




Imperial Society of  
Teachers of Dancing

# ISTD Licentiate Specification

Cecchetti Classical Ballet  
Imperial Classical Ballet  
Modern Theatre  
National Dance  
Tap Dance



For teaching  
from  
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2024

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

The Imperial Society of Teachers of Dancing (ISTD) is a registered educational charity and membership association. Our mission is to educate the public in the art of dancing in all its forms: to promote knowledge of dance; provide up-to-date techniques for members and maintain and improve teaching standards.

With approximately 6,000 members in over 55 countries worldwide, the Society conducts over 100,000 examinations each year. The Society aspires to be a world leader in dance education, setting the benchmark for best practice through our extensive syllabi and teacher training. We are committed to becoming a dynamic, future-focused organisation that promotes the social, cultural, physical, and educational benefits of dance for all.

## **2. Qualification purpose and aims**

The Licentiate is a higher teaching qualification that enables learners to evidence comprehensive teaching skills, underpinned by detailed and accurate knowledge of the ISTDs graded syllabus up to Advanced 1 level. The Licentiate is not regulated.

The Licentiate qualification prepares teachers for working with students at vocational level, ensuring that they have the skills, knowledge and understanding to be able to appropriately support dancers who are training at higher levels.

## **Employability skills & transferable knowledge and skills for further training**

Successful completion of the Licentiate examination provides evidence to employers of the learner's detailed knowledge of the ISTD syllabi and specialist knowledge of the chosen dance genre. Studying the Licentiate enables learners to reflect on their practice and to receive feedback for their teaching approaches, allowing teachers to develop their own individual practice within their specialist genre.

Critical evaluation, high level problem solving, the application of advanced teaching methods and creativity are key skills that enable Licentiate holders to understand teaching as a subject area and these transferable skills can be used in a wide variety of settings, beyond the dance studio.

Licentiate holders are able to apply to the ISTD to become Examiners and are eligible to apply to become a tutor for the ISTD's Diploma in Dance Education (DDE) and Diploma in Teaching Community Dance (DTCD).

Licentiate holders can progress to the ISTD's Fellowship examination which is the highest qualification that the ISTD offers.

## **Target Learners**

The Licentiate is appropriate for dance teachers wishing to develop their career as a professional dance teacher. Learners need to be at least 18 years of age to enter for the Licentiate examination.

### 3. Entry Requirements

#### Essential

Candidates must:

- a) have passed ISTD Advanced 1 in the chosen genre
- b) have passed the ISTD Diploma in Dance Education (DDE) or Associate Diploma (outside of the UK and EU) in the chosen genre.

\*Please note that Accreditation of Prior Learning (APEL) can be granted for either or both of the above conditions, if appropriate. Please see section 4 below.

#### Recommended

It is recommended that learners have undertaken at least 3 years of independent dance teaching in the genre they take the Licentiate in.

### 4. Accreditation of Prior Experiential Learning (APEL)

The APEL scheme is designed to allow new applicants to access the ISTD's teaching qualifications at an appropriate level for their professional status. It takes account of professional experience and qualifications, in order to enable applicants to be granted exemption from usual entry requirements for a qualification. Applications for APEL can be submitted at any point in the year.

APEL Applications are considered by an interview panel and submitted to the Qualifications Development Committee for final approval. Applicants are informed of the final decision in writing. A successful candidate will have three years from receipt of the approval letter to complete the qualification for which APEL was granted. After three years the candidate would need to reapply through the APEL process.

### 5. Qualification Structure

The Licentiate assessment is made up of one examination, split into two sections.

Part 1: Observed taught class

Part 2: Demonstration and discussion of syllabus knowledge

Licentiate exams are 2 hours and 30 minutes in length and are conducted by one ISTD Examiner.

Candidates are assessed against the following Learning Outcomes and Assessment Criteria.

Learning Outcomes	Assessment Criteria and Indicative Content
<b>LO1</b> <b>Demonstrate a comprehensive understanding of how to teach dance effectively.</b>  <b>(Part 1 of examination)</b>	AC1.1 Demonstrate suitable balance, pace and content within a dance class.
	AC 1.2 Demonstrate the use of a range of effective teaching methods relevant to the needs of the student group.
	AC 1.3 Identify and develop specific and general points applicable to the students' technical progression and the lesson content.
	AC 1.4 Identify and develop artistic, authentic, musical and rhythmic elements within a dance class, to enhance the students' individual expressive quality as applicable to the dance genre.
	AC 1.5 Create a positive and motivational learning environment and communicate ideas and exercises clearly.

<b>LO 2</b> <b>Demonstrate thorough knowledge of how to teach the ISTD syllabi, up to and including Advanced 1 level.</b>  <b>(Part 2 of examination)</b>	AC 2.1 Demonstrate an assured and comprehensive knowledge of the set syllabus work.
	AC 2.2 Demonstrate a comprehensive ability to analyse specific syllabus movements and exercises, both technically and rhythmically.
	AC 2.3 Discuss teaching methods and arrange and discuss effective training exercises to support the development of technique/artistry/musicality/rhythm/authenticity/style, as appropriate for the genre.
	AC 2.4 Demonstrate a knowledge of the biomechanics pertinent to the chosen genre and the developmental journey of the young dancer.
	AC 2.5 Devise sequences that demonstrate musicality, rhythmic awareness, artistry, authentic style, (as applicable to the genre) and creativity. Present and discuss choreographed work (if relevant to the genre) that shows assured individual interpretive skills.

