (1977) in the UK injected new impetus to 'disco' dancing and motivated enthusiastic teachers to attend workshops so that they could learn and teach the new dance craze. The first teachers' workshop took place in 1978. Held at the Hammersmith Palais, it was organised and presented by Peggy Spencer MBE, Michael Stylianos, Anne Lingard and Pat Thompson. Teachers welcomed the new popular style of dance and were stimulated by the choreography.

Disco Freestyle or just 'Freestyle', the term used often by the Society's younger generation of participants, has evolved since its first workshop in 1978. Today, movement content such as fast and powerful Runs, Leaps, Spins, Splits, super high Kicks, intricate foot and arm patterns, allied with flexibility, speed, control, agility and projection, are all part of the performance presentation, in various styles and tempo.

A Disco Freestyle competitor will take pride in having immaculate presentation of superb choreography, individual personality and an abundance of stamina.

## Street Dance

Originating in the mid-20th Century, Street Dance is new in comparison to classical genres of dance. It's grown in popularity due to the ever-increasing presence of Street Dance and Hip Hop in film, theatre, television and social media. Hip Hop is an integral part of Street Dance. It's important to note that Hip Hop dance and Hip Hop culture are two different things. The culture is a lifestyle that includes: music, DJing, rap, MCing, graffiti art, dance and fashion. Hip Hop dance is a dance that forms part of the Street Dance umbrella, inspired by Hip Hop music.

Culturally, the birth of Hip Hop made run-down communities active and creative. Authorities would allow block parties in derelict buildings to happen as they often resulted in less crime on the streets. People were able to channel their frustrations through dance, art, poetry, rap, fashion and music. Hip Hop was considered a positive movement within the communities of New York and Dance Battles became a way that people settled their differences as well as inspire new relationships. Since the birth of Hip Hop in the early 1970s multiple dance styles have developed. Some of these dance and movement styles have been inspired by popular culture such as cartoons and Hollywood glamour. As well as being heavily influenced by music, whether people gathered at block parties or on the dance floor of discotheques. As new music genres evolve, so too does the dance.

Musical influences were different on the east and west coast of America, and this influenced the different styles of Street Dance that developed across the USA. Funk music was very prominent in the 60's and 70's and the culture in west coast America (California) saw Locking and Popping become the dance trends that people were enjoying. Then, as Disco became alive in the nightclub culture towards the late 70's, Waacking entered the dancefloors. As you journeyed to the east coast, Breaking was very Funk driven and Hip Hop was the evolutionary genre of music to inspire a new generation towards the late 70's. House music came out of Chicago and as DJ's toured big cities, New York also became prominent for house music, and thus, there came House Dance.

Despite these dances being created on different coasts, they quickly travelled across the USA and soon enough, went global. Coming to the UK and other countries worldwide, thanks to music artists that were inspired to create and perform (dance) to the music, increasing the popularity and accessibility of this genre.

Most of the time it is impossible to credit specific people within Street Dance, since the dances evolve outside of professional dance environments where there is no social and/or legal record documenting the evolution. Street Dance pioneers also rarely have degrees in dance, distinguishing Street Dance from other modern dance forms.

There are many hybrid styles that originate from the pioneers, but to detail all of these would be next to impossible due to the ever-evolving movement of Street Dance. There is some disagreement within the Hip Hop world regarding the true origins and names of certain steps, and these often differ from one generation to the next, however, the principles are always the same.

As a relatively new genre of dance, without a written history, there is a lot of information that is still being learnt and new dances under the banner of Street Dance are being created and included into the culture as time moves on. Some are trends that don't stand the test of time, however, there are some that remain and create a significant impact within our social environments and communities.

### 3 Qualification purpose

Disco Freestyle Dance offers a range of learning opportunities that builds technique and understanding of Disco Freestyle, developing physical ability and communications skills in an expressive and artistic way.

After the Graded Examinations, candidates can progress to the Vocational Graded Examination, Intermediate, as preparation for further or higher education, full/part time dance training employment as a professional dancers or as preparation for dance teaching qualifications. Currently the highest vocational grade available in Disco Freestyle is Intermediate.

### 4 Transferable skills

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

# 5 Qualification structure and regulation – Graded Examinations

**Regulated examinations:** Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and Grade 6

## Regulation – UK

ISTD graded Examination qualifications are regulated in the UK by:

- Office of Qualifications and Examinations Regulations (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).

Size 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 – 35 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 make Total Qualification Time (TQT).

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

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 1 (Disco Freestyle)	501/0755/0	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Disco Freestyle)	501/0753/7	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Disco Freestyle)	501/0754/9	60	70	7
ISTD Level 2 Award in Graded Examination in Dance: Grade 4 (Disco Freestyle)	501/0756/2	75	95	10
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Disco Freestyle)	501/0757/4	75	95	10
ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Disco Freestyle)	501/0758/6	90	130	13

## 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 different levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualification Framework (RQF), although they are similar. The following table shows the level of our Vocational Examination qualifications on the RQF and EQF.

Qualification title	RQF Level	EQF Level
Grade 4	Level 2	Level 3
Grade 5	Level 2	Level 3
Grade 6	Level 3	Level 4

## UCAS points

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

The number of points achieved depends on their examination outcome i.e. Distinction, Merit or Pass.

UCAS points only apply to ISTD graded or vocational examinations at Regulated Qualifications Framework (RQF) level 3 as listed below:

Grade 6	Tariff Points
Distinction	14
Merit	10
Pass	8

## Equivalence of qualification levels

Qualification title	RQF Level	Equivalence
Grade 6	3	Equivalent to A-Level and T-Level standard

# 6 Graded Examinations

## Qualification purpose and general information

- In Disco Freestyle Dance examinations there is a clearly defined structure allowing 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
- A range of transferable skills to other dance genres become possible, as the candidate develops physically and learns common skills that can support a broader base of dancing genres
- The Graded Examinations in Disco Freestyle Dance also allow for those participating solely for recreational purposes to produce quality work in a safe dance context

### Aims

The aim of Graded Examinations is to:

- Provide an assessment scheme for dance, which gives the basis for the measurement of the individual candidate's progress and development, whether the candidate is pursuing dance as a leisure activity or as preparation for a professional career as a dance teacher or performer
- There are six practical examination grades, numbered from 1 to 6, to indicate the increasing order of difficulty (6 represents the highest level of attainment)

### Objectives

The objectives of the Disco Freestyle graded examination syllabus are to:

- Teach correct poise and posture
- Develop the range of movement within the students' natural abilities
- Demonstrate an awareness of the use of space
- Build a sound technique
- Promote the understanding and use of dance terminology
- Gain a good sense of self-expression
- Encourage creative movement
- Promote self-confidence in the performance of a solo
- Appreciate a variety of musical styles and their interpretation within performance

### Entry conditions

The learning and teaching content for each qualification in the specification is set out in a similar way. Candidates should be entered for examinations only once they are well-prepared and all content has been covered in full.

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

## Minimum age

The recommended minimum age as of the date of the examination. However, a grace period of 60 days from the examination date is permitted. This is to ensure candidates are physically developed sufficiently to safely meet the demands of the syllabus. If candidates are younger than this, please contact the Examinations Department to assist with entries on Quest. There are no upper age limits.

Qualification title	Recommended minimum age
Grades 1- 3	7 years
Grades 4-5	9 years
Grade 6	11 years
Intermediate	12 years

## Prior learning

The Graded Examinations in Disco Freestyle 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, where examinations are undertaken without success at the previous grade, the candidate needs to be at an appropriate level of physical and artistic development to continue to the next level. Therefore, teachers are under a particular duty to assess the achievement of the candidate, particularly regarding safe dance practice.

## Language

All graded examination documentation including specification, syllabus exercises, formats, reports, and certificates are in English.

## Summary Information

Disco Freestyle	1 or 2 candidates
<b>Ofqual Level 1 Examinations</b>	
Grade 1	20 minutes
Grade 2	25 Minutes
Grade 3	30 minutes
<b>Ofqual Level 2 Examinations</b>	
Grade 4	40 minutes
Grade 5	50 minutes
<b>Ofqual Level 3 Examinations</b>	
Grade 6	60 minutes
Intermediate	1 candidate – 75 minutes
	2 candidates – 90 minutes

A maximum of two candidates will be assessed at any one time, but one candidate may be entered single where there is an odd number.

Each candidate will receive an individual report and result which reflects their own achievement in the examination.

