Imperial Society of Teachers of Dancing
National Dance

Folk Dance Studies, Primary Class Examination, Medal Tests, Primary Grade, Grades & Vocational

Specification

For examinations from October 2026

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Contents

1/ About the Imperial Society of Teachers of Dancing (ISTD) **2**

2/ The History of National Dance within the ISTD **2**

3/ The purpose of National Dance Qualifications **3**

4/ Transferable Skills **4**

5/ Structure and regulation of National Dance qualifications 5

Regulation – UK 5

Regulation – Europe 6

UCAS Points 6

Equivalence of qualification levels 7

6/ Folk Dance Studies Specification **8**

Aims and Objectives 9

Entry conditions and general information 9

Outline of syllabus content 11

Scheme of assessment 13

7/ Primary Class Examination Specification **15**

Aims and Objectives 16

Entry conditions and general information 16

Outline of syllabus content 18

Scheme of assessment 19

8/ Medal Tests Specification **22**

Aims and Objectives 23

Entry conditions and general information 23

Outline of syllabus content 26

Scheme of assessment 27

9/ Graded Examinations Specification **34**

Aims and Objectives 35

Entry conditions and general information 35

Qualifications 38

Primary 39

Grade 1 40

Grade 2 41

Grade 3 42

Grade 4 43

Grade 5 44

Grade 6 45

Scheme of assessment 46

10/ Vocational Examinations Specification **51**

Aims and Objectives 52

Entry conditions and general information 53

Qualifications 55

Intermediate Foundation 56

Intermediate 58

Advanced 1 60

Advanced 2 63

Scheme of assessment 65

11/ Examination information and quality assurance **70**

12/ Appendix **73**

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

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

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

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

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

The Society is a registered educational charity (250397), regulated examinations board and membership association. Find out more istd.org

2/ History of National Dance Faculty

The National Dance Faculty was founded in 1952 by Irene Grandison Clark and Joan Lawson, with the aim of forming an authentic body of knowledge based on sound research, for teachers to make an in-depth study of European folk dance. Over the years, as international travel became easier, further research was carried out and key texts were written by various specialists such as Robert Harrold, Margaret Dixon-Philip and Nigel Jaffé.



The syllabus was created by the first National Committee in the early 1950's, comprising Chair: Irene Grandison Clark, Joan Lawson, Shelagh Elliott-Clarke, Betty Hassell, Carol Moverley and Helen Wingrave. Joan Lawson travelled widely through Europe, collecting a vast amount of material related to folk dance, music and costume.

Helen Wingrave was interested in using the steps of folk dance to choreograph solos, duets, trios and groups for theatrical settings such as dance performances and competitions.

The syllabus reflects these two perspectives, combining the authentic folk dances collected by Joan Lawson, Margaret Dixon-Philip and Robert Harold with the inspirational choreography of our National faculty examiners.

The complete portfolio of national examinations, both non-regulated (Primary Class Examination, Folk Dance Studies, and Medal Tests) and regulated (Graded and Vocational Graded Examinations) covers a wide range of European folk dances from countries across the continent including: the British Isles, Spain, Portugal, Central Europe, Scandinavia and many more. These traditional dances, celebrating local culture, have been developed over time by communities throughout Europe.

More recently, our previous Committee Chair Jacqueline Ferguson has overseen the Committee revision of much of the syllabus to reflect the needs of modern learners and acknowledge the global nature of folk dance. In Folk Dance Studies and the Medal Tests and at each vocational level the syllabus offers the option for candidates to present traditional non-European dances of their teacher's choice.

With its study of the various movement patterns and styles of traditional dances and their historical and geographical backgrounds, national dance is well placed in today's diverse society to enhance students' understanding of other cultures, both European and global.



National dance offers students the opportunity to work together and co-operate with each other in a skilled and very enjoyable dance activity and is adaptable for teaching in a range of settings including mainstream education and community hubs as well as private dance schools. As such it is a useful and highly flexible asset for present-day teachers.

For more information on the history of the national faculty visit: https://www.istd.org/dance/dance-genres/national/

3/ The purpose of National Dance Qualifications

National dance offers varied learning opportunities, allowing dancers to express themselves physically while developing intellectual, mental, emotional and social skills through an understanding of folk dance. Combining movement, music and performance can strengthen sensory awareness, memory and learning.

Social skills grow through classes, dance-school activities and involvement in the wider dance and performing-arts community. Students also develop transferable skills, teamwork, problem solving, performing under pressure and perseverance, which can build confidence, self-esteem and overall wellbeing.

As a social dance form, national dance develops practical folk-dance ability and demands core strength, coordination, spatial awareness, cooperation, and a sense of timing, musicality and performance.

National dance is performed with partners and in groups, drawing on authentic folk choreographic patterns across a wide range of styles and rhythms. Working together helps candidates develop cooperation and a deeper appreciation of traditional folk dance within the wider dance culture.

By studying the National Dance syllabus, students build strong technique and underpinning knowledge of the genre, while further developing their awareness and appreciation of traditional folk dance within the wider dance culture.

The Primary Class Examination, Folk Dance Studies and Medal Tests are our unregulated qualification pathway and dancers aiming for a career in dance can progress further through the Grades and Vocational Graded Examinations as preparation for further or higher education, full-time dance training, employment as a professional dancer or as preparation for dance teaching qualifications.

4/ Transferable skills

Performing skills	Technical skills	Personal skills
• Artistry • Communication • Dynamic and rhythmic awareness • Expression • Fluency • Phrasing • Focus • Musicality • Projection • Sensitivity to others • Spatial awareness	• Accuracy • Application of feedback • Application of technique • Coordination • Creative engagement with movement material • Fitness • Flexibility • Kinaesthetic awareness • Mastery • Memory and recall • Movement intensity is appropriate to the style • Placement • Rhythm • Sensitivity to the cultural framework and/or stylistic influences of the technique • Stamina • Strength • Timing • Understanding of anatomy and physiology	• Ability to analyse • Application of knowledge • Commitment • Confidence • Concentration • Conviction • Cooperation and teamwork • Creativity • Critical self-reflection • Discipline • Individuality • Mental and physical wellbeing • Perseverance • Problem solving • Respect • Response to feedback • Self-challenge • Self-management • Self-motivation • Setting and achieving goals • Understanding and appreciation of cultural framework, style and genre

5/ Structure and regulation of National Dance qualifications

Regulation - UK

ISTD Vocational Graded Examinations are regulated in the UK by:

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

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

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

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

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

Qualification Title	Qualification Number	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Total Credits
ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (National Dance)	501/0728/8	150	275	28
ISTD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 1 (National Dance)	501/0760/4	150	325	33
ISTD Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 2 (National Dance)	501/0761/6	150	375	37

Regulation - Europe

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

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

UCAS points

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

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

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

Grade 6	Tariff Points
Distinction	14
Merit	10
Pass	8

Intermediate	Tariff Points
Distinction	33
Merit	27
Pass	24

Equivalence of qualification levels

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

Folk Dance Studies

Specification



6/ Folk Dance Studies

Withdrawn with final examination on 30 September 2027.