## 6. Examination Regulations for all Genres

This examination can be entered at the candidate's own studio or at an ISTD centre. In both cases the candidate must provide the students and music operator/musical accompaniment as required. Students' names must be provided to the ISTD at the time of examination application.

Candidates must be entered for the exam by an ISTD Full Teaching Member. If the candidate is a Full Teaching Member of the ISTD they may enter themselves for the Licentiate examination.

### Part 1 of Examination – observed taught class

The observed taught class (Part 1) must have a minimum of 4 and a maximum of 8 of the candidate's own students. Students in the observed taught class may have passed the level of syllabus being taught but not entered the grade above.

For information on the options for the level of class and the exam content please refer to the Genre Specific Information on pages 6 – 17.

#### Lesson Plan

Candidates must present a written lesson plan to the Examiner before starting the observed taught class. The lesson plan is **not a document that is assessed as part of the examination**, but it should be used to demonstrate the aims and objectives of the observed taught class.

#### Guidance for Lesson Plan

The lesson plan should contain a **brief** list of the work that the candidate intends to cover in the class.

Candidates do not have to include expected timings on the lesson plan to the Examiner as there is no expectation that each section of the lesson will take a specific amount of time. Licentiate candidates may need to adapt timings of activities in the observed taught class depending on how the pupils in the class are responding.

**The written lesson plan is not marked** and does not contribute to the assessment outcome but should be used as a supporting document to help the Examiner understand what a candidate plans to cover in the observed class and any other useful information about what is intended regarding the lesson.



## Lesson Plan Content

Level of class	Genre
Lesson Aims <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	Lesson Objectives <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
A list of Activities/Exercises <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	Any additional/extension tasks that may be used if necessary
Any information that may be relevant to the Examiner. For example, if any of the pupils have any learning needs or special requirements.	

### Dress

All Licentiate candidates should wear appropriate clothing for teaching that allows for clear demonstration.

## 5. Genre-specific information

Learners should ensure that they have covered all of the following content prior to entering for the Licentiate examination and must abide by the following conditions.

<b>Cecchetti Classical Ballet</b>	<b>Exam Content</b>	<b>Conditions</b>
	<p><b>Candidates will be examined on:</b></p> <ul style="list-style-type: none"> <li>• the principles of teaching (arising in part from the class).</li> <li>• the use of the syllabus to develop technique up from Grade 6 to Advanced 1 (excluding Intermediate Foundation)</li> <li>• their knowledge of all Option 1 and Option 2 work, up to and including the Advanced 1 syllabus, via demonstration of syllabus material and theoretical explanation.</li> <li>• arrangement of a classical enchaînement at Advanced 1 level of not more than 30 seconds duration, to music provided by the Examiner. A choice of music will be given.</li> </ul>	<p><b>Levels allowed for Part 1</b></p> <p>The observed class must be delivered at Grade 6 or Advanced 1 level, content to include approximately 50% set work and 50% free work.</p> <p><b>Exam length</b></p> <p><b>Part 1:</b></p> <p>1hr 15 mins for Grade 6</p> <p>1hr 30 mins for Advanced 1</p> <p><b>Part 2:</b></p> <p>1hr 15 mins, if Part 1 taught at Grade 6 level</p> <p>1hr, if Part 1 taught at Advanced 1 level</p>

## Cecchetti Classical Ballet Indicative Content

	<p><b>PART 1</b></p> <p><b>LO1 Demonstrate a comprehensive understanding of how to teach dance effectively.</b></p>
Assessment Criteria	Indicative Content
<p>1.1</p> <p>Demonstrate suitable balance, pace and content within a dance class.</p>	<ul style="list-style-type: none"> <li>• Show an appropriate balance between sections of the class with a suitable structure to the class overall.</li> <li>• Pace should enable an effective learning environment to be evident.</li> </ul>

	<ul style="list-style-type: none"> <li>Teaching strategies should develop both the knowledge and performance of the students in the class, using appropriate methods of delivery for the individual students and the planned activities.</li> </ul>
1.2 Demonstrate the use of a range of effective teaching methods relevant to the needs of the student group.	<ul style="list-style-type: none"> <li>Apply a variety of in-depth teaching methods within during the class which are both age and level appropriate and engage the students in their own learning.</li> </ul>
1.3 Identify and develop specific and general points applicable to the students' technical progression and the lesson content.	<ul style="list-style-type: none"> <li>Identification of areas for technical development within the class, applying differentiation where required.</li> <li>Effective response to the needs of the student group both collectively and individually.</li> </ul>
1.4 Identify and develop artistic, authentic, musical and rhythmic elements to enhance the students' individual expressive quality as applicable to the dance genre.	<ul style="list-style-type: none"> <li>Identification of areas for artistic and musical development within the class, with strategies to include use of dynamics, musical phrasing and expression.</li> <li>Effective response to the needs of the student group both collectively and individually</li> </ul>
1.5 Create a positive and motivational learning environment and communicate ideas, and exercises clearly.	<ul style="list-style-type: none"> <li>Use of positive language and motivational communication methods to enhance the learning process.</li> <li>Clear delivery of instructions with effective use of voice.</li> <li>Professional manner and rapport with the pianist and students.</li> </ul>
	<b>PART 2</b> <b>LO 2 Demonstrate thorough knowledge of how to teach the ISTD syllabi, up to and including Advanced 1 level.</b>
2.1 Demonstrate an assured and comprehensive knowledge of the set syllabus work.	<ul style="list-style-type: none"> <li>Show an assured and comprehensive knowledge of the syllabus as required in the genre specification, and its application from Grade 6 – Advanced 1.</li> <li>Demonstrate a thorough and in-depth understanding of the details inherent in the Method with regards to correct technical detail, musicality, dynamics, style, and performance</li> </ul>
2.2 Demonstrate a comprehensive ability to analyse specific syllabus movements and exercises, both technically and rhythmically.	<ul style="list-style-type: none"> <li>Analyse movements into their detailed parts showing an awareness of a range of factors (dynamics, musicality, artistry, rhythm, movement quality).</li> <li>Consideration and understanding of progression of genre specific concepts and movements from Grade 6 – Advanced 1</li> </ul>
2.3 Discuss teaching methods and arrange effective training exercises to support the development of technique, artistry, musicality, rhythm, authenticity, style, as appropriate for the genre.	<ul style="list-style-type: none"> <li>Appropriate teaching methods (e.g., use of imagery, differentiated tasks etc) to support effective dance training including ideas of suitable training exercises to underpin set work.</li> <li>Considering the full range of factors such as <b>technique, artistry, musicality, rhythm, authenticity and style</b>, discuss the nuances of the Method as applied in teaching.</li> </ul>
2.4 Demonstrate a knowledge of the biomechanics pertinent to the chosen genre and the developmental journey of the young dancer.	<ul style="list-style-type: none"> <li>Consideration of biomechanic, cognitive and physical development as appropriate to a varying ages, levels, and abilities</li> <li>Understanding of common biomechanical issues and knowledge of how to support the young dancer in correcting or managing them (e.g. hyper/hypo extensions, scoliosis etc).</li> <li>Demonstration of a sound understanding of safe dance practice and how this is applied in the dance class.</li> </ul>
2.5 Devise sequences that demonstrate musicality, rhythmic awareness, artistry,	<ul style="list-style-type: none"> <li>Be able to arrange a 30 second sequence at Advanced 1 level demonstrating an artistic, musical, and creative use of vocabulary with an appropriate choice of music as offered within the examination.</li> </ul>