## Musical accompaniment

A sound system capable of playing CDs/Bluetooth or other digital audio equipment at a volume suitable for the venue should be provided.

Music system operators should be seated at a discreet distance from the Examiner, not directly facing the candidates.

All sections of the examinations are performed to the teacher's own choice of music, please refer to the guidance for each exercise, apart from section 4 – Musical Appreciation, this music will be provided by the examiner.

## Clothing

Suitable Disco Freestyle attire, appropriate to the age and gender of the candidate and appropriate footwear, (for example, jazz shoes, dance sneakers etc), should be worn. The chosen attire should enable the Examiner to see clearly the action of the body and legs. It will not be possible for candidates to change their attire during the course of the examination, (for example to suit the style of dance). Therefore, candidates are advised to wear basic dance attire, such as leotard, crop top and jazz trousers, catsuit etc. Jewellery or body piercing should not be worn or must be taped.

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 must be pinned completely back and not loose, to ensure the hair does not swipe the face/neck. If a head scarf is worn, please ensure that the hair and the scarf are tightly secured.

## Number Cards

Number cards should be worn by all candidates for ease of identifications. The number card should be positioned on the front of each candidate.

## 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.

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.

# Summary of the Disco Freestyle Graded Examination

Each Examination at all levels comprises 4 sections:

Section 1	Safe dance Practice
Section 2	Technique
Section 3	Presentation
Section 4	Musical Appreciation

A detailed breakdown of the Disco Freestyle Graded Examination content can be found in the corresponding syllabus books, available to purchase from the ISTD online shop.

## Section 1 – Safe Dance Practice

Warm Up Exercise A – to show Pulse Raiser and Mobility

Warm Up Exercise B – to show Pulse Raiser and Mobility

Warm Up Exercise C – to show Stretch

Cool Down Exercises – shown at the end of the examination

## Section 2 – Technique / Section 3 – Presentation

Preparatory Dance Exercises

Technical Study

Set Exercise – Arm, Hand, body, Head Movements and/or Positions

Set Amalgamations – Elevation, Kicks, Turns

## Section 4 – Musical Appreciation

Exercise A – Clapping and counting to music (*not in Grade 2*)

Exercise B – Clapping and counting the emphasised beats (*not in Grade 1*)

Exercise C – Demonstration of Compound Steps

Exercise D – Demonstration of short amalgamation

## Arm Actions

The Arm Actions/Movements must follow the syllabus requirements set for the following exercises:

- Warm Up
- Cool Down
- Preparatory Dance Exercises

Arm Actions/Movements for all other syllabus exercises/content are at the teacher and candidates discretion.

# Progression of syllabus content

The table below highlights the progression route for each component from Grade 1 through to Grade 6:

Component		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Warm Up	Warm Up exercise A – Pulse Raiser and Mobility	✓	✓	✓	✓	✓	✓
	Warm Up exercise B – Pulse Raiser and Mobility	✓	✓	✓	✓	✓	✓
	Warm Up exercise C – Stretch	4	5	3	6	6	13
	Set Exercise – Isolation	x	x	x	x	x	x
	Floorwork Core Stability	x	□	x	x	x	x
Musical Appreciation (part one)	Exercise A – Clapping and counting to music	✓	x	✓	✓	✓	✓
	Exercise B – Clapping and counting the emphasised beats		✓	✓	✓	✓	✓
Preparatory Dance Exercises (PDE)	PDE – Technical Study	✓	✓	✓	✓	✓	✓
	PDE Set Exercise	✓	✓	✓	✓	✓	✓
	Set Amalgamation – Elevation						✓
	Set Amalgamation – Kicks	1*	1*	1*	2*	2*	✓
	Set Amalgamation – Turn						✓
	Set Amalgamation – Poise, Balance and Centring	x	x	x	x	x	✓
Musical Appreciation (part two)	Set Exercise – Arms Lyrical/Contemporary	x	x	x	x	x	x
	Exercise C – Demonstration of Compound Steps	1*	2*	2*	2*	2*	2+ *
Dance Demonstration	Exercise D – Demonstration of unset amalgamation	1*	1*	2*	2*	2*	1*
	Medium Street – 4/4 timing	8 bar	8 bar	x	x	x	x
	Medium Freestyle – 4/4 timing	8 bar	x	x	x	16 bar (medium or fast)	16 bar (medium or fast)
	Fast Freestyle – 4/4 timing	x	8 bar	8 bar	16 bar	x	x
	Slow Freestyle – 4/4 timing	x	x	8 bar	16 bar	x	x
	Street Style – 4/4 timing	x	x	x	16 bar	x	16 bar
	Mixed Tempo Freestyle – 4/4 timing	x	x	x	x	16 bars or 1 ½ mins	16 bars or 1 ½ mins
	Freestyle (any tempo) – 4/4 timing	x	x	x	x	16 bar	x
	Freestyle (any tempo) – 3/4 timing	x	x	x	x	x	16 bar
	Own choreography (Film or musical score)	x	x	x	x	x	16 bars or 1 ½ mins
Cool Down	Cool Down dance	✓	✓	✓	✓	✓	✓
	Cool Down stretch and relaxation	2*	2*	2*	5*	6*	8*
	Final Mobiliser	✓	✓	✓	✓	✓	✓

## Format of Examination

In order to follow safe dance practice the examination will be conducted in the following order, and all syllabus reference books will be structured accordingly. Throughout all examinations candidates are required to demonstrate some elements at the same time or solo demonstrating elements alternately, this is also included below:

Warm Up Exercise A – Pulse raiser and mobility	Section 1 – Safe Dance Practice	Both candidates
Warm Up Exercise B – Pulse raiser and mobility	Section 1 – Safe Dance Practice	Both candidates
Warm Up Exercise C – Stretches	Section 1 – Safe Dance Practice	Both candidates
Exercise A - Clapping and counting to music	Section 4 – Musical Appreciation	Solo and alternate
Exercise B - Clapping and counting the emphasised beats	Section 4 – Musical Appreciation	Solo and alternate
PDE – Technical study	Section 2 & 3 – Technique and Presentation	Both candidates
PDE – Set exercise	Section 2 & 3 – Technique and Presentation	Both candidates
PDE – Set amalgamation	Section 2 & 3 – Technique and Presentation	Solo and alternate
Exercise C – Demonstration of compound steps	Section 4 – Musical Appreciation	Solo and alternate
Exercise D – Demonstration of amalgamation	Section 4 – Musical Appreciation	Solo and alternate
Performance of dances	Section 2 & 3 – Technique and Presentation	Both candidates
Cool Down Dance	Section 1 – Safe Dance Practice	Both candidates
Cool Down Stretch and relaxation	Section 1 – Safe Dance Practice	Both candidates
Final mobiliser	Section 1 – Safe Dance Practice	Both candidates

## Music

Candidates and/or teachers may select their own music for sections 1, 2 and 3. As a guide, music should be selected which does not contain cross phrasing and/or long introductions. Please note the recommended beats per minute:

<b>Slow</b>	64 bpm approx.
<b>Street Style</b>	88-112 bpm approx.
<b>Medium</b>	112-120 bpm approx.
<b>Fast</b>	128-132 bpm approx.

For section 4, Musical Appreciation, the examiner will provide the set music which has been specifically recorded for this section of the Graded examinations.

# Stretches

In order to follow Safe Dance Practice, the Stretches have been numbered in the order that they are to be performed – although at Grades 1-5 only specific stretches are to be performed at each Grade. At Grade 6 all of the major muscle groups will be stretched in the order recommended below:

Stretch	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. (a) Upper Back / Trapezius Stretch	✓					✓
1. (b) Lower Back / Curl	✓					✓
2. Sides / Stand and Reach	✓					✓
3. Arms / Triceps	✓			✓*	✓*	✓
4. Chest / Pectoralis Major			✓	✓**	✓**	✓
5. Gluteals			✓	✓	✓	✓
6. Groin			✓	✓	✓	✓
7. (a) Upper Calf / Gastrocnemius		✓		✓**	✓**	✓
7. (b) Lower Calf / Soleus		✓		✓*	✓*	✓
8. Hamstring		✓		✓	✓	✓
9. Shins / Tibialis Anterior		✓				✓
10. Quadriceps		✓		✓	✓	✓
11. Hip Flexor / Iliopsoas						✓

\* Please note these stretches are combined and demonstrated simultaneously at Grade 4 and Grade 5

\*\* Please note these stretches are combined and demonstrated simultaneously at Grade 4 and Grade 5

Additional aids may be used to assist stretches if appropriate, for example: towel, scarf, exercise bands. For information on how to perform these stretches please see the syllabus book and access stretching videos in the member portal.