Please see www.istd.org for more information.

Folk Dance Studies are non-regulated qualifications intended to provide broad and accessible access to national dance for a diverse range of learners and are ideal for teaching in mainstream and other educational settings as well as in dance schools.

Aims

• To build practical folk-dance skills as they are practised today, supported by appropriate background knowledge and understanding

• To develop awareness and appreciation of traditional folk dance within the wider dance world

• To inspire and support further study of traditional folk dance

• To enable participants to enjoy communal dance, regardless of age, gender or ethnic background

Objectives

• To perform traditional folk dances confidently

• To demonstrate understanding of the origins and context of folk dances from different countries

Entry conditions

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

Age requirements

The minimum age for entry is 5 years, and no maximum. This is to ensure that the candidates are physically developed sufficiently to safely meet the demands of the syllabus.

Folk Dance Studies may be taken at schools, Folk Dance clubs or organisations, dance studios, adult classes or any similar group.

Language

All examinations and assessments are conducted in English.

Summary Information

It is recommended that candidates are entered in pairs, although candidates may be examined individually. The table below shows the length of time allocated for each examination:

The Folk Dance Studies qualifications are withdrawn with final examinations on 30 September 2027

Please see www.istd.org for more information

Examination	Number of candidates	Age	Time allowances
Bronze Unit 1, 2, 3	12 or under	5+	20 minutes
Silver Unit 1, 2, 3	12 or under	5+	20 minutes
Gold Unit 1, 2, 3	12 or under	5+	20 minutes
Gold Star Unit 1, 2, 3	12 or under	5+	20 minutes

Examination requirements

- Teachers should not be present in the examination room.
- Each candidate should wear a number on the front and back.
- Candidates can choose to dance any part.
- The teacher should use 'Dancer A' formerly danced by male and 'Dancer B' formerly danced by female.
- Each learner will receive an individual report and result which will reflect their own personal achievement.

Musical accompaniment

Traditional recorded music must be used for all Folk Dance Studies exams.

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

Clothing

Either: leotard, tights, circular or gathered skirt.

Or: shorts or long trousers, shirt or t shirt.

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

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

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

Studio layout for examinations

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. Teachers should ensure mirrors are covered or made opaque. Examiners require a table and a comfortable chair. 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.

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

Learning outcomes and assessment criteria: Folk Dance Studies

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

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique** of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of **performance skills** in National Dance	• Recall, perform and present exercises and dances using a range of authentic performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Folk Dance Studies

In the first Unit each candidate receives their own personal online booklet in which to record the countries danced and the projects made. The booklet covers twelve Units from Bronze to Gold Star Awards.

After each Unit the dancer receives a certificate to be included in the booklet on the special page provided. On completing the required number of Units each candidate will receive the relevant Award.

The teacher decides which country is to be presented and chooses the dances suitable for the ability of the candidates. There is no set syllabus. If desired, dances may be taken from any part of the Graded and Vocational Graded syllabus; or traditional dances from any other source can be used.

Each Unit represents one country. European or non-European dances for each country may be presented at each level. It is the teachers choice as to which countries are chosen and no limit to either European or Non - European.

The countries chosen for each Unit must be different. A country studied in Bronze should not be repeated for Silver, Gold or Gold Star.

The length of the test is 20 minutes. The total dancing time should be between 8 and 10 minutes. The number of dances chosen to form a Unit can vary depending on the length of each dance.

Example of Unit

Country: England

Dances studied:

- Pat-a-Cake Polka
- Virginia Reel
- Circassian Circle

(Approximately 10 minutes dancing time)

Project:

A project based on some aspect of England.

- Each dancer is required to present a project to the Assessor. The projects can be wide ranging in choice. These can include collages, pieces of embroidery, illustrated maps, drawings, cookery or folk artefacts such as painted eggs, corn dollies etc.

- A candidate interested in music can play a folk melody on the piano or on a traditional instrument. A folk song can be sung individually or as a group. The projects can also be a group display created by the candidates and based on the country being studied.

Scheme of assessment

Method of assessment

Examination assessments are carried out by means of a practical demonstration of the knowledge, understanding and skills required. All 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 in-person 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.

The examination is divided into sections, and each section consists of several components which are individually assessed as below.

The indicative content must be evidenced in at least four components for the candidate to be successful. The result of the examination is either Attained or Not Attained.

Folk Dance Studies

Title of component	**Marks attainable**
Understanding of style	Evidence / no evidence
Application of technique	Evidence / no evidence
Presentation & Sense of performance	Evidence / no evidence
Timing and musical phrasing	Evidence / no evidence
Spatial awareness	Evidence / no evidence
Project	Evidence / no evidence
Total	**Attained / Not Attained**

Folk Dance Studies mark scheme

Each component of the assessment is shown on the grid as a column and broken down into mark bands of Attained/Not Attained. 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.

The mark for Folk Dance Studies is Attained or Not Attained - No marks.

FOLK DANCE STUDIES MARK SCHEME

Section	Practical					Project
Component	Evidence of understanding of Style	Evidence of application of Technique	Presentation & Sense of performance	Timing and musical phrasing	Spatial awareness	Project
Attained	Indicative content **evidenced in at least 4 components**					
Not attained	Indicative content **not evidenced in at least 4 components**					
Indicative content	approach to authenticity of style	approach to application of technique according to country	presentation & delivery	rhythmic interpretation	use of direction	authentic research
		posture	sense of occasion	timing &phrasing	clarity of floor patterns	Evidence of understanding of project content
		coordination	use of head and eyeline		eye contact and rapport with partner & group	
			sincerity of expression			

Primary Class Examination

Specification

7/ Primary Class Examination

The Primary Class examination has a recommended minimum age of five years and no upper age limit. This is to ensure that they are physically developed sufficiently to safely meet the demands of the syllabus. Examinations are taken in the form of a class conducted by the teacher, in which they can offer encouragement and support throughout but may not give personal correction. Teachers should be located at a discreet distance from the examiner and should introduce each candidate by name to the examiner.