authentic style, (as applicable to the genre) and creativity. Present and discuss choreographed work (if relevant to the genre) that shows assured individual interpretive skills.	<ul style="list-style-type: none"> <li>Demonstrate and/or discuss the presentation of their own choreography which should show assured musicality, individual interpretive skills, and correct balance of vocabulary.</li> </ul>
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<b>Imperial Classical Ballet</b>	<b>Exam Content</b>	<b>Conditions</b>
	<p>The class may be examined as either the Children's or the Vocational Graded specialisation. This needs to be specified on the Licentiate application in advance.</p> <p><b>Candidates must select one of the following options:</b></p> <p><b>Vocational Graded Specialisation</b></p> <p>Candidates will be required to:</p> <ol style="list-style-type: none"> <li>1. Conduct a coaching class on the Intermediate Foundation, Intermediate or Advanced 1 syllabus using four to eight students that they teach regularly. The class should be balanced in content to include all sections of the syllabus.</li> <li>2. Discuss the principles of teaching (arising in part from the delivery of their class)</li> <li>3. Show their knowledge of all the Option A and Option B work up to and including the Advanced 1 syllabus in demonstration of syllabus material and explanation of syllabus requirements</li> <li>4. Show two set variations (candidate's choice of : (a) Intermediate -- either Option A or Option B (b) Advanced 1 -- either Option A or Option B</li> <li>5. Demonstrate throughout the examination their knowledge and understanding of basic anatomy</li> </ol> <p><b>Children's Specialisation</b></p> <p>Candidates will be required to:</p> <ol style="list-style-type: none"> <li>1. Conduct a coaching class on the Grade 5 or Grade 6 syllabus using four to eight children that they teach regularly. The class should be balanced in content to include all sections of the syllabus.</li> <li>2. Discuss the principles of teaching (arising in part from the class)</li> <li>3. Show their knowledge of all the Option A and Option B work up to and including the Advanced 1 syllabus in demonstration and theoretical explanation</li> <li>4. Show two set dances or variations (candidate's choice) (a) one set dance selected from Primary - Grade 3 (b) one set variation selected from Grade 4 - Grade 6</li> <li>5. Demonstrate throughout the examination their knowledge and understanding of basic anatomy</li> </ol>	<p><b>Levels allowed for Part 1</b></p> <p>The observed class must be delivered at either Grade 5 or Grade 6, (Children's) or Intermediate Foundation, Intermediate or Advanced 1 level (Vocational Graded specialisation).</p> <p><b>Exam length</b></p> <p><b>Part 1:</b></p> <p>1hr 15 mins for Grade 5, Grade 6 or Intermediate Foundation</p> <p>1hr30 mins for Intermediate or Advanced 1</p> <p><b>Part 2:</b></p> <p>1hr 15 mins, if Part 1 taught at Grade 5, Grade 6 or Intermediate Foundation level.</p> <p>1hr, if Part 1 taught at Intermediate or Advanced 1 level.</p>