[www.istd.org/my-istd/member-resources-hub/dance-sport-videos/dfp-stretching-videos](http://www.istd.org/my-istd/member-resources-hub/dance-sport-videos/dfp-stretching-videos)

# 7 Qualifications

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 specifications is set out in a similar way.

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

## Grade 1 Disco Freestyle

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 1 (Disco Freestyle)	501/0755/0	60	70	7

## Outline of Syllabus Content: Grade 1

Candidates should be prepared to demonstrate any exercise solo or together

### 1. Warm Up

- Warm Up Exercise A – Pulse Raiser and Mobility - seen together
- Warm Up Exercise B – Pulse Raiser and Mobility - seen together
- Warm Up Exercise C – Stretches - seen together  
Upper Back / Trapezius  
Lower Back / Curl  
Sides / Stand and Reach  
Arms / Triceps

### 2. Musical Appreciation – part one

- Exercise A – Clapping and counting – seen individually

### 3. Preparatory Dance Exercises

- Technical Study – seen together
- Set Exercise – seen together
- Set Amalgamation - Examiner's choice of one of the three exercises below – seen individually<sup>\*</sup>  
Elevation  
Kicks  
Turn

### 4. Musical Appreciation – part two

- Exercise C – Examiner's choice of one compound step – seen individually
- Exercise D – Examiner's choice of one unset amalgamation – seen individually

### 5. Dance Demonstration

- An 8 bar repeatable Medium Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music<sup>\*\*</sup> – seen together
- An 8 bar repeatable Medium Street routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music<sup>\*\*</sup> – seen together

### 6. Cool Down

- Cool Down Dance – seen together
- Cool Down Stretch and Relaxation – Examiner's choice of two of the four stretches<sup>\*\*\*</sup> – seen together
- Final Mobiliser – seen together

### 7. Acknowledgement

\* The examiner may ask both candidates to perform the same or different amalgamations.

\*\* If two candidates are being examined at the same time the music must be the same, although the routines could be different.

\*\*\* The examiner may ask candidates to perform different stretches, but the stretches will be shown at the same time.

# Specified Steps and Movements

The Specified Steps and Movements for Grade 1 are listed below. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales. The Examiner will not ask for Figures in **bold italics** identified in the lists for each Grade within this book.

## Foot Patterns and Actions

- Basic Tap
- Bounce
- Close
- Closed
- Chassé
- Dig
- Flex
- Heel Lift
- Knee Lift
- Lazy Whisk
- Plié
- Point
- Simple run
- Stamp/Stomp
- Step
- Tantrum Runs
- Tap
- Walk

## Elevation – Jumping and Leaping Movements

- Hop
- Jump
- Rise
- Skip

## Kicks

- Flick
- Kick

## Turning Movements and Spins

- Open Turn
- Turn

## Arm Movements and Positions

- Arm Circles
- Arm Swings
- Horizontal
- Opposition
- Pull
- Push
- Sweeping
- Vertical
- V – High
- V – Low
- Waving

## Hand Movements and Positions

- Clap
- Clenched Fist
- Flex
- Hand Rolls
- Shake
- Snap/Click

## Body Movements

- Contraction
- Expansion
- Extension
- Hip Action
- Isolation
- Release
- Rhythmical Body Action

## Head Movements and Positions

- Erect
- Lowered
- Turned

## Compound Steps

The Compound Steps listed below may be used for Section 4 - Musical Appreciation. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales.

- Basic Tap
- Chassé – in any direction
- Lazy Whisk
- Open Turn

## Grade 2 Disco Freestyle

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Disco Freestyle)	501/0753/7	60	70	7

## Outline of Syllabus Content: Grade 2

Candidates should be prepared to demonstrate any exercise solo or together

### 1. Warm Up

- Warm Up Exercise A – seen together
- Warm Up Exercise B – seen together
- Warm Up Exercise C – seen together
  - Upper Calf / Gastrocnemius
  - Lower Calf / Soleus
  - Hamstring
  - Shins / Tibialis Anterior
  - Quadriceps

### 2. Musical Appreciation – part one

- Exercise B – Clapping and counting the emphasised beats – seen individually

### 3. Preparatory Dance Exercises

- Technical Study – seen together
- Set Exercise – seen together
- Set Amalgamation - Examiner's choice of one of the three exercises below\* – seen individually
  - Elevation
  - Kicks
  - Turn

### 4. Musical Appreciation – part two

- Exercise C – Examiner's choice of two compound steps – seen individually
- Exercise D – Examiner's choice of one unset amalgamation – seen individually

### 5. Dance Demonstration

- An 8 bar repeatable Fast Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together
- An 8 bar repeatable Medium Street routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together

### 6. Cool Down

- Cool Down Dance – seen together
- Cool Down Stretch and Relaxation – Examiner's choice of two of the five stretches\*\*\* – seen together
- Final Mobiliser – seen together

### 7. Acknowledgement

\* The examiner may ask both candidates to perform the same or different amalgamations.

\*\* If two candidates are being examined at the same time the music must be the same, although the routines could be different.

\*\*\* The examiner may ask candidates to perform different stretches, but the stretches will be shown at the same time.

# Specified Steps and Movements

The Specified Steps and Movements for Grade 1 are listed below. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales. The Examiner will not ask for Figures in **bold italics** identified in the lists for each Grade within this book.

## Foot Patterns and Actions

- Ball Change
- Brush
- Cross
- Drag
- Lunge
- Scuff
- Shunt
- Twisting
- Whisk

## Elevation – Jumping and Leaping Movements

- Spring
- Tuck Jump

## Kicks

- Karate Kick
- Spring Kick

## Turning Movements and Spins

- Cross Turn
- Switch Turn

## Arm Movements and Positions

- Cuddle
- Diagonal
- Macho (Open and Closed)
- Parallel

## Hand Movements and Positions

- Chopping
- Fingers Stretched / Thumbs Down
- Slicing
- Wrist Circle

## Body Movements

- Shimmy
- Shoulder Action
- Sway
- Twist

## Head Movements and Positions

- Raised

## Compound Steps

The Compound Steps listed below may be used for Section 4 - Musical Appreciation, including those from Grade 1. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales.

- From Grade 2
  - Ball Change-Kick
  - Ball Change-Step
  - Step-Ball Change
  - Whisk
- From Grade 1
  - Basic Tap
  - Chassé – in any direction
  - Lazy Whisk
  - Open Turn

# Grade 3 Disco Freestyle

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Disco Freestyle)	501/0754/9	60	70	7

## Outline of Syllabus Content: Grade 3

Candidates should be prepared to demonstrate any exercise solo or together

### 1. Warm Up

- Warm Up Exercise A – seen together
- Warm Up Exercise B – seen together
- Warm Up Exercise C – seen together  
Chest / Pectoralis Major  
Gluteals  
Groin

### 2. Musical Appreciation – part one

- Exercise A – Clapping and counting – seen individually
- Exercise B – Clapping and counting the emphasised beats – seen individually

### 3. Preparatory Dance Exercises

- Technical Study – seen together
- Set Exercise – seen together
- Set Amalgamation - Examiner's choice of one of the three exercises below\* – seen individually  
Elevation  
Kicks  
Turn

### 4. Musical Appreciation – part two

- Exercise C – Examiner's choice of two compound steps – seen individually
- Exercise D – Examiner's choice of two unset amalgamations – seen individually

### 5. Dance Demonstration

- An 8 bar repeatable Fast Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together
- An 8 bar repeatable Slow Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together

### 6. Cool Down

- Cool Down Dance – seen together
- Cool Down Stretch and Relaxation – Examiner's choice of two of the three stretches\*\*\* – seen together
- Final Mobiliser – seen together

### 7. Acknowledgement

\* The examiner may ask both candidates to perform the same or different amalgamations.

\*\* If two candidates are being examined at the same time the music must be the same, although the routines could be different.

\*\*\* The examiner may ask candidates to perform different stretches, but the stretches will be shown at the same time.

# Specified Steps and Movements

The Specified Steps and Movements from Grade 1 and 2 may be used in addition to those listed below for Grade 3. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales. The Examiner will not ask for Figures in **bold italics** identified in the lists for each Grade within this book.