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

Aims and Objectives

The Primary Class Examination is designed to provide an introduction to the basic steps and patterns of National Dance and is not related to any specific country. It is suitable for young children in dance schools, primary schools and folk dance clubs. All the work may be danced equally by all candidates. No prior learning is required.

Aims

- To provide an awareness of the basic technique of National Dance.
- To provide an introduction to the concept of dancing with a partner and in small groups.
- To provide an introduction to basic rhythms.

Objectives

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

- A sense of performance and expression.
- Co-ordinated movements.
- An awareness of timing and rhythm.
- An awareness of space and other members of the group.

Entry conditions

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

Minimum age

The recommended minimum age is 5 years

Language

All exams and assessments are conducted in English.

Summary information

Examination	Number of candidates	Age	Time allowances
Primary Class Examination	Groups of 2-4	5+	25 minutes

Musical accompaniment

The official traditional set recorded music must be used for Primary Class Examination.

Speeds: Teachers are allowed to change the speed to suit the candidates if they have the facility for variable speed.

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

Clothing

Either: leotard, tights, circular or gathered skirt.

Or: shorts or long trousers, shirt or t shirt.

Footwear: hard shoes.

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

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

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

Studio layout for examinations

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

Learning outcomes and assessment criteria: Primary Class Examination

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

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

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in National Dane	• Recall, perform and present exercises and dances using a range of authentic performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Primary Class Examination

1. **Entrance** 'Farmers Jig'
2. **Warm Up A** 'Find a Partner'
3. **Warm Up B** 'Nuts and May'

   (practice purposes only)
4. **Warm Up B** 'Nuts and May'

   (exam track)
5. **Step Sequences**

   Teacher's choice of two of the following:

   a) Skips 'Brighton Camp'

   b) Walking in Couples 'Muffin Man'

   c) Sideways Gallops 'Pop Goes The Weasel'

   d) Skip Change of Step 'I Want To Be Near You'
6. **Arming** 'Nick Nack Paddy Whack'
7. **Rhythm**

   'Jumping Joan'

   'Galopede' - practice purposes only

   'Galopede' - Teacher's own arrangement (exam track)
8. **London Bridge**

Teachers choice of 9 or 10

9. **Bow Shape** 'Norfolk Long Dance'
10. **Progress On** 'Dorset Ring Dance'
11. **Dance Sequence** 'Treasure Hunt'

    Teachers choice of theme

    Danced all together or in couples with use of appropriate mime according to theme chosen

    Apple picking / Picking flowers / Finding acorns / Easter eggs / Sea shells
12. **Bow or Curtsey**
13. **Exit** 'Farmer's Jig'

Scheme of assessment

Method of assessment

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

ISTD Examiners:

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

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

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

Primary Class Examination

Title of component	**Available marks**
Technique, Presentation and Musicality	
Poise & Stance	10
Co-ordination	10
Quality of Movement	10
Co-operation	10
Spatial Awareness	10
Sense of Performance	10
Enjoyment	10
Timing	10
Musical Awareness	10
Dance	10
Section total	**100**
Overall total	**100**

Determining a mark

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

Determining a grade

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

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

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

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

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

Primary Class Examination Mark scheme

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

Mark Bands

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

National Dance: Primary Class Exam

Section		Technique, Presentation & Musicality									
Component		**Poise & Stance** 10 Marks	**Co-ordination** 10 Marks	**Quality of Movement** 10 Marks	**Co-operation** 10 Marks	**Spatial Awareness** 10 Marks	**Sense of Performance** 10 Marks	**Enjoyment** 10 Marks	**Timing** 10 Marks	**Musical Awareness** 10 Marks	**Dance** 10 Marks
Top of the **Excellent** Band Bottom of the **Excellent** Band	9-10	The candidate demonstrates **Excellent** ability in the indicative content									
Top of the **Good** Band Bottom of the **Good** Band	7-8	The candidate demonstrates **Good** ability in the indicative content									
Top of the **Fair** Band Bottom of the **Fair** Band	5-6	The candidate demonstrates **Fair** ability in the indicative content									
Top of the **Limited** Band Bottom of the **Limited** Band	3-4	The candidate demonstrates **Limited** ability in the indicative content									
Top of the **Weak** Band Bottom of the **Weak** Band	1-2	The candidate demonstrates **Weak** ability in the indicative content									
Not Evidenced	0	Indicative content **not evidenced**									
Indicative content		Use of head and eyeline Signs of core strength developing	Controlled movements	Correct application of technique Energy & breadth of movement	Eye contact & synchronicity with partner & group co-operation	Use of directions Clarity of floor patterns Peripheral & spatial awareness	Use of head and eyeline Sensitive response to dynamics of the accompaniment	Sincerity of expression Sense of occasion	Awareness of phrasing Continuity of rhythm of movement	Rhythmic interpretation	Signs of development of authenticity of style Sincerity of performance

Medal Tests
Specification

8/ Medal Tests

These non-regulated exams take the form of solo tests to assess

The Medal Test syllabus aims to develop the skill and understanding of National Dance by developing students' technical ability, style, use of space and sense of performance. There are eight medal tests: Junior: Bronze, Silver, Gold and Gold Star and Senior: Bronze, Silver, Gold and Gold Star.

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

Aims and Objectives

Aims

- To develop confidence in the presentation of a solo.
- To enhance the dancer's sense of performance, characterisation and expression.
- To develop rhythmic and musical skills.
- To enhance the dancer's technical ability.
- To develop precision and phrasing.

Objectives

- Greater self-confidence.
- More performing skills, both technically and musically.
- Ability to characterise a dance with good expression.
- Spatial awareness and dance phrasing.
- More understanding of traditional folk dance and its cultural background.

Entry conditions

Entries must be submitted via a teacher who holds a relevant membership with the Imperial Society of Teachers of Dancing. Candidates must pass the Bronze, Silver, Gold and Gold Star in strict rotation, first taking Junior, and then Senior Division.

Minimum age

The recommended minimum age is 5 years?? There is no upper age limit.

Candidates aged 14 and over may commence in the Senior Division.

Language

All exams and assessments are conducted in English.

Summary information

Candidates preferably to be entered in pairs.