## Imperial Classical Ballet Indicative Content

	<b>PART 1</b> <b>LO1 Demonstrate a comprehensive understanding of how to teach dance effectively.</b>
<b>Assessment Criteria</b>	<b>Indicative Content</b>
1.1 Demonstrate suitable balance, pace and content within a dance class	<ul style="list-style-type: none"> <li>• Suitability of exercises within a balanced class structure</li> <li>• Pace should enable an effective learning environment to be evident.</li> <li>• Teaching and coaching should develop both the knowledge and performance of the students in the class, using appropriate content and delivery.</li> </ul>
1.2 Demonstrate the use of a range of effective teaching methods relevant to the needs of the student group	<ul style="list-style-type: none"> <li>• Show variety and depth of teaching methods within the class</li> </ul>
1.3 Identify and develop specific and general points applicable to the students' technical progression and the lesson content	<ul style="list-style-type: none"> <li>• Identification of areas for technical development within the class</li> <li>• Effective response to the needs of the student group and individuals within the group</li> </ul>
1.4 Identify and develop artistic, authentic, musical and rhythmic elements to enhance the students' individual expressive quality as applicable to the dance genre.	<ul style="list-style-type: none"> <li>• Identification of areas for artistic and musical development within the class</li> <li>• Effective response to the needs of the student group and individuals within the group</li> </ul>
1.5 Create a positive and motivational learning environment and communicate ideas, and exercises clearly	<ul style="list-style-type: none"> <li>• Use of positive and motivational communication methods</li> <li>• Delivery of clear instructions</li> </ul>
	<b>PART 2</b> <b>LO 2 Demonstrate thorough knowledge of how to teach the ISTD syllabi, up to and including Advanced 1 level</b>
2.1 Demonstrate an assured and comprehensive knowledge of the set syllabus work	<ul style="list-style-type: none"> <li>• Have an assured and comprehensive knowledge of the syllabus, as required in the genre specification, and its application at all stages.</li> <li>• Candidates should demonstrate set sequences and enchaînements with correct technical detail, style, and performance.</li> </ul>
2.2 Demonstrate a comprehensive ability to analyse specific syllabus movements and exercises, both technically and rhythmically.	<ul style="list-style-type: none"> <li>• Breaking movements down to their fundamental parts, in detail and with awareness of a range of factors (dynamics, musicality, artistry, rhythm etc)</li> <li>• Consideration of progression of genre specific concepts and movements</li> </ul>
2.3 Discuss teaching methods and arrange effective training exercises to support the development of technique/artistry/musicality/rhythm/authenticity/style, as appropriate for the genre	<ul style="list-style-type: none"> <li>• Appropriate teaching methods (e.g imagery, differentiated tasks etc) that support the effectiveness of training exercises</li> <li>• Considering the full range of factors (technique/artistry/musicality/rhythm/authenticity/style)</li> </ul>

2.4 Demonstrate a knowledge of the biomechanics pertinent to the chosen genre and the developmental journey of the young dancer	<ul style="list-style-type: none"> <li>• Consideration of how to devise material that is biomechanically and cognitively appropriate for varying ages, levels, and abilities</li> <li>• Understanding of common biomechanical issues and knowledge of how to support the young dancer in correcting them</li> </ul>
2.5 Devise sequences that demonstrate musicality, rhythmic awareness, artistry, authentic style, (as applicable to the genre) and creativity. Present and discuss choreographed work (if relevant to the genre) that shows assured individual interpretive skills	<ul style="list-style-type: none"> <li>• Be able to arrange sequences for any level demonstrating an artistic, musical, and creative use of vocabulary with appropriate music.</li> <li>• Demonstrate and/or discuss the presentation of their own choreography which should show assured musicality and individual interpretive skills.</li> </ul>

<b>Modern Theatre</b>	<b>Exam Content</b>	<b>Conditions</b>
	<p><b>Candidates must select one of the following.</b></p> <p><b>Vocational Graded Specialisation</b></p> <p><b>Part 1</b> The candidate will be required to take a class at any level from Intermediate Foundation, Intermediate or - Advanced 1. Candidate's choice to be stated on the entry form.</p> <p>This should be a balanced coaching class of selected set work from the syllabus, allowing time for at least two contrasting unset amalgamations, of which one should be Jazz/Musical Theatre.</p> <p><b>Vocational Graded Specialisation</b></p> <p><b>Part 2</b> Candidates will be required to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate and have an in-depth knowledge of the Option A work, up to and including Advanced 1 and Option B work up to and including Grade 6</li> <li>2. Arrange amalgamations for Option A learners at all levels up to and including Advanced 1</li> <li>3. Arrange amalgamations for Option B learners at all levels up to and including Grade 6</li> <li>4. Demonstrate own choice of: <ol style="list-style-type: none"> <li>a. Grade 4 or 6 Option B Floor Sequence</li> <li>b. Grade 4, 5 or 6 Option B Set Amalgamations</li> <li>c. One Option A Set Amalgamation from either the Intermediate or Advanced 1 Syllabus.</li> </ol> </li> <li>5. Dance Compositions to be performed by the candidate: <ol style="list-style-type: none"> <li>a. Jazz at Intermediate standard, maximum of 1 minute</li> <li>b. Contrasting arrangement at Advanced 1 standard, maximum of 2 minutes.</li> </ol> </li> </ol>	<p><b>Levels allowed for Part 1</b></p> <p>The observed class must be delivered at either Grade 5, Grade 6, Intermediate Foundation, Intermediate or Advanced 1 level, depending on specialisation.</p> <p><b>Exam length</b></p> <p>Part 1: 1hr 15 mins</p> <p>Part 2: 1hr 15 mins</p>