## Foot Patterns and Actions

- Attitude Line
- Grapevine
- Long Run
- Pressure Step
- Square/Box
- Zig-Zag

## Elevation – Jumping and Leaping Movements

- Attitude Jump
- Jumping Jack
- Leap

## Kicks

- Attitude Kick
- Developpé

## Turning Movements and Spins

- Paddle Turn
- Twist Turn
- Whisk (1/2 Turn)

## Arm Movements and Positions

- Combing
- Indian
- Lasso

## Hand Movements and Positions

- Fingers Extended/apart
- Fingers / Thumb Closed
- Finger Point
- Prayer Position

## Body Movements

- Body Bending
- Body Stretching
- Contra Body Movement

## Head Movements and Positions

- Inclined

## Compound Steps

The Compound Steps listed below may be used for Section 4 - Musical Appreciation, including those from Grades 1 and 2. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales.

- |              |   |   |
|--------------|---|---|
| From Grade 3 | <ul style="list-style-type: none"><li>• Flick-Ball Change</li><li>• Heel-Ball Change</li></ul>  | <ul style="list-style-type: none"><li>• Kick-Ball Change</li><li>• Knee-Ball Change</li></ul> |
| From Grade 2 | <ul style="list-style-type: none"><li>• Ball Change-Kick</li><li>• Ball Change-Step</li></ul>   | <ul style="list-style-type: none"><li>• Step-Ball Change</li><li>• Whisk</li></ul>            |
| From Grade 1 | <ul style="list-style-type: none"><li>• Basic Tap</li><li>• Chassé – in any direction</li></ul> | <ul style="list-style-type: none"><li>• Lazy Whisk</li><li>• Open Turn</li></ul>              |

# Grade 4 Disco Freestyle

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 2 Award in Graded Examination in Dance: Grade 4 (Disco Freestyle)	501/0756/2	75	95	10

## Outline of Syllabus Content: Grade 4

Candidates should be prepared to demonstrate any exercise solo or together

### 1. Warm Up

- Warm Up Exercise A – seen together
- Warm Up Exercise B – seen together
- Warm Up Exercise C – seen together
  - Gluteals
  - Groin
  - Upper Calf / Gastrocnemius combined with Chest / Pectoralis Major
  - Lower Calf / Soleus combined with Arms / Triceps
  - Hamstring
  - Quadriceps

### 2. Musical Appreciation – part one

- Exercise A – Clapping and counting – seen individually
- Exercise B – Clapping and counting the emphasised beats – seen individually

### 3. Preparatory Dance Exercises

- Technical Study – seen together
- Set Exercise – seen together
- Set Amalgamation - Examiner's choice of two of the three exercises below\* – seen individually
  - Elevation
  - Kicks
  - Turn

### 4. Musical Appreciation – part two

- Exercise C – Examiner's choice of two compound steps – seen individually
- Exercise D – Examiner's choice of two unset amalgamation – seen individually

### 5. Dance Demonstration

- 1. 16 bar repeatable Street Style routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together

- 2. A 16 bar repeatable Fast Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together
- 3. A 16 bar repeatable Slow Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together

### 6. Cool Down

- Cool Down Dance – seen together
- Cool Down Stretch and Relaxation – Examiner's choice of five of the six stretches\*\*\* – seen together
- Final Mobiliser – seen together

### 7. Acknowledgement

\* The examiner may ask both candidates to perform the same or different amalgamations.

\*\* If two candidates are being examined at the same time the music must be the same, although the routines could be different.

\*\*\* The examiner may ask candidates to perform different stretches, but the stretches will be shown at the same time.

# Specified Steps and Movements

The Specified Steps and Movements from Grade 1 -3 may be used in addition to those listed below for Grade 4. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales. The Examiner will not ask for Figures in **bold italics** identified in the lists for each Grade within this book.

## Foot Patterns and Actions

- Inward Rondé
- Outward Rondé
- Jazz Press
- Triple Run

## Elevation – Jumping and Leaping Movements

- Double Attitude Jump
- Star Jump
- **Stag Leap**

## Kicks

- Drop Kick / Hitch Kick

## Turning Movements and Spins

- Pivot
- Spiral
- Spin
- Whisk Turn (full turn)

## Arm Movements and Positions

- Arm Ripples
- Egyptian

## Hand Movements and Positions

- Contemporary

## Body Movements

- Merengue Action
- Pelvic Action
- Middle Body Isolation
- Rib Cage isolation

## Head Movements and Positions

- Head Rolls (forward ½ circle only)

## Compound Steps

The Compound Steps listed below may be used for Section 4 - Musical Appreciation, including those from Grade 1 - 3. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales.

- |              |   |   |
|--------------|---|---|
| From Grade 4 | <ul style="list-style-type: none"><li>• Coaster Step</li><li>• Cross-Point-Step-Kick</li></ul>  | <ul style="list-style-type: none"><li>• Flick-Ball-Cross</li><li>• Hop-Hop-Whisk-Turn</li></ul> |
| From Grade 3 | <ul style="list-style-type: none"><li>• Flick-Ball Change</li><li>• Heel-Ball Change</li></ul>  | <ul style="list-style-type: none"><li>• Kick-Ball Change</li><li>• Knee-Ball Change</li></ul>   |
| From Grade 2 | <ul style="list-style-type: none"><li>• Ball Change-Kick</li><li>• Ball Change-Step</li></ul>   | <ul style="list-style-type: none"><li>• Step-Ball Change</li><li>• Whisk</li></ul>              |
| From Grade 1 | <ul style="list-style-type: none"><li>• Basic Tap</li><li>• Chassé – in any direction</li></ul> | <ul style="list-style-type: none"><li>• Lazy Whisk</li><li>• Open Turn</li></ul>                |

# Grade 5 Disco Freestyle

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Disco Freestyle)	501/0757/4	75	95	10

## Outline of Syllabus Content: Grade 5

Candidates should be prepared to demonstrate any exercise solo or together

### 1. Warm Up

- Warm Up Exercise A – seen together
- Warm Up Exercise B – seen together
- Warm Up Exercise C – seen together
  - Gluteals
  - Groin
  - Upper Calf / Gastrocnemius combined with Chest / Pectoralis Major
  - Lower Calf / Soleus combined with Arms / Triceps
  - Hamstring
  - Quadriceps

### 2. Musical Appreciation – part one

- Exercise A – Clapping and counting – seen individually
- Exercise B – Clapping and counting the emphasised beats – seen individually

### 3. Preparatory Dance Exercises

- Technical Study – seen together
- Set Exercise – seen together
- Set Amalgamation - Examiner's choice of two of the three exercises below\* – seen individually
  - Elevation
  - Kicks
  - Turn

### 4. Musical Appreciation – part two

- Exercise C – Examiner's choice of two compound steps – seen individually
- Exercise D – Examiner's choice of two unset amalgamation – seen individually

### 5. Dance Demonstration

- A mixed tempo Freestyle routine (minimum 2 tempos) of a minimum of 16 bars and maximum 1½ minutes in 4/4 timing, of teacher or candidate's arrangement, from the specified steps and movements, using their own choice of music – seen individually

- A 16 bar repeatable Medium or Fast Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together
  - A 16 bar repeatable Freestyle routine of any tempo in 4/4 timing, to include Floor work of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together
- ### 6. Cool Down
- Cool Down Dance – seen together
  - Cool Down Stretch and Relaxation – Examiner's choice of five of the six stretches\*\*\* – seen together
  - Final Mobiliser – seen together

### 7. Acknowledgement

\* The examiner may ask both candidates to perform the same or different amalgamations.

\*\* If two candidates are being examined at the same time the music must be the same, although the routines could be different.

\*\*\* The examiner may ask candidates to perform different stretches, but the stretches will be shown at the same time.

# Specified Steps and Movements

The Specified Steps and Movements from Grade 1 -4 may be used in addition to those listed below for Grade 5. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales. The Examiner will not ask for Figures in **bold italics** identified in the lists for each Grade within this book.

## Foot Patterns and Actions

- Arabesque
- **Box Splits**
- Hook
- Relevé
- **Splits**

## Elevation – Jumping and Leaping Movements

- **Box Splits Jump**
- **Splits Leap**
- Rotational Hop
- Turning Tuck Jump
- **Scissor Leap**

## Kicks

- Kick to Floor
- **Scissor Kick**

## Turning Movements and Spins

- Progressive Spins
- Single Inward Pirouette
- Single Outward Pirouette

## Arm Movements and Positions

- Inverted Circle

## Hand Movements and Positions

- Contemporary

## Body Movements

- Circular Isolation
- Ripple

## Head Movements and Positions

- Turned and Inclined

## Compound Steps

The Compound Steps listed below may be used for Section 4 - Musical Appreciation, including those from Grade 1 - 3. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales.