Examination	Number of candidates	Age	Time allowances	
Junior			**1 candidate**	**2 candidates**
Bronze, Silver & Gold	1 or 2	7+	8 minutes	15 minutes
Gold Star	1 or 2	9+	15 minutes	20 minutes
Senior			**1 candidate**	**2 candidates**
Bronze, Silver & Gold	1 or 2	14+	12 minutes	20 minutes
Gold Star	1 or 2	11+	15 minutes	20 minutes

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

Musical accompaniment

The official traditional set recorded music must be used for the set solo/s. Traditional recorded music must be used for the arranged solo/s.

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

Clothing

Either: leotard, tights, circular or gathered skirt.

Or: long trousers, shirt, t shirt or leotard.

Footwear: Hard or soft shoes as appropriate.

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

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

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

Studio layout for the examination

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. It is recommended that the largest dimension is used as the width of the performance space and the smallest dimension being front to back.

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.

Learning outcomes and assessment criteria: Medal Tests

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

Learning outcomes	Assessment Criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in National Dance	• Perform solo dances
LO3: Perform a range of movement sequences showing an understanding of musicality in National Dance	• Perform set and choreographed dances to music
LO4: Apply and demonstrate a range of performance skills in National Dance	• Recall, perform and present dances using authentic steps using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content

Junior

The candidate performs one of the chosen set solos and a contrasted arranged solo: two dances in all for Junior Bronze, Silver, and Gold; and three dances for Gold Star.

Bronze

Set Solo: Swedish Maypole Dance Swedish Buckles

Arranged solo: from any other contrasting European or non-European country.

Silver

Set Solo: Italian Street Dancer Mardi Gras

Arranged solo: from any other contrasting European or non-European country.

Gold

Set Solo: Russian Red Sarafan Easter Fair or Majorcan dance with Castanets

Arranged solo: from any other contrasting European or non-European country.

Gold Star

Set Solo: Portuguese Do Vinhedo Portuguese Fisherman or Tarantella (A) Italian or Tarantella (B)

Arranged solos: two from any other contrasting European or non-European countries.

Senior

The candidate performs one of the chosen set solos and two contrasted arranged solos: three dances in all for Senior Bronze, Silver, and Gold.

Senior Gold Star is two set solos and one arranged solo, three dances in all.

Bronze

Set Solo: Czech Barevny Satek Czech Mountaineer

Arranged solos: two from any other contrasting European or non-European countries.

Silver

Set Solo: Hungarian Pillow Dance Hungarian Recruit

Arranged solos: two from any other contrasting European or non-European countries.

Gold

Set Solo: Polish The Peacock's Feather

Arranged solos: two from any other contrasting European or non-European countries.

Gold Star

Set Solos:

Spanish Jota

The New Shawl

Preparing for the competition

Romanian Dance

Harvest Blessing

Stick Dance

Arranged solo: one from any contrasting European or non-European country.

Scheme of assessment

Method of assessment

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

ISTD Examiners:

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

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

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

Junior Bronze, Silver & Gold Medal Tests, National Dance Examination	
Title of component	**Available marks**
Section A – Set Solo	
Style	10
Technique	10
Sense of Performance	10
Musicality	10
Spatial Awareness	10
Section total	**50**
Section B – Arranged Solo	
Style	10
Technique	10
Sense of Performance	10
Musicality	10
Spatial Awareness	10
Section total	**50**

Overall total	**100**

Junior Gold Star, Senior Bronze, Silver & Gold Medal Tests, National Dance Examination	
Title of component	**Available marks**
Section A – Set Solo	
Style	10
Technique	10
Presentation	10
Musicality	10
Section total	**40**
Section B – Arranged Solo 1	
Style & Technique	10
Presentation	10
Musicality	10
Section total	**30**
Section C - Arranged Solo 2	
Style & Technique	10
Presentation	10
Musicality	10
Section total	**30**

Overall total	**100**

Senior Gold Star Medal Test, National Dance Examination	
Title of component	**Available marks**
Section A – Set Solo 1	
Style	10
Technique	10
Presentation	10
Musicality	10
Section total	**40**
Section B – Set Solo 2	
Style	10
Technique	10
Presentation	10
Musicality	10
Section total	**40**
Section C – Arranged Solo - Country	
Style, Technique & Presentation	10
Musicality	10
Section total	**20**

Overall total	**100**

Determining a mark

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

Determining a grade

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

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

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

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

Medal Test Mark scheme

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

Mark bands

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

The candidate is marked against all components of assessment.

Imperial Society of Teachers of Dancing
National Dance

National Dance: Junior Bronze, Silver and Gold Medal Tests

Section		Set Solo					Arranged Solo				
Component		**Style** 10 Marks	**Technique** 10 Marks	**Sense of Performance** 10 Marks	**Musicality** 10 Marks	**Spatial Awareness** 10 Marks	**Style** 10 Marks	**Technique** 10 Marks	**Sense of Performance** 10 Marks	**Musicality** 10 Marks	**Spatial Awareness** 10 Marks
Top of the **Excellent** Band Bottom of the **Excellent** Band	9-10	The candidate demonstrates **Excellent** ability in the indicative content									
Top of the **Good** Band Bottom of the **Good** Band	7-8	The candidate demonstrates **Good** ability in the indicative content									
Top of the **Fair** Band Bottom of the **Fair** Band	5-6	The candidate demonstrates **Fair** ability in the indicative content									
Top of the **Limited** Band Bottom of the **Limited** Band	3-4	The candidate demonstrates **Limited** ability in the indicative content									
Top of the **Weak** Band Bottom of the **Weak** Band	1-2	The candidate demonstrates **Weak** ability in the indicative content									
Not Evidenced	0	Indicative content **not evidenced**									
Indicative content		Authenticity of style	Correct application of technique according to country Posture Coordination	presentation and delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing & phrasing Sensitive response to dynamics of the accompaniment	Use of directions Clarity of floor patterns Peripheral & spatial awareness	Authenticity of style	Correct application of technique according to country Posture Coordination	Presentation & delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing & phrasing Sensitive response to dynamics of the accompaniment	Use of directions Clarity of floor patterns Peripheral & spatial awareness