	<p><b>Graded Specialisation</b></p> <p><b>Part 1</b></p> <p>The candidate will be required to take a class at Grade 5 or Grade 6 level. This is candidate's choice and should be stated on the entry form.</p> <p>This should be a balanced coaching class of selected set work from the syllabus, allowing time for at least two contrasting unset amalgamations, of which one should be Jazz/Musical Theatre.</p> <p><b>B Graded Specialisation</b></p> <p><b>Part 2</b></p> <p>Candidates will be required to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate and have an in-depth knowledge of the Option A work, up to and including Advanced 1 and Option B work up to and including Grade 6.</li> <li>2. Arrange amalgamations for Option A learners at all levels up to and including Advanced 1.</li> <li>3. Arrange amalgamations for Option B learners at all levels up to and including Grade 6.</li> <li>4. Demonstrate own choice of: <ol style="list-style-type: none"> <li>a. Grade 4 or 6 Option B Floor Sequence</li> <li>b. Grade 4, 5 or 6 Option B Set Amalgamations</li> <li>c. One Option A Set Amalgamation from either the Intermediate or Advanced 1 syllabus</li> </ol> </li> <li>5. Dance Compositions: <ol style="list-style-type: none"> <li>a. Choice from Grade 3, 4, 5 or 6, maximum of 1½minutes. Must be performed by the candidate's own pupil.</li> <li>b. Arrangement at any Vocational Graded level, maximum of 2 minutes. Must be performed by the candidate.</li> </ol> </li> </ol>	
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## Modern Theatre Indicative Content

	<p><b>PART 1</b></p> <p><b>LO1 Demonstrate a comprehensive understanding of how to teach dance effectively.</b></p>
Assessment Criteria	Indicative Content
<p>1.1</p> <p>Demonstrate suitable balance, pace and content within a dance class,</p>	<ul style="list-style-type: none"> <li>• Show an appropriate balance between sections of class with a suitable structure.</li> <li>• Pace should enable an effective learning environment to be evident.</li> <li>• Teaching strategies should develop both the knowledge and performance of the students in the class, using appropriate methods of delivery.</li> </ul>
<p>1.2</p> <p>Demonstrate the use of a range of effective teaching methods relevant to the needs of the student group.</p>	<ul style="list-style-type: none"> <li>• Apply a variety of in-depth teaching methods within the class which are both age and level appropriate and engage the students in their own learning.</li> </ul>

1.3 Identify and develop specific and general points applicable to the students' technical progression and the lesson content.	<ul style="list-style-type: none"> <li>• Identification of areas for technical development within the class.</li> <li>• Effective response to the needs of the student group and individuals within the group.</li> </ul>
1.4 Identify and develop artistic, authentic, musical, and rhythmic elements to enhance the students' individual expressive quality, as applicable to the dance genre.	<ul style="list-style-type: none"> <li>• Identification of areas for artistic and musical development within the class.</li> <li>• Effective and appropriate choice of music.</li> <li>• Effective response to the needs of the student group and individuals within the group.</li> </ul>
1.5 Create a positive and motivational learning environment and communicate ideas, and exercises clearly.	<ul style="list-style-type: none"> <li>• Use of positive language and motivational communication methods to enhance the learning process.</li> <li>• Clear delivery of instructions with effective use of voice.</li> <li>• Professional manner with the music operator/musical accompanist and students should be evident throughout.</li> </ul>
	<b>PART 2</b> <b>LO 2 Demonstrate thorough knowledge of how to teach the ISTD syllabi, up to and including Advanced 1 level.</b>
2.1 Demonstrate an assured and comprehensive knowledge of the set syllabus work.	<ul style="list-style-type: none"> <li>• Have an assured and comprehensive knowledge of the syllabus as required in the genre specification, and its application at all stages.</li> <li>• Candidates should demonstrate their choice of set sequences and amalgamations (as required by the genre) with correct technical detail, style, and performance.</li> </ul>
2.2 Demonstrate a comprehensive ability to analyse specific syllabus movements and exercises, both technically and rhythmically.	<ul style="list-style-type: none"> <li>• Analyse any element, step or exercise, and develop these within a range of factors including dynamics, musicality, artistry, rhythm, movement quality etc as requested.</li> <li>• Consideration and understanding of progression of genre specific concepts and movements.</li> </ul>
2.3 Discuss teaching methods and arrange effective training exercises to support the development of technique/artistry/musicality/rhythm/authenticity/style, as appropriate for the genre.	<ul style="list-style-type: none"> <li>• Appropriate teaching methods (e.g., imagery, differentiated tasks etc) that support the effectiveness of training exercises.</li> <li>• Considering the full range of factors (technique/artistry/musicality/rhythm/style)</li> </ul>
2.4 Demonstrate a knowledge of the biomechanics pertinent to the chosen genre and the developmental journey of the young dancer.	<ul style="list-style-type: none"> <li>• Consideration of how to devise material that is biomechanically and cognitively appropriate for varying ages, levels, and abilities.</li> <li>• Understanding of common biomechanical issues and knowledge of how to support the young dancer in correcting them.</li> </ul>
2.5 Devise sequences that demonstrate musicality, rhythmic awareness, artistry, authentic style, (as applicable to the genre) and creativity. Present and discuss choreographed work (if relevant to the genre) that shows assured individual interpretive skills.	<ul style="list-style-type: none"> <li>• Be able to arrange sequences for any level demonstrating artistry, creative use of vocabulary and appropriate musical choices.</li> <li>• Demonstrate and/or discuss the presentation of their own choreography which should show assured musicality and individual interpretive skills.</li> </ul>

Tap	Exam Content	Conditions
	<p><b>Part 1</b> The class will include a balance of syllabus and free work at any of the stated levels.</p> <p><b>Part 2</b> Candidates must:</p> <ul style="list-style-type: none"> <li>• have theoretical knowledge and show practical demonstration of work up to and including Advanced 1.</li> <li>• demonstrate both Advanced 1 amalgamations and one amalgamation from Grade 6.</li> <li>• arrange and demonstrate amalgamations at any level up to and including Advanced 1.</li> </ul> <p>Prepared Dance Compositions:</p> <ul style="list-style-type: none"> <li>• One dance arrangement at Grade 4 or 5 levels to a quick tempo. Based on tacet and stop time - maximum of 1.5 minutes</li> <li>• Show an arrangement at Intermediate or Advanced 1 level - maximum of 2 minutes.</li> </ul>	<p><b>Levels allowed for Part 1</b></p> <p>The observed class must be delivered at either Grade 5, Grade 6, Intermediate or Advanced 1 level.</p> <p><b>Exam length</b></p> <p>Part 1: 1hr 15 mins</p> <p>Part 2: 1hr 15 mins</p>