- |              |   |   |
|--------------|---|---|
| From Grade 5 | <ul style="list-style-type: none"><li>• Flick-Flick-Ball Change-Drag</li><li>• Flick-Flick-Ball Change-Kick</li></ul> | <ul style="list-style-type: none"><li>• Step-Ball Change-Step-Kick</li><li>• Step-Hook-Step-Tap</li></ul> |
| From Grade 4 | <ul style="list-style-type: none"><li>• Coaster Step</li><li>• Cross-Point-Step-Kick</li></ul>                        | <ul style="list-style-type: none"><li>• Flick-Ball-Cross</li><li>• Hop-Hop-Whisk-Turn</li></ul>           |
| From Grade 3 | <ul style="list-style-type: none"><li>• Flick-Ball Change</li><li>• Heel-Ball Change</li></ul>                        | <ul style="list-style-type: none"><li>• Kick-Ball Change</li><li>• Knee-Ball Change</li></ul>             |
| From Grade 2 | <ul style="list-style-type: none"><li>• Ball Change-Kick</li><li>• Ball Change-Step</li></ul>                         | <ul style="list-style-type: none"><li>• Step-Ball Change</li><li>• Whisk</li></ul>                        |
| From Grade 1 | <ul style="list-style-type: none"><li>• Basic Tap</li><li>• Chassé – in any direction</li></ul>                       | <ul style="list-style-type: none"><li>• Lazy Whisk</li><li>• Open Turn</li></ul>                          |

# Grade 6 Disco Freestyle

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 3 Award in Graded Examination in Dance: Grade 6 (Disco Freestyle)	501/0758/7	90	130	130

## Outline of Syllabus Content: Grade 6

Candidates should be prepared to demonstrate any exercise solo or together

### 1. Warm Up

- Warm Up Exercise A – seen together
- Warm Up Exercise B – seen together
- Warm Up Exercise C – seen together
  - Upper Back / Trapezius
  - Lower Back / Curl
  - Sides / Stand and Reach
  - Arms / Triceps
  - Chest / Pectoralis Major
  - Gluteals
  - Groin
  - Upper Calf / Gastrocnemius
  - Lower Calf / Soleus
  - Hamstring
  - Shins / Tibialis Anterior
  - Quadriceps
  - Hip Flexor / Iliopsoas

### 2. Musical Appreciation – part one

- Exercise A – Clapping and counting – seen individually
- Exercise B – Clapping and counting the emphasised beats – seen individually

### 3. Preparatory Dance Exercises

- Technical Study – seen together
- Set Exercise – seen together
- Set Amalgamation – Elevation – seen together
- Set Amalgamation – Kicks – seen together
- Set Amalgamation – Turns – seen together
- Set Amalgamation – Poise, Balance and Centring – seen together
- Set Amalgamation – Spatial Awareness – seen together

### 4. Musical Appreciation – part two

- Exercise C – Examiner's choice of a combination of two or more compound steps – seen individually
- Exercise D – Examiner's choice of one unset amalgamation – seen individually

### 5. Dance Demonstration

- A 16 bar repeatable Street Style routine in 4/4 timing, of teacher or candidate's arrangement, from the specified steps and movements, using their own choice of music\* – seen together
- A mixed tempo Freestyle routine (minimum 2 tempos) of a minimum of 16 bars and maximum 1½ minutes in 4/4 timing, of teacher or candidate's arrangement, from the specified steps and movements, using their own choice of music – seen individually

- A 16 bar repeatable Medium or Fast Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\* – seen together
- A 16 bar repeatable Freestyle routine of any tempo in 3/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\* – seen together
- A routine of the candidate's own choreography, to a film or musical score. The routine should be a minimum of 16 bars and a maximum of 1½ minutes, using any time signature – seen individually

### 6. Cool Down

- Cool Down Dance – seen together
- Cool Down Stretch and Relaxation – Examiner's choice of eight of the thirteen stretches\*\* – seen together
- Final Mobiliser – seen together

### 7. Acknowledgement

\* If two candidates are being examined at the same time the music must be the same, although the routines could be different.

\*\* The examiner may ask candidates to perform different stretches, but the stretches will be shown at the same time.

# Specified Steps and Movements

The Specified Steps and Movements from Grade 1 - 5 may be used in addition to those listed below for Grade 5. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales. The Examiner will not ask for Figures in **bold italics** identified in the lists for each Grade within this book.

## Foot Patterns and Actions

- Aerial Rondé – Inwards
- Aerial Rondé – Outwards
- Checking Movement
- Hook
- Pas de Bourrée
- Slide
- Swivels

## Elevation – Jumping and Leaping Movements

- Horizontal Hop
- **Turning Horizontal Hop**
- **Turning Jeté**

## Kicks

- Developpé Kick
- **Pivot Kick**

## Turning Movements and Spins

- **Accelerated Spins**
- Attitude Pirouettes
- Multiple Pirouettes

## Arm Movements and Positions

- Contemporary

## Hand Movements and Positions

- Contemporary

## Body Movements

- Rotation

## Head Movements and Positions

- Contemporary

## Compound Steps

The Compound Steps listed below may be used for Section 4 - Musical Appreciation, including those from Grade 1 - 3. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales.

- |              |   |   |
|--------------|---|---|
| From Grade 6 | <ul style="list-style-type: none"><li>• Check-Rondé-Pas de Bourrée</li><li>• Flick-Step-Ball Change</li></ul>         | <ul style="list-style-type: none"><li>• Outward Rondé-Step Cross</li><li>• Pas de Bourée-Pirouette-Step</li></ul> |
| From Grade 5 | <ul style="list-style-type: none"><li>• Flick-Flick-Ball Change-Drag</li><li>• Flick-Flick-Ball Change-Kick</li></ul> | <ul style="list-style-type: none"><li>• Step-Ball Change-Step-Kick</li><li>• Step-Hook-Step-Tap</li></ul>         |
| From Grade 4 | <ul style="list-style-type: none"><li>• Coaster Step</li><li>• Cross-Point-Step-Kick</li></ul>                        | <ul style="list-style-type: none"><li>• Flick-Ball-Cross</li><li>• Hop-Hop-Whisk-Turn</li></ul>                   |
| From Grade 3 | <ul style="list-style-type: none"><li>• Flick-Ball Change</li><li>• Heel-Ball Change</li></ul>                        | <ul style="list-style-type: none"><li>• Kick-Ball Change</li><li>• Knee-Ball Change</li></ul>                     |
| From Grade 2 | <ul style="list-style-type: none"><li>• Ball Change-Kick</li><li>• Ball Change-Step</li></ul>                         | <ul style="list-style-type: none"><li>• Step-Ball Change</li><li>• Whisk</li></ul>                                |
| From Grade 1 | <ul style="list-style-type: none"><li>• Basic Tap</li><li>• Chassé – in any direction</li></ul>                       | <ul style="list-style-type: none"><li>• Lazy Whisk</li><li>• Open Turn</li></ul>                                  |

# 8 Scheme of assessment: Class Examinations

## Method of assessment

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

The examinations are divided into Sections and each Section is composed of several components which are separately assessed and aggregated, with the marks totalling 100.

Candidates must gain at least 25% of the marks attainable in each Section, in order to pass the examination overall.

Title of component	Available marks
<b>Safe Dance Practice</b>	
Warm Up and Cool Down	10
<b>Section total</b>	<b>10</b>
<b>Technique</b>	
Body tone, poise and centring	10
Spatial awareness	10
Quality of line and style	10
Accuracy and expression of footwork	10
<b>Section total</b>	<b>40</b>
<b>Presentation</b>	
Sense of performance	10
Quality of movement	10
Characterisation and rhythmic interpretation	10
<b>Section total</b>	<b>30</b>
<b>Musical Appreciation</b>	
Rhythm, timing, accents and performance	20
<b>Section total</b>	<b>20</b>
<b>Total</b>	<b>100</b>

## Determining a mark

If all Sections are passed, then the overall result is indicated in the grid below.

However, if the candidate is unsuccessful in one or more sections, then the total mark given out of 100, will not correspond to the result indicators in the grid below.