Imperial Society of Teachers of Dancing
National Dance

National Dance: Junior Gold Star, Senior Bronze, Silver and Gold Medal Tests

Section		Set Solo				Arranged Solo 1			Arranged Solo 2		
Component		**Style** 10 Marks	**Technique** 10 Marks	**Presentation** 10 Marks	**Musicality** 10 Marks	**Style & technique** 10 Marks	**Presentation** 10 Marks	**Musicality** 10 Marks	**Style & technique** 10 Marks	**Presentation** 10 Marks	**Musicality** 10 Marks
Top of the **Excellent** Band Bottom of the **Excellent** Band	9-10	The candidate demonstrates **Excellent** ability in the indicative content									
Top of the **Good** Band Bottom of the **Good** Band	7-8	The candidate demonstrates **Good** ability in the indicative content									
Top of the **Fair** Band Bottom of the **Fair** Band	5-6	The candidate demonstrates **Fair** ability in the indicative content									
Top of the **Limited** Band Bottom of the **Limited** Band	3-4	The candidate demonstrates **Limited** ability in the indicative content									
Top of the **Weak** Band Bottom of the **Weak** Band	1-2	The candidate demonstrates **Weak** ability in the indicative content									
Not Evidenced	0	Indicative content **not evidenced**									
Indicative content		Authenticity of style Correct application of technique according to country Posture Coordination		Presentation & delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing and phrasing Sensitive response to dynamics of the accompaniment	Authenticity of style Correct application of technique according to country Posture Coordination	Presentation & delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing and phrasing Sensitive response to dynamics of the accompaniment	Authenticity of style Correct application of technique according to country Posture Coordination	Presentation and delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing and phrasing Sensitive response to dynamics of the accompaniment

Imperial Society of Teachers of Dancing
National Dance

National Dance: Senior Gold Star Medal Test

Section		Set Solo 1				Set Solo 2				Arranged Solo - Country	
Component		**Style** 10 Marks	**Technique** 10 Marks	**Presentation** 10 Marks	**Musicality** 10 Marks	**Style** 10 Marks	**Technique** 10 Marks	**Presentation** 10 Marks	**Musicality** 10 Marks	**Style, technique & presentation** 10 Marks	**Musicality** 10 Marks
Top of the **Excellent** Band Bottom of the **Excellent** Band	9-10	The candidate demonstrates **Excellent** ability in the indicative content									
Top of the **Good** Band Bottom of the **Good** Band	7-8	The candidate demonstrates **Good** ability in the indicative content									
Top of the **Fair** Band Bottom of the **Fair** Band	5-6	The candidate demonstrates **Fair** ability in the indicative content									
Top of the **Limited** Band Bottom of the **Limited** Band	3-4	The candidate demonstrates **Limited** ability in the indicative content									
Top of the **Weak** Band Bottom of the **Weak** Band	1-2	The candidate demonstrates **Weak** ability in the indicative content									
Not Evidenced	0	Indicative content **not evidenced**									
Indicative content		Authenticity of style	Correct application of technique according to country Posture Coordination	Presentation & delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing and phrasing Sensitive response to dynamics of the accompaniment	Authenticity of style	Correct application of technique according to country Posture Coordination	Presentation & delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing and phrasing Sensitive response to dynamics of the accompaniment	Authenticity of style with traditional technique Use of head and eyeline Energy & breadth of movement Fluent and confident demonstration	Rhythmic interpretation, timing & phrasing Sensitive response to dynamics of the accompaniment

Primary Grade & Grades 1 - 6

Specification



9/ Graded Examinations

Qualification purpose

A clearly defined structure in National Dance examinations allows learning to take place in the context of safe dance practice. The Graded Examinations build up progressively, ensuring that steps and skills learned at lower levels prepare for more complex movements as the candidate progresses. Also, a range of transferable skills to other dance genres becomes possible, as the candidate develops physically and learns common skills that can support a broader base of dance genres. The Graded Examinations also allow for those participating for recreational purposes to produce quality work in a safe dance context.

Aims and objectives

The aim of Graded Examinations is to provide an assessment scheme for dance, which gives the basis for the measurement of the individual candidate's progress and development, whether the candidate is pursuing dance as a leisure activity or as preparation for a professional career as a dance teacher or performer. There are seven practical examination grades, beginning with Primary and then Grades 1 to 6, in order to indicate the increasing order of difficulty (6 represents the highest level).

The objectives of the National Dance Graded examination syllabus are:

- teaching a range of folk dance styles.
- teaching a variety of steps, holds and floor patterns.
- encouraging spatial awareness in groups, pairs and as a solo dancer.
- developing awareness of the variety of music that accompanies the differing styles of folk dance.
- encouraging an interest in the wide range of European cultures through reading and study.

Entry conditions

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

Minimum Age

There is a lower age limit of 5 years for Primary. This ensures that the candidate has had sufficient physical development to meet the demands of the syllabus safely. Children and adults should not be entered in the same set.

Prior learning

To ensure safe dance practice, learners undertaking National Dance Graded Examinations should have suitable levels of physical and technical skill to meet the demands of the grade they are entering. Graded Examinations in National Dance are designed to be taken consecutively and most candidates will progress through them in sequence to develop and consolidate dance vocabulary, physicality and technical skill. However, where there is prior learning, this is not compulsory. In cases where examinations in the previous grade have not been taken the candidate needs to be at an appropriate level of physical and artistic development for the grade they are being entered. Before a candidate enrols in a class leading to a Graded Examination, teachers are therefore under a particular duty of care to assess the achievement of the candidate, particularly regarding safe dance practice.

Learners should take examinations only once the learning and teaching content have been covered in full. The syllabus is designed to build technical and performance skills for all candidates whilst promoting inclusivity and safe dance practice. Dancer A (formerly male) and Dancer B (formerly female) are offered in the syllabus to accommodate individual physical strengths, aptitudes and preferences.

Teachers/candidates are advised to select the option most suitable for the individual.

Language

All exams and assessments are conducted in English.

Summary information

Candidates are normally entered in groups of four (one set comprising two couples). If there are less than four candidates, partners should be supplied. Children and adults should not be entered in the same set.

Examination	Number of candidates	Age	Time allowances		
			1 or 2 candidates	3 candidates	4 candidates
Primary	1 - 4	5+	15 minutes	20 minutes	20 minutes
Grade 1	1 – 4	6+	20 minutes	25 minutes	30 minutes
Grade 2	1 – 4	7+	30 minutes	35 minutes	40 minutes
Grade 3	1 – 4	7+	35 minutes	40 minutes	45 minutes
Grade 4	1 – 4	9+	40 minutes	45 minutes	50 minutes
Grade 5	1 – 4	9+	45 minutes	50 minutes	55 minutes
Grade 6	1 - 4	11+	50 minutes	55 minutes	60 minutes

Musical accompaniment

The official traditional set recorded music must be used for Graded Examinations.