## Tap Dance Indicative Content

	<p><b>PART 1</b> LO1 Demonstrate a comprehensive understanding of how to teach dance effectively.</p>
Assessment Criteria	Indicative Content
<p>1.1 Demonstrate suitable balance, pace and content within a dance class.</p>	<ul style="list-style-type: none"> <li>• Show an appropriate balance between sections of class with a suitable structure.</li> <li>• Pace should enable an effective learning environment to be evident.</li> <li>• Teaching and coaching should develop both the knowledge and performance of the students in the class, using appropriate structure, content and delivery.</li> </ul>
<p>1.2 Demonstrate the use of a range of effective teaching methods relevant to the needs of the student group.</p>	<ul style="list-style-type: none"> <li>• Show variety and depth of teaching methods within the class.</li> </ul>
<p>1.3 Identify and develop specific and general points applicable to the students' technical progression and the lesson content.</p>	<ul style="list-style-type: none"> <li>• Identification of areas for technical development within the class.</li> <li>• Sufficient sections separately demonstrated by the students to check and coach security of rhythm, timing and tone quality.</li> </ul>

	<ul style="list-style-type: none"> <li>Effective response to the needs of the student group and individuals within the group</li> </ul>
1.4 Identify and develop artistic, authentic, musical and rhythmic elements to enhance the students' individual expressive quality as applicable to the dance genre.	<ul style="list-style-type: none"> <li>Identification of areas for artistic and musical development within the class.</li> <li>Effective response to the needs of the student group and individuals within the group.</li> </ul>
1.5 Create a positive and motivational learning environment and communicate ideas, and exercises clearly.	<ul style="list-style-type: none"> <li>Use of positive and motivational communication methods.</li> <li>Delivery of clear instructions.</li> </ul>
	<b>PART 2</b> <b>LO 2 Demonstrate thorough knowledge of how to teach the ISTD syllabi, up to and including Advanced 1 level</b>
2.1 Demonstrate an assured and comprehensive knowledge of the set syllabus work.	<ul style="list-style-type: none"> <li>Have an assured and comprehensive knowledge of the syllabus, as required in the genre specification, and its application at all stages.</li> <li>Candidates should demonstrate their choice of set sequences and amalgamations (as required by the genre) with correct technical detail, style, and performance.</li> </ul>
2.2 Demonstrate a comprehensive ability to analyse specific syllabus movements and exercises, both technically and rhythmically.	<ul style="list-style-type: none"> <li>Breaking movements down to their fundamental parts, in detail and with awareness of a range of factors (dynamics, musicality, artistry, rhythm etc).</li> <li>Consideration of progression of genre specific concepts with particular reference to the foot and leg action required to achieve clarity and rhythm.</li> </ul>
2.3 Discuss teaching methods and arrange effective training exercises to support the development of technique/artistry/musicality/rhythm/authenticity/style, as appropriate for the genre.	<ul style="list-style-type: none"> <li>Appropriate teaching methods (e.g., imagery, differentiated tasks etc) that support the effectiveness of training exercises.</li> <li>Ability to count, clap or scat rhythms accurately.</li> <li>Considering the full range of factors (technique/artistry/musicality/rhythm/authenticity/style)</li> </ul>
2.4 Demonstrate a knowledge of the biomechanics pertinent to the chosen genre and the developmental journey of the young dancer.	<ul style="list-style-type: none"> <li>Consideration of how to devise material that is biomechanically and cognitively appropriate for varying ages, levels, and abilities.</li> <li>Understanding of common biomechanical issues and knowledge of how to support the young dancer in correcting them.</li> <li>Understand the importance of weight placement/transference and foot/leg actions in achieving rhythmic accuracy.</li> </ul>
2.5 Devise sequences that demonstrate musicality, rhythmic awareness, artistry, authentic style, (as applicable to the genre) and creativity. Present and discuss choreographed work (if relevant to the genre) that shows assured individual interpretive skills	<ul style="list-style-type: none"> <li>Be able to arrange sequences for any level demonstrating an artistic, rhythmical, musical, and creative use of vocabulary with appropriate music.</li> <li>Demonstrate and/or discuss the presentation of their own choreography which should show secure rhythmic quality and style with assured musicality and individual interpretive skills.</li> </ul>



<b>National Dance</b>	<b>Exam Content</b>	<b>Conditions</b>
	<p><b>Section 1</b></p> <p>The candidate will teach a class at Grade 5, 6, Intermediate or Advanced 1 level with students provided by the candidate. The content of the class should be based on any two countries from the syllabus. It should incorporate steps building through to enchaînements or dances and contain a mixture of set and free work.</p> <p>The examination will be taken with the candidates own choice of recorded music.</p> <p><b>Section 2</b></p> <p>A thorough knowledge of the vocabulary of steps, figures, holds and progressions from Primary Grade to Advanced 1. Candidates should be prepared to demonstrate own choice of one group dance from each country at each level in the correct style.</p> <p>A list of the chosen dances must be submitted to the examiner who will select from the list on which to base the remainder of the examination. No pre-arranged solo is required.</p> <p>Based on these dances the candidate could be asked to:</p> <ul style="list-style-type: none"> <li>a) Analyse any technical or artistic element of a dance</li> <li>b) Perform any syllabus dance from the candidates list</li> <li>c) Arrange practice sequences using steps from any countries in the syllabus at a relevant level as requested by the examiner</li> </ul>	<p><b>Levels allowed for Part 1</b></p> <p>The observed class must be delivered at either Grade 5, Grade 6, or Advanced 1 level.</p> <p><b>Exam length</b></p> <p>Part 1:</p> <p>1hr 15 mins</p> <p>Part 2:</p> <p>1hr 15 mins</p>