In this circumstance, whatever the overall numerical mark may be, the result given will be Not Attained.

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

Grade	Marks
Distinction	80-100 marks
Merit	60-79 marks
Pass	40-59 marks
Not Attained	00-39 marks

## 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.

# Grades 1-6 Mark Scheme

Section		Safe Dance Practice	Technique			Presentation			Musical Appreciation	
Component		Warm Up and Cool Down	Body Tone, Poise and Centering 10 marks	Spatial Awareness 10 marks	Quality of Line and Style 10 marks	Accuracy and Expression of footwork 10 marks	Sense of Performance 10 marks	Quality of Movement 10 marks	Characterisation and rhythmic interpretation 10 marks	Rhythm, Timing and performance 20 marks
Upper <b>Excellent</b> band	9-10	10 marks								19-20
Lower <b>Excellent</b> band										17-18
Upper <b>Good</b> band	7-8	The candidate demonstrates <b>Good</b> ability in the indicative content								15-16
Lower <b>Good</b> band										13-14
Upper <b>Fair</b> band	5-6	The candidate demonstrates <b>Fair</b> ability in the indicative content								11-12
Lower <b>Fair</b> band										9-10
Upper <b>Limited</b> band	3-4	The candidate demonstrates <b>Limited</b> ability in the indicative content								7-8
Lower <b>Limited</b> band										5-6
Upper <b>Weak</b> band	2-1	The candidate demonstrates <b>Weak</b> ability in the indicative content								3-4
Lower <b>Weak</b> band										2-1
<b>Not Evidenced</b>	0	Indicative content <b>not evidenced</b>								<b>0</b>

# Levels of response 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.

## 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 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: 0-39 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

# 9 Vocational qualifications

## Qualification purpose

The Vocational Graded Examinations in Disco Freestyle 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, specifically mastering technique, and performance.

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 knowledge and understanding of the Disco Freestyle genre.

Candidates studying the Disco Freestyle Vocational Graded syllabus should display a sense of self-awareness and self-motivation in terms of their personal development, as distinct from the 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 should demonstrate professionalism, commitment, and focus, with the ability to manage a greater workload than that required for the Graded Examinations. This would typically result in a successful candidate spending significant additional time each week in lessons, in practice and in studying independently.

## Aims

The Vocational Graded Examinations in Disco Freestyle provide an assessment scheme, which give the basis for the measurement of an 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 Disco Freestyle education to that of professional competence and readiness.

## Objectives

The objectives of the Disco Freestyle Vocational Graded Examinations are to: :

- gain a comprehensive understanding of technique in Disco Freestyle
- acquire correct posture, stance, and distribution of weight
- develop core strength to support stance and control of the body
- develop the ability to isolate and coordinate different body parts to perform movement phrases with efficiency
- develop the use of the body to achieve alignment and shape
- develop the use of breath to initiate and enhance movement
- develop the ability to vary the quality and flow of movement
- develop the ability to move in and through space, using appropriate directions, pathways, and levels
- develop a sense of performance and the ability to confidently present work to an audience
- perform choreography with accuracy and sensitivity

# Qualification structure and regulation

## Regulation – UK

ISTD graded Examination qualifications are regulated in the UK by:

- Office of Qualifications and Examinations Regulations (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)

Size 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 – 35 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 make Total Qualification Time (TQT).

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

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Disco Freestyle)	501/0728/8	150	275	28

## 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 different levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualification Framework (RQF), although they are similar. The following table shows the level of our Vocational Examination qualifications on the RQF and EQF.

Qualification title	RQF Level	EQF Level
Intermediate	Level 3	Level 4

## UCAS points

In the UK our Vocational Graded Examination 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 conservatories may refer to in their entry requirements.

The number of points achieved depends on their examination outcome i.e. Distinction, Merit or Pass.

UCAS points only apply to ISTD graded or vocational examinations at Regulated Qualifications Framework (RQF) level 3 as listed below:

Grade 6	Tariff Points
Distinction	14
Merit	10
Pass	8

## Equivalence of qualification levels

Qualification title	RQF Level	Equivalence
Intermediate	3	Equivalent to A-Level and T-Level standard

## Equivalence of qualification structure

Grade 6 and Intermediate	<b>Level 3</b> KS5 (year 12 and 13)	A Levels and T-levels
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## Entry Conditions and general information

### Minimum age

There is a recommended minimum age of 12 years for Intermediate, at the date of the examination. However there is a grace period of 60 days taken from the examination date. There is no upper age limit. This is to ensure that they are physically developed sufficiently to safely meet the demands of the syllabus. If candidates are younger than this, please contact the Examinations Department to assist with entries on Quest.

### Entry conditions

The learning and teaching content for each qualification in the specification is set out in a similar way. Candidates should be entered for examinations only once they are well-prepared and all content has been covered in full.

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

### Prior learning

There are no prior examination requirements for Intermediate. However, candidates will need to have knowledge of the vocabulary of the ISTD Disco Freestyle Grade levels.

### Language

All examination documentation including specification, syllabus exercises, formats, reports, and certificates are in English.

## Summary Information

Disco Freestyle	1 or 2 candidates
<b>Ofqual Level 1 Examinations</b>	
Intermediate	1 candidate – 75 minutes
	2 candidates – 90 minutes

Candidates will be assessed two at a time, but one candidate may be entered single where there is an odd number.

Each candidate will receive an individual report and result which reflects their own achievement in the examination.

## Musical accompaniment

A sound system capable of playing CDs/Bluetooth or other digital audio equipment at a volume suitable for the venue should be provided.

Music system operators should be seated at a discreet distance from the Examiner, not directly facing the candidates.

All sections of the examinations are performed to the teacher's own choice of music, please refer to the guidance for each exercise, apart from section 4 – Musical Appreciation, this music will be provided by the examiner.

## Clothing

Suitable Disco Freestyle attire, appropriate to the age and gender of the candidate and appropriate footwear, (for example, jazz shoes, dance sneakers etc), should be worn. The chosen attire should enable the Examiner to see clearly the action of the body and legs. It will not be possible for candidates to change their attire during the course of the examination, (for example to suit the style of dance). Therefore, candidates are advised to wear basic dance attire, such as leotard, crop top and jazz trousers, catsuit etc. Jewellery or body piercing should not be worn, or must be taped.

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 must be pinned completely back and not loose, to ensure the hair does not swipe the face/neck. If a head scarf is worn, please ensure that the hair and the scarf are tightly secured.

## Number Cards

Number cards should be worn by all candidates for ease of identifications. The number card should be positioned on the front of each candidate.

## 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.

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.

# 10 Qualifications: Vocational

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.

## Intermediate Disco Freestyle

Qualification title	Qualification	Age	Time allowances	Credits
ISTD Level 3 Award in Graded Examination in Dance: Intermediate (Disco Freestyle)	501/0728/8	150	275	28

## Outline of Syllabus Content: Intermediate

Candidates should be prepared to demonstrate any exercise solo or together

*It is important to note that throughout the examination the examiner will ask basic questions to identify knowledge and understanding of any part(s) of the syllabus.*

### 1. Warm Up

- Warm Up Exercise A – seen together
- Warm Up Exercise B – seen together
- Warm Up Exercise C – seen together
  - Gluteals
  - Groin
  - Upper Calf / Gastrocnemius combined with Chest / Pectoralis Major
  - Lower Calf / Soleus combined with Arms / Triceps
  - Hamstring
  - Quadriceps
- Set Exercise A – Isolation Amalgamation – seen together
- Set Exercise B – Floor Work/ Core Stability – seen together

### 2. Preparatory Dance Exercises

- Set Amalgamation – Elevation - seen together
- Set Amalgamation – Kicks - seen together

- Set Amalgamation – Turns – seen together
- Set Arm Exercise – Examiner's choice of one of the exercise's below\* – seen individually
- Set Arm Exercise A – Lyrical in 3/4 timing
- Set Arm exercise B – Contemporary in 4/4 timing

### 3. Musical Appreciation

- Exercise A – Examiner's choice of a combination of two compound steps in 3/4 or 4/4 time – seen individually
- Exercise B – Examiner's choice of one unset amalgamation in 3/4 or 4/4 time – seen individually

### 4. Dance Demonstration

- A 16 bar repeatable Street Style routine in 4/4 timing, of teacher or candidate's arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together

- A 16 bar repeatable Fast Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together
- A 16 bar repeatable Slow Freestyle routine in 4/4 timing, of teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music\*\* – seen together
- A routine of the candidate's own choreography, to a film or musical score. The routine should be a minimum of 16 bars and a maximum of 1½ minutes, using any time signature – seen individually

### 5. Cool Down

- Cool Down Dance – seen together
- Cool Down Stretch and Relaxation – seen together
- Final Mobiliser – seen together

### 6. Acknowledgement

\* The examiner may ask both candidates to perform the same or different amalgamations.