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

Clothing

Either: leotard, circular or gathered skirt, tights.

Or: shorts or long trousers, shirt or t shirt.

Footwear: hard shoes

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

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

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

Studio layout for the examination

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. It is recommended that the largest dimension is used as the width of the performance space and the smallest dimension being front to back.

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.

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 specification is set out in a similar way. Learners should take examinations only once the learning and teaching content have been covered in full.

Step sequences

The candidates will dance individual steps **as indicated in syllabus content** to the current warm up music. The children may choose to either relax the arms by their sides, place hands on the waist or to hold skirts. The number of steps across the room will be determined by the size of the studio.

Background Information

Background knowledge is required in the form of a very basic discussion.

Each candidate may present their own choice of one of the following for each country. There will be no individual questions.

1. Style

2. Costume

3. Music

4. Traditions

5. Steps and patterns

6. Geography/history relevant to the country

Teachers Choice

In Grade 1 to Grade 6, all dances from the first country are to be shown. In the second country the teacher may choose three out of the four dances listed.

Teachers are also permitted to align sets diagonally or sideways (studio space permitting), to ensure that all four candidates can be seen by the examiner.

As the Grades progress through to Grade 6, the steps and set dances increase in complexity.

Primary (non-regulated examination)

Learning outcomes and assessment criteria:

Learning Outcomes	Assessment Criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure technical skills in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of musicality in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of performance skills in National Dance	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Primary

England
Set warm up sequence
1. Pat-a-cake Polka

Netherlands
Set warm-up sequence

Choice of two of the following three dances:

1. Scheuvel Polka
2. Riepe Garste
3. My New Boat

Grade 1

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

Learning outcomes and assessment criteria: Grade 1

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique** of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of **performance skills** in National Dance	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 1

England

Set Practice steps

- Skips across the studio on the diagonal, one by one
- Skip change of step on the diagonal, one by one

Dances – *all dances to be shown*

1. Circassian Circle
2. Virginia Reel
3. Sicilian Circle

France

Set Practice steps

Teacher's choice of one of the following:

- French runs across the studio on the diagonal - one by one
- Gallops sideways on the diagonal - one by one

Teachers Choice *3 of 4 dances to be shown*

1. Bourree a Sept Sauts
2. Farandole
3. Carillon
4. Solo: Scaring the Witches

Grade 2

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

Learning outcomes and assessment criteria: Grade 2

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique** of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of **performance skills** in National Dance	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 2

Wales

Set Practice step
Reel Steps, on the diagonal - one by one

Dances – *all dances to be shown*
1. Clawdd Offa (Offa's Dyke)
2. Cofi O'r Dre
3. Ymdaith-y-Cymru (Welsh March)

Denmark

Set Practice step
Eight Hurretrin travelling to the Left and eight to the Right

Teachers Choice *3 of 4 dances to be shown*
1. Tre Ting
2. Bitte Mand I Knibe (Little Man in Trouble)
3. Den Halve Kaede
4. Solo: Christmas Eve

Grade 3

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

Learning outcomes and assessment criteria: Grade 3

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique** of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of **performance skills** in National Dance	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 3

Isle of Man

Set Practice step

- Manx Reel Step on the diagonal - one by one

Dances – *all dances to be shown*

1. Fouyr Oarn (Gathering in the Barley)
2. Yn Mheilla (Harvest Dance)
3. Kerrin Rinkee

Austria

Set Practice step

- Polkas turning on the diagonal - one by one - only LDB – RDF

Dances - Teachers Choice *3 of 4 dances to be shown*

1. Schnell Kreuz Polka
2. Bohmerwald Ländler
3. Zillertaler Landler
4. Solo: The Tiresome Goat

Grade 4

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 1 Certificate in Vocational Graded Examination in Dance: Grade 4 (National Dance)	501/0756/2	75	95	10

Learning outcomes and assessment criteria: Grade 4

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique** of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of **performance skills** in National Dance	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 4

Scotland

Set Practice steps
Skip Change of step on the diagonal - one by one
Setting - one by one. Four each

Dances – *all dances to be shown*
1. Come Ashore Jolly Tar
2. De'il Amang the Tailors
3. Machine without Horses

Czech/Slovak

Set Practice Step
Heel and Toe Polkas forward on the diagonal - one by one

Dances - Teachers Choice *3 of 4 dances to be shown*
1. Tancuj
2. Priborak
3. Madera
4. Solo: Czech Ribbon Dance

Grade 5

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 1 Certificate in Vocational Graded Examination in Dance: Grade 5 (National Dance)	501/0757/4	75	95	10

Learning outcomes and assessment criteria: Grade 5

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique** of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of **performance skills** in National Dance	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 5

Ireland

Set Practice Step
Jig Promenades on the diagonal - one by one
Jig Seven and two Threes - twice each

Dances – *all dances to be shown*
1. Rallai Luimni (Walls of Limerick)
2. Doichead atha Luain (Bridge of Athlone)
3. Rince Mor Na Tine (Bonfire Dance)

Portugal

Set Practice Step
Portuguese pas de basque, straight or turning, on the diagonal - one by one.
(Own choice: either a mix of straight and turning in own circle, or all straight)
Hands on the waist or raised or hands placed behind the back

Dances – **Teachers Choice** *3 of 4 dances to be shown*
Set practice step
1. Tirana
2. Saias da Ranginha
3. Verde Gaio Valseado
4. Solo: Sugared Almonds

Grade 6

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 1 Certificate in Vocational Graded Examination in Dance: Grade 6 (National Dance)	501/0758/6	90	130	13

Learning outcomes and assessment criteria: Grade 6

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique** of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of **performance skills** in National Dance	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Grade 6

Italy

Set Practice Step
Four runs and two pas de basques, on the diagonal - one by one

Dances – *all dances to be shown*
1. Saltarello
2. Tarantella Montevirgene
3. La Furlana

Greece

Set Practice Step
Basic Kalamatianos sequence, forwards on the diagonal - one by one

Dances – **Teachers Choice** *3 of 4 dances to be shown*
1. Karagouna
2. Kalamationos
3. Sousta
4. Solo: Greek Lace Maker /Greek Fisherman

Scheme of assessment – Graded examinations

Method of assessment

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

ISTD Examiners:

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

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

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

Primary grade & Grades 1-6

Title of component	Available marks
Section A – Country One	
Style	10
Technique	10
Sense of Performance	10
Rhythm & Phrasing	10
Spatial Awareness & Co-operation	10
Section total	**50**
Section B – Country Two	
Style	10
Technique	10
Sense of Performance	10
Rhythm & Phrasing	10
Spatial Awareness & Co-operation	10
Section total	**50**

Overall total	**100**

Determining a mark

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

Determining a grade

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

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

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

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

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

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

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

Graded Mark scheme

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

Mark bands

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

The candidate is marked against all components of assessment.