## National Dance Indicative Content

	<b>PART 1</b> <b>LO1 Demonstrate a comprehensive understanding of how to teach dance effectively.</b>
<b>Assessment Criteria</b>	<b>Indicative Content</b>
1.1 Demonstrate suitable balance, pace and content within a dance class.	<ul style="list-style-type: none"> <li>Show an appropriate balance between sections of class with a suitable structure.</li> <li>Pace should enable an effective learning environment to be evident.</li> <li>Teaching strategies should develop both the knowledge and performance of the students in the class, using appropriate methods of delivery.</li> </ul>
1.2 Demonstrate the use of a range of effective teaching methods relevant to the needs of the student group.	<ul style="list-style-type: none"> <li>Show variety and depth of teaching methods within the class.</li> </ul>
1.3 Identify and develop specific and general points applicable to the students' technical progression and the lesson content.	<ul style="list-style-type: none"> <li>Identification of areas for technical development within the class.</li> <li>Effective response to the needs of the student group and individuals within the group.</li> </ul>

1.4 Identify and develop artistic, authentic, musical and rhythmic elements to enhance the students' individual expressive quality as applicable to the dance genre.	<ul style="list-style-type: none"> <li>• Identification of areas for artistic and musical development within the class.</li> <li>• Effective response to the needs of the student group and individuals within the group.</li> <li>• Demonstrate an understanding of authentic interpretation of rhythm to develop contrasts in traditional style of countries chosen.</li> </ul>
1.5 Create a positive and motivational learning environment and communicate ideas, and exercises clearly.	<ul style="list-style-type: none"> <li>• Use of positive and motivational communication methods.</li> <li>• Delivery of clear instructions.</li> </ul>
	<b>PART 2</b> <b>LO 2 Demonstrate thorough knowledge of how to teach the ISTD syllabi, up to and including Advanced 1 level.</b>
2.1 Demonstrate an assured and comprehensive knowledge of the set syllabus work.	<ul style="list-style-type: none"> <li>• Have an assured and comprehensive knowledge of the syllabus, as required in the genre specification, and its application at all stages.</li> <li>• Candidates should demonstrate their choice of set sequences and amalgamations (as required by the genre) with correct technical detail, traditional style, and performance.</li> </ul>
2.2 Demonstrate a comprehensive ability to analyse specific syllabus movements and exercises, both technically and rhythmically.	<ul style="list-style-type: none"> <li>• Breaking movements down to their fundamental parts, in detail and with awareness of a range of factors (dynamics, musicality, artistry, rhythm, authenticity etc).</li> <li>• Consideration of progression of genre specific concepts maintaining the traditional fundamental difference of contrasting styles of countries to movements.</li> </ul>
2.3 Discuss teaching methods and arrange effective training exercises to support the development of technique/artistry/musicality/rhythm/authenticity/style, as appropriate for the genre.	<ul style="list-style-type: none"> <li>• Appropriate teaching methods (e.g., imagery, differentiated tasks etc) that support the effectiveness of training exercises.</li> <li>• Considering the full range of factors (technique/artistry/musicality/rhythm/authenticity/style)</li> </ul>
2.4 Demonstrate a knowledge of the biomechanics pertinent to the chosen genre and the developmental journey of the young dancer	<ul style="list-style-type: none"> <li>• Consideration of how to devise material that is biomechanically and cognitively appropriate for varying ages, levels, and abilities.</li> <li>• Understanding of common biomechanical issues and knowledge of how to support the young dancer in correcting them.</li> </ul>
2.5 Devise sequences that demonstrate musicality, rhythmic awareness, artistry, authentic style, (as applicable to the genre) and creativity. Present and discuss choreographed work (if relevant to the genre) that shows assured individual interpretive skills.	<ul style="list-style-type: none"> <li>• Be able to arrange sequences for any level demonstrating an artistic, musical, and creative use of vocabulary with appropriate traditional music.</li> <li>• Demonstrate and/or discuss the presentation of their own choreography which should show assured musicality and individual skills of authentic interpretation of rhythm.</li> </ul>

## **8. Assessment Method**

Licentiate exams are conducted by an ISTD Examiner who has been specially trained to assess candidates at this level.

The Licentiate is assessed through a single exam that is split into two sections.

### **Part 1: Observed taught class**

This section of the examination is a class, taught by the candidate, to their own pupils. The Examiner observes the taught class and assesses candidates against the criteria for Learning Outcome 1.

### **Part 2: Demonstration and discussion of syllabus knowledge**

In this section of the examination, the Examiner asks the candidate to show and discuss various elements of the ISTD syllabi up to Advanced 1 level, as selected by the Examiner. The candidate demonstrates and discusses their knowledge, and the Examiner assesses the candidate against the criteria for Learning Outcome 2.

**Overall length of examination:**

**2 hours 30 minutes:**

A short break will be taken between the two parts of the exam.