\*\* If two candidates are being examined at the same time the music must be the same, although the routines could be different.

# Specified Steps and Movements

The Specified Steps and Movements from Grade 1 - 5 for use at Intermediate level are listed below. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales. The Examiner will not ask for Figures in **bold italics** identified in the lists for each Grade within this book.

## Foot Patterns and Actions

From Grade 1	<ul style="list-style-type: none"><li>• Bounce</li><li>• Heel Lift</li><li>• Point</li><li>• Step</li><li>• Walk</li></ul>	<ul style="list-style-type: none"><li>• Close</li><li>• Knee Lift</li><li>• Simple Run – forward</li><li>• Tantrum Runs</li><li>• Flex</li></ul>	<ul style="list-style-type: none"><li>• Plié</li><li>• Stamp/Stomp</li><li>• Tap</li></ul>
From Grade 2	<ul style="list-style-type: none"><li>• Ball Change</li><li>• Drag</li><li>• Shunt</li></ul>	<ul style="list-style-type: none"><li>• Brush</li><li>• Lunge</li><li>• Twist</li></ul>	<ul style="list-style-type: none"><li>• Cross</li><li>• Scuff</li></ul>
From Grade 3	<ul style="list-style-type: none"><li>• Attitude</li><li>• Long Run</li></ul>	<ul style="list-style-type: none"><li>• Basic Square Box</li><li>• Pressure Step</li></ul>	<ul style="list-style-type: none"><li>• Grapevine/Zig-Zag</li></ul>
From Grade 4	<ul style="list-style-type: none"><li>• Inward Rondé</li><li>• Triple Run</li></ul>	<ul style="list-style-type: none"><li>• Jazz Press</li></ul>	<ul style="list-style-type: none"><li>• Outward Rondé</li></ul>
From Grade 5	<ul style="list-style-type: none"><li>• Arabesque</li><li>• <b>Splits</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Box Splits</b></li></ul>	<ul style="list-style-type: none"><li>• Relevé</li></ul>

## Elevation – Jumping and Leaping Movements

From Grade 1	<ul style="list-style-type: none"><li>• Basic Jump</li><li>• Skip</li></ul>	<ul style="list-style-type: none"><li>• Hop</li></ul>	<ul style="list-style-type: none"><li>• Rise</li></ul>
From Grade 2	<ul style="list-style-type: none"><li>• Spring</li></ul>	<ul style="list-style-type: none"><li>• Tuck Jump</li></ul>	
From Grade 3	<ul style="list-style-type: none"><li>• Attitude Jump</li></ul>	<ul style="list-style-type: none"><li>• Basic Leap</li></ul>	<ul style="list-style-type: none"><li>• Jumping Jack</li></ul>
From Grade 4	<ul style="list-style-type: none"><li>• <b>Stag Leap</b></li></ul>	<ul style="list-style-type: none"><li>• Star Jump</li></ul>	
From Grade 5	<ul style="list-style-type: none"><li>• <b>Box Splits Jump</b></li><li>• <b>Splits Leap</b></li></ul>	<ul style="list-style-type: none"><li>• Rotational Hop</li><li>• Turning Tuck Jump</li></ul>	<ul style="list-style-type: none"><li>• <b>Scissors Leap</b></li></ul>

## Kicks

From Grade 1	<ul style="list-style-type: none"><li>• Basic Flick</li></ul>	<ul style="list-style-type: none"><li>• Basic Kick</li></ul>
From Grade 2	<ul style="list-style-type: none"><li>• Karate Kick</li></ul>	<ul style="list-style-type: none"><li>• Spring Kick</li></ul>
From Grade 3	<ul style="list-style-type: none"><li>• Attitude Kick</li></ul>	<ul style="list-style-type: none"><li>• Developpé</li></ul>
From Grade 4	<ul style="list-style-type: none"><li>• Drop Kick</li></ul>	<ul style="list-style-type: none"><li>• Hitch Kick</li></ul>
From Grade 5	<ul style="list-style-type: none"><li>• Kick to Floor</li></ul>	<ul style="list-style-type: none"><li>• <b>Scissors Kick</b></li></ul>

### Turning Movements and Spins to Right and Left

From Grade 1	<ul style="list-style-type: none"><li>• Basic Turn</li></ul>	<ul style="list-style-type: none"><li>• Open Turn</li></ul>	
From Grade 2	<ul style="list-style-type: none"><li>• Cross Turn</li></ul>	<ul style="list-style-type: none"><li>• Switch Turn</li></ul>	
From Grade 3	<ul style="list-style-type: none"><li>• Paddle Turn</li></ul>	<ul style="list-style-type: none"><li>• Twist Turn</li></ul>	<ul style="list-style-type: none"><li>• Whisk Turn (1/2 turn)</li></ul>
From Grade 4	<ul style="list-style-type: none"><li>• Pivot</li><li>• Whisk Turn (full turn)</li></ul>	<ul style="list-style-type: none"><li>• Spin</li></ul>	<ul style="list-style-type: none"><li>• Spiral</li></ul>
From Grade 5	<ul style="list-style-type: none"><li>• Progressive Spins</li><li>• Single Outward Pirouette</li></ul>	<ul style="list-style-type: none"><li>• Single Inward Pirouette</li></ul>	

### Arm Movements and Positions

From Grade 1	<ul style="list-style-type: none"><li>• Arm Circles</li><li>• High V</li><li>• Opposition</li></ul>	<ul style="list-style-type: none"><li>• Arm Swings</li><li>• Horizontal</li><li>• Sweeping</li></ul>	<ul style="list-style-type: none"><li>• Circle</li><li>• Low V</li><li>• Waving</li></ul>
From Grade 2	<ul style="list-style-type: none"><li>• Cuddle</li><li>• Macho (Open and Closed)</li></ul>	<ul style="list-style-type: none"><li>• Diagonal</li></ul>	<ul style="list-style-type: none"><li>• Parallel</li></ul>
From Grade 3	<ul style="list-style-type: none"><li>• Combing</li></ul>	<ul style="list-style-type: none"><li>• Indian</li></ul>	<ul style="list-style-type: none"><li>• Lasso</li></ul>
From Grade 4	<ul style="list-style-type: none"><li>• Arm Tipples</li></ul>	<ul style="list-style-type: none"><li>• Egyptian</li></ul>	<ul style="list-style-type: none"><li>• Spiral</li></ul>
From Grade 5	<ul style="list-style-type: none"><li>• Contemporary</li></ul>		

### Hand Movements and Positions

From Grade 1	<ul style="list-style-type: none"><li>• Clap</li><li>• Hand rolls</li><li>• Shake</li></ul>	<ul style="list-style-type: none"><li>• Clenched Fist</li><li>• Pull</li><li>• Snap or Click</li></ul>	<ul style="list-style-type: none"><li>• Flex</li><li>• Push</li></ul>
From Grade 2	<ul style="list-style-type: none"><li>• Chopping</li><li>• Slicing</li></ul>	<ul style="list-style-type: none"><li>• Fingers Stretched Up/Thumbs Down</li></ul>	<ul style="list-style-type: none"><li>• Wrist Circles</li></ul>
From Grade 3	<ul style="list-style-type: none"><li>• Finger Point</li><li>• Fingers/Thumbs Closed</li></ul>	<ul style="list-style-type: none"><li>• Fingers Extended/Apart</li><li>• Prayer Position</li></ul>	
From Grade 4	<ul style="list-style-type: none"><li>• Contemporary</li></ul>		
From Grade 5	<ul style="list-style-type: none"><li>• Contemporary</li></ul>		