Imperial Society of Teachers of Dancing
National Dance

National Dance: Primary Grade

Section		Dances and steps sequences COUNTRY ONE					Dances and steps sequences COUNTRY TWO				
Component		**Style** 10 Marks	**Technique** 10 Marks	**Sense of Performance** 10 Marks	**Rhythm & Phrasing** 10 Marks	**Spatial Awareness & Co-operation** 10 Marks	**Style** 10 Marks	**Technique** 10 Marks	**Sense of Performance** 10 Marks	**Rhythm & Phrasing** 10 Marks	**Spatial Awareness & Co-operation** 10 Marks
Top of the **Excellent** Band / Bottom of the **Excellent** Band	**9-10**	The candidate demonstrates **Excellent** ability in the indicative content									
Top of the **Good** Band / Bottom of the **Good** Band	**7-8**	The candidate demonstrates **Good** ability in the indicative content									
Top of the **Fair** Band / Bottom of the **Fair** Band	**5-6**	The candidate demonstrates **Fair** ability in the indicative content									
Top of the **Limited** Band / Bottom of the **Limited** Band	**3-4**	The candidate demonstrates **Limited** ability in the indicative content									
Top of the **Weak** Band / Bottom of the **Weak** Band	**1-2**	The candidate demonstrates **Weak** ability in the indicative content									
Not Evidenced	**0**	Indicative content **not evidenced**									
Indicative content		Authenticity of style	Correct application of technique according to country Posture Coordination Transitions	Presentation Delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy	Rhythmic interpretation, timing, phrasing Sensitive response to dynamics of the accompaniment	Directions Floor patterns Peripheral awareness Eye contact and synchronicity with partner	Authenticity of style	Correct application of technique according to country Posture Coordination Transitions	Presentation Delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy	Rhythmic interpretation, timing, phrasing Sensitive response to dynamics of the accompaniment	Directions Floor patterns Peripheral awareness Eye contact and synchronicity with partner

Imperial Society of Teachers of Dancing
National Dance

National Dance: Grades 1-6

Section		Dances and steps sequences COUNTRY ONE					Dances and steps sequences COUNTRY TWO				
Component		**Style** 10 Marks	**Technique** 10 Marks	**Sense of Performance** 10 Marks	**Rhythm & Phrasing** 10 Marks	**Spatial Awareness & Co-operation** 10 Marks	**Style** 10 Marks	**Technique** 10 Marks	**Sense of Performance** 10 Marks	**Rhythm & Phrasing** 10 Marks	**Spatial Awareness & Co-operation** 10 Marks
Top of the **Excellent** Band Bottom of the **Excellent** Band	9-10	The candidate demonstrates **Excellent** ability in the indicative content									
Top of the **Good** Band Bottom of the **Good** Band	7-8	The candidate demonstrates **Good** ability in the indicative content									
Top of the **Fair** Band Bottom of the **Fair** Band	5-6	The candidate demonstrates **Fair** ability in the indicative content									
Top of the **Limited** Band Bottom of the **Limited** Band	3-4	The candidate demonstrates **Limited** ability in the indicative content									
Top of the **Weak** Band Bottom of the **Weak** Band	1-2	The candidate demonstrates **Weak** ability in the indicative content									
Not Evidenced	0	Indicative content **not evidenced**									
Indicative content		Authenticity of style	Correct application of technique according to country Posture Coordination	Presentation & delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing & phrasing Sensitive response to dynamics of the accompaniment Continuity of rhythm of movement	Use of directions Clarity of floor patterns Peripheral & spatial awareness Eye contact and synchronicity with partner & group co-operation	Authenticity of style	Correct application of technique according to country Posture Coordination	Presentation & delivery Sense of occasion Use of head and eyeline Sincerity of expression Energy & breadth of movement	Rhythmic interpretation Timing & phrasing Sensitive response to dynamics of the accompaniment Continuity of rhythm of movement	Use of directions Clarity of floor patterns Peripheral & spatial awareness Eye contact and synchronicity with partner & group co-operation

Classification of results

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

Attainment grade descriptors

Distinction: 80-100 marks

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

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

Merit: 60-79 marks

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

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

Pass: 40-59 marks

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

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

Not attained: 00-39 marks

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

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

Intermediate Foundation, Intermediate, Advanced 1 & 2

Specification



10/ Vocational Qualifications

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

Level 2: Intermediate Foundation in **National Dance**

Level 3: Intermediate in **National Dance**

Level 4: Advanced 1 in **National Dance**

Level 4: Advanced 2 in **National Dance**

Qualification Purpose:

The Vocational Graded Examinations in National Dance, from Intermediate Foundation through to Advanced 2, develop the candidate's expertise in such a way as to provide the basis for either professional employment as a dancer or further training as a dance teacher.

Throughout the study of the syllabus, candidates are following a vocational path, requiring a high level of commitment and with an increasing emphasis on safe dance practice. Successful candidates at this level should show virtuosity in performance, a high standard of technique and a sound knowledge and understanding of the National Dance genre, including an understanding of reference and context.

Candidates undertaking a study of the National Dance Vocational Graded syllabus should also typically display a sense of self-awareness and be self-motivated in terms of their personal development. As distinct from the Graded examinations, a greater degree of personal interpretation is required and the candidate is expected to show the potential to communicate effectively with an audience.

Candidates will need to show the qualities of professionalism, commitment and focus, with the ability to manage a greater workload than that required for the Graded examinations. This would typically result in a successful candidate spending significant additional time each week in lessons, in practising and in studying independently.

The Vocational Graded examinations are concerned specifically with the mastery of technique and underpinning understanding, to a level sufficient to prepare candidates for further vocational training and match current expectations in the employment sector.