## Mark Scheme

Marking Component		Suitability and balance of class content	Application of teaching methods	Observation and effectiveness of technical instruction	Observation and methods of artistic and musical development	Clarity of instruction and rapport with students (and accompanist, if applicable)	Knowledge of syllabus	Analysis of movements, style, and expression (as appropriate to the genre)	Teaching methodology and suitability of training exercises	Safe dance practice and biomechanics, to include adaptations for differing physiques	Free arrangements and dance compositions (as applicable to the genre)
Learning Outcome		LO1 Demonstrate a comprehensive understanding of how to teach dance effectively.					LO 2 Demonstrate thorough knowledge of how to teach the ISTD syllabi, up to and including Advanced 1 level				
Assessment Criteria		AC1.1 Demonstrate suitable balance, pace and content within a dance class.	AC 1.2 Demonstrate the use of a range of effective teaching methods relevant to the needs of the student group.	AC 1.3 Identify and develop specific and general points applicable to the students' technical progression and the lesson content.	AC 1.4 Identify and develop artistic, authentic, musical and rhythmic elements to enhance the students' individual expressive quality as applicable to the dance genre.	AC 1.5 Create a positive and motivational learning environment and communicate ideas and exercises clearly.	AC 2.1 Demonstrate an assured and comprehensive knowledge of the set syllabus work.	AC 2.2 Demonstrate a comprehensive ability to analyse specific syllabus movements and exercises, both technically and rhythmically.	AC 2.3 Discuss teaching methods and arrange/discuss effective training exercises to support the development of technique/artistry/musicality/rhythm/authenticity/style, as appropriate for the genre.	AC 2.4 Demonstrate a knowledge of the biomechanics pertinent to the chosen genre and the developmental journey of the young dancer.	AC 2.5 Devise sequences that demonstrate musicality, rhythmic awareness, artistry, authentic style, (as applicable to the genre) and creativity. Present and discuss choreographed work (if relevant to the genre) that shows assured individual interpretive skills.
19 - 20	Top of band	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
17 - 18	Bottom of band										
15 - 16	Top of band	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
13 - 14	Bottom of band										
11 - 12	Top of band	Inconsistent	Inconsistent	Inconsistent	Inconsistent	Inconsistent	Inconsistent	Inconsistent	Inconsistent	Inconsistent	Inconsistent
9 - 10	Bottom of band										
7 - 8	Top of band	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited
5 - 6	Bottom of band										
3 - 4	Top of band	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak
1 - 2	Bottom of band										
0	Nil	Not shown									

## Marking Components

Each component is awarded a mark out of 20 by the Examiner. These marks are added together make as final mark.

Each component must be passed with at least 50% and an overall mark of at least 65% must be achieved for the Licentiate to be awarded.

Component	Maximum Marks
1. Suitability and balance of class content	20
2. Application of teaching methods	20
3. Observation and effectiveness of technical instruction	20
4. Observation and methods of artistic and musical development	20
5. Clarity of instruction and rapport with students (and accompanist, as applicable to the genre)	20
6. Knowledge of syllabus	20
7. Analysis of movements, style, and expression (as appropriate to the genre)	20
8. Teaching methodology and suitability of training exercises	20
9. Safe dance practice and biomechanics, to include adaptations for differing physiques	20
10. Free arrangements and dance compositions (as applicable to the genre)	20
<b>Awarded = 130 marks (65%) 50% must be gained in each component</b>	<b>Total 200</b>

## Re-sits

Learners may re-sit this qualification any number of times, but it is recommended that unsuccessful learners receive further training from an ISTD teacher/mentor to enable them to meet the demands of the examination.

## 9. Examinations

This section focuses on the administrative requirements for delivering the examinations and related quality assurance processes.

Exam booking information Exam bookings are only permitted to be made by the registered members of the Society who conduct themselves in accordance with the Member Agreement/Professional Code of Conduct.

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

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

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

## **10. Quality Assurance**

Quality assurance is a set of policies and procedures the Society have in place 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 there to safeguard the integrity of our qualifications by ensuring that high standards are always delivered. The detailed information about the quality assurance of our qualifications and the related policies can be found at [www.istd.org/quality-assurance](http://www.istd.org/quality-assurance).

For further guidance please contact the Quality Assurance department at [csga@istd.org](mailto:csga@istd.org).

### **Inclusivity and accessibility of assessments**

The Imperial Society of Teachers of Dancing is fully 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 Adjustment**

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. A reasonable adjustment is a process that takes place before a learner takes an assessment. It ensures that they have fair access to demonstrate the requirements of the assessments taking into account the needs of individual learners. However, it would also not be deemed reasonable to make changes to assessment standards or requirements as this would undermine the effectiveness of the qualification in providing a reliable indicator of the knowledge, skills and understanding of the candidate.

### **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 or 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 result awarded to a candidate. If a teacher has genuine cause to believe that the result cannot possibly be correct, the teacher can appeal within the published timescales outlined in the Enquiries and Appeals About Results Policy. We ensure that enquiries are dealt with swiftly and fairly within the specified timescales.

### **Malpractice**

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. We take any form of malpractice very seriously. Registered Members and candidates must follow the requirements set out in this specification, exam regulations and all other ISTD policies about the delivery of our exams. In cases where Registered Members or candidates have committed malpractice, a sanction or penalty may be given

## **11. Awarding and Certification**

Quality Assurance will issue learner results and certificates direct to the primary organiser unless requested otherwise. All learners will be issued with a report sheet containing the marks for each component; successful candidates also receive a certificate that shows the qualification title as well as the subject and level that they have been examined in. We aim to release results and issue the qualification documents in line with the schedules on our Customer Service Policy on our website.





## Imperial Society of Teachers of Dancing

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