## Body Movements

From Grade 1	<ul style="list-style-type: none"><li>• Contraction</li><li>• Hip Action</li><li>• Rhythmical Body Action</li></ul>	<ul style="list-style-type: none"><li>• Expansion</li><li>• Isolation</li></ul>	<ul style="list-style-type: none"><li>• Extension</li><li>• Release</li></ul>
From Grade 2	<ul style="list-style-type: none"><li>• Shimmy</li><li>• Twist</li></ul>	<ul style="list-style-type: none"><li>• Shoulder Movement</li></ul>	<ul style="list-style-type: none"><li>• Sway</li></ul>
From Grade 3	<ul style="list-style-type: none"><li>• Body Bending</li><li>• Contra Body Movement</li></ul>	<ul style="list-style-type: none"><li>• Body Stretching</li></ul>	
From Grade 4	<ul style="list-style-type: none"><li>• Merengue Action</li><li>• Rib Cage Isolations</li></ul>	<ul style="list-style-type: none"><li>• Middle Body Isolation</li></ul>	<ul style="list-style-type: none"><li>• Pelvic Action</li></ul>
From Grade 5	<ul style="list-style-type: none"><li>• Circular Isolation</li></ul>	<ul style="list-style-type: none"><li>• Ripple</li></ul>	

## Head Movements and Positions

From Grade 1	<ul style="list-style-type: none"><li>• Erect</li></ul>	<ul style="list-style-type: none"><li>• Lowered</li></ul>	<ul style="list-style-type: none"><li>• Turned</li></ul>
From Grade 2	<ul style="list-style-type: none"><li>• Raised</li></ul>		
From Grade 3	<ul style="list-style-type: none"><li>• Inclined</li></ul>		
From Grade 4	<ul style="list-style-type: none"><li>• Head Rolls (forward ½ only)</li></ul>		
From Grade 5	<ul style="list-style-type: none"><li>• Turned/Inclined</li></ul>		

## Head Movements and Positions

The Compound Steps listed below may be used for Section 4 - Musical Appreciation, including those from Grade 1 - 5. A full description can be found in the 'Glossary of Technical Terms for Disco Freestyle Examinations' available from ISTD Sales.

From Grade 1	<ul style="list-style-type: none"><li>• Basic Tap</li><li>• Chassé – in any direction</li></ul>	<ul style="list-style-type: none"><li>• Lazy Whisk</li><li>• Open Turn</li></ul>
From Grade 2	<ul style="list-style-type: none"><li>• Ball Change-Kick</li><li>• Ball Change-Step</li></ul>	<ul style="list-style-type: none"><li>• Step-Ball Change</li><li>• Whisk</li></ul>
From Grade 3	<ul style="list-style-type: none"><li>• Flick-Ball Change</li><li>• Heel-Ball Change</li></ul>	<ul style="list-style-type: none"><li>• Kick-Ball Change</li><li>• Knee-Ball Change</li></ul>
From Grade 4	<ul style="list-style-type: none"><li>• Coaster Step</li><li>• Cross-Point-Step-Kick</li></ul>	<ul style="list-style-type: none"><li>• Flick-Ball-Cross</li><li>• Hop-Hop-Whisk-Turn</li></ul>
From Grade 5	<ul style="list-style-type: none"><li>• Flick-Flick-Ball Change-Drag</li><li>• Flick-Flick-Ball Change-Kick</li></ul>	<ul style="list-style-type: none"><li>• Step-Ball Change-Step-Kick</li><li>• Step-Hook-Step-Tap</li></ul>

# 11 Scheme of assessment: Vocational 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

The examination is divided into three sections and each section consists of several components which are individually assessed and aggregated arriving at the section total, with a maximum of 100 marks available overall.

Within each component the examiner awards a mark of between 0 and 10 (see accompanying grid) and a mark of 0 indicates that nothing was evidenced for assessment.

Title of component	Available marks
<b>Safe Dance Practice</b>	
Warm Up and Cool Down	10
Core Stability and Isolation	10
<b>Section total</b>	<b>20</b>
<b>Technique</b>	
Body tone, poise and centring	10
Quality of line and style	10
Accuracy and expression of footwork	10
Knowledge of Theory	10
<b>Section total</b>	<b>40</b>
<b>Presentation</b>	
Sense of performance	10
Quality of movement	10
Characterisation and rhythmic interpretation	10
<b>Section total</b>	<b>30</b>
<b>Musical Appreciation</b>	
Rhythm, timing, accents and performance	10
<b>Section total</b>	<b>10</b>
<b>Total</b>	<b>100</b>

## 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	Marks
Distinction	80-100 marks
Merit	65-79 marks
Pass	50-64 marks
Not Attained	00-49 marks

## 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.

# Intermediate Mark Scheme

Section		Safe Dance Practice		Technique			Presentation			Musical Appreciation	
Component		Warm Up and Cool Down	Core Stability and Isolation 10 marks	Body Tone, Poise and Centring 10 marks	Quality of Line and Placement 10 marks	Accuracy and Expression of Footwork 10 marks	Knowledge of Theory 10 marks	Style and Sense of Performance 10 marks	Quality of Movement and Spatial Awareness 10 marks	Rhythmic Expression and Characterisation 10 marks	Rhythm, Timing, Accents 10 marks
Upper <b>Excellent</b> band	9-10	10 marks									
Lower <b>Excellent</b> band											
Upper <b>Good</b> band	7-8	The candidate demonstrates <b>Good</b> ability in the indicative content									
Lower <b>Good</b> band											
Upper <b>Fair</b> band	5-6	The candidate demonstrates <b>Fair</b> ability in the indicative content									
Lower <b>Fair</b> band											
Upper <b>Limited</b> band	3-4	The candidate demonstrates <b>Limited</b> ability in the indicative content									
Lower <b>Limited</b> band											
Upper <b>Weak</b> band	2-1	The candidate demonstrates <b>Weak</b> ability in the indicative content									
Lower <b>Weak</b> band											
<b>Not Evidenced</b>	0	Indicative content <b>not evidenced</b>									

## Levels of response 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.

## 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 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: 0-39 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

# 12 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.

[www.istd.org/documents/rules-and-standing-orders/](http://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/](http://www.istd.org/examinations/uk-examinations/)

Email: [ukdanceteachers@istd.org](mailto:ukdanceteachers@istd.org)

### International Examinations

Website: [www.istd.org/examinations/international-examinations/](http://www.istd.org/examinations/international-examinations/)

Email: [InternationalTeachers@istd.org](mailto:InternationalTeachers@istd.org)

## 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/](http://www.istd.org/examinations/quality-assurance/)

For further guidance, please contact the Quality Assurance department at [csqa@istd.org](mailto: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](mailto: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/](http://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: [www.istd.org/examinations/quality-assurance/policies-and-related-documents/](http://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: [www.istd.org/examinations/quality-assurance/policies-and-related-documents/](http://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](http://www.istd.org/examinations/quality-assurance).

# 13 Appendix




## Syllabus books, music and video

The ISTD has produced books and music products to support the learning and understanding of the teacher. Syllabus books and CDs are available to buy on the ISTD website: [shop.istd.org/faculties/disco-freestyle-rock-n-roll/](http://shop.istd.org/faculties/disco-freestyle-rock-n-roll/)

- DFR Graded Examinations: Grades 1- 3 Syllabus Book  
[shop.istd.org/shop/examination-specifications/item-technical-specification-for-disco-freestyle-grades-1-to-3/](http://shop.istd.org/shop/examination-specifications/item-technical-specification-for-disco-freestyle-grades-1-to-3/)
- DFR Graded Examinations: Music for Grades 1-3 CD  
[shop.istd.org/shop/item-dfr-music-for-disco-freestyle-grades-1-to-3/](http://shop.istd.org/shop/item-dfr-music-for-disco-freestyle-grades-1-to-3/)
- DFR Graded Examinations: Grades 4-6 syllabus Book  
[shop.istd.org/shop/examination-specifications/item-technical-specification-for-disco-freestyle-grades-4-to-6/](http://shop.istd.org/shop/examination-specifications/item-technical-specification-for-disco-freestyle-grades-4-to-6/)
- DFR Graded Examinations: Music for Grades 4-6 CD  
[shop.istd.org/shop/item-dfr-music-for-disco-freestyle-grades-4-to-6/](http://shop.istd.org/shop/item-dfr-music-for-disco-freestyle-grades-4-to-6/)
- DFR Vocational Graded Examinations: Intermediate Syllabus Book  
[shop.istd.org/shop/examination-specifications/item-technical-specification-for-disco-freestyle-vocational-grade-int/](http://shop.istd.org/shop/examination-specifications/item-technical-specification-for-disco-freestyle-vocational-grade-int/)



**Imperial Society of Teachers of Dancing**  
**Disco, Freestyle, Rock n Roll**

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