Aims

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

Objectives

The objectives of the National Dance Vocational Graded Examinations are to:

• gain knowledge of a range of folk dance styles with their accompanying theoretical background

• know a variety of steps, holds and floor patterns

• gain understanding of spatial awareness in groups, pairs and as a solo dancer

• develop knowledge and understanding of the variety of music that accompanies the differing styles of folk dance

• gain knowledge of the wide range of European cultures through recommended reading

Minimum Age

The minimum age for Intermediate Foundation is 12 years and for Intermediate 13 years. There is no maximum age limit. This is to ensure that the candidates are physically developed sufficiently to safely meet the demands of the syllabus.

Entry conditions

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

Prior learning

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

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

Equality, Diversity and Inclusion

All dances may be danced equally by all candidates

Language

All exams and assessments are conducted in English.

Summary Information

Candidates are normally entered in groups of four. If there are less than four candidates, partners should be supplied.

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

Musical accompaniment

The official traditional set recorded music must be used for Vocational Graded Examinations.

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

Clothing

Either: leotard, circular or gathered skirt, tights.

Or: shorts or long trousers, shirt or t shirt.

Footwear: hard shoes

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

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

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

Studio layout for the examination

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. It is recommended that the largest dimension is used as the width of the performance space and the smallest dimension being front to back.

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.

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 specification is set out in a similar way.

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

Background Information

Background knowledge is required in the form of a discussion. Each candidate may present their own choice of one of the following for each country. There will be no individual questions.

1. Style

2. Costume

3. Music

4. Traditions

5. Steps and patterns

6. Geography/history relevant to the country

Intermediate Foundation

Withdrawn with final examination on 30 September 2027.

Please see www.istd.org for more information.

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

Learning outcomes and assessment criteria: Intermediate Foundation

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique in National Dance**	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills in National Dance**	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality in National Dance**	• Perform exercises and dances to music • Create short, coherent sequences of movement to music
LO4: Apply and demonstrate a range of **performance skills in National Dance**	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of Syllabus Content: Intermediate Foundation

1. All countries to be chosen

2. The countries may be danced in any order

3. The order within the countries is as set in the syllabus

4. All step sequences to be performed from the chosen countries

5. If a dance is not chosen, the relevant step sequence should be performed first in that section

Examination Order

England

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Slipping & pivots
2. **Cumberland Square Eight**
3. Rant steps
4. **Dorset Four Hand Reel**
5. **Morpeth Rant**
6. **Solo — Lakeland Clogging**

Austria/Germany

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Waltz Steps
2. **Neueplattler**
3. **Dreisteirer**
4. **Siebenschritt**
5. Mazurka and runs
6. **Kreuz Koenig**

Sweden

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Step hop valse
2. Pas de basque and bleking
3. **Dal Dans**
4. **Swedish Mazurka**
5. **Tolostappen**

Serbia

All step sequences and three dances of own choice (from the selection signified in bold type) OR two dances of own choice (from the selection signified in bold type) plus one non-European dance of the teacher's choice

1. Step hop and runs
2. Grapevine
3. **Sestorka**
4. **Cacak**
5. **Setnja Kolo**
6. **Uzicka Carlama**

Intermediate

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

Learning outcomes and assessment criteria: Intermediate

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique of National Dance**	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills in National Dance**	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality in National Dance**	• Perform exercises and dances to music • Create short, coherent sequences of movement to music
LO4: Apply and demonstrate a range of **performance skills in National Dance**	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of Syllabus Content: Intermediate

1. Four countries out of five to be chosen at Intermediate level

2. The chosen countries may be danced in any order

3. The order within the countries is as set in the syllabus

4. All step sequences to be performed from the chosen countries

5. If a dance is not chosen, the relevant step sequence should be performed first in that section

6. A maximum of 2 solos may be chosen. These must be from different countries

Examination Order

England

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Walks
2. Skip change of step
3. **Jack's Maggot**
4. Singles and Doubles
5. **Sellenger's Round**
6. **Green Willow**
7. **Lads a Buncham**
8. **Solo – Sailor's Hornpipe**

France

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Steps from Western France
2. **Père Manuel**
3. **La Bourrée des Bouteilles**
4. **Sarabande**
5. Steps in Roussillon style
6. **La Morisca**

Scotland

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Travelling step
2. Setting
3. Slipping
4. **Lamb Skinnet**
5. **Duke of Perth**
6. Strathspey travelling step
7. Highland Schottische
8. **Schiehallion**
9. **Solo – Highland Fling**

Portugal

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Pas de basque
2. Bater
3. **Vira de Tres Pulos & Vira de Lisboa (counts as one choice)**
4. Chassé step
5. **Solo — Do Vinhedo or Portuguese Fisherman**
6. **Corridinho**

Romania

All step sequences and either three dances of own choice (from the selection signified in bold type) or two dances of own choice (from the selection signified in bold type) plus one non-European dance of the teacher's choice

1. Walks
2. Scraping walks
3. Grapevine

4. **Bratusca**
5. **Bugeac**
6. **Hora ‘n doua Parti**
7. **Damul**

Advanced One

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

Learning outcomes and assessment criteria: Advanced One

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique of National Dance**	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in **National Dance**	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in **National Dance**	• Perform exercises and dances to music • Create short, coherent sequences of movement to music
LO4: Apply and demonstrate a range of **performance skills** in **National Dance**	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of Syllabus Content: Advanced One

1. Four countries out of five to be chosen at Advanced One level

2. The chosen countries may be danced in any order

3. The order within the countries is as set in the syllabus

4. All step sequences to be performed from the chosen countries

5. If a dance is not chosen, the relevant step sequence should be performed first in that section

6. A maximum of 2 solos may be chosen. These must be from different countries

Examination Order

Ireland

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Promenades - jig
2. Sidestep - jig
3. Rising step
4. **Four Hand Reel**
5. Promenades - reel
6. Sidestep - reel
7. **Gates of Derry**
8. **Fairy Reel**
9. **Two Hand Reel**

Russia / Moldova / Ukraine

All step sequences and two dances of own choice (from the selection signified in bold type)

Russia

1. Promenades
2. Garmoshka
3. **Moonshine & Russian Lyrical (counts as one choice)**
4. **Varenka**
5. **Kadril Kadril**

Moldova

1. **Moldaveniashka**

Ukraine

1. Ukrainain promenades
2. Pas de Basques
3. **Hopak**

Czech Republic / The Republic of Slovakia

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Polkas
2. Holubickas & Vrtak
3. Tocinky
4. Pritikuvany
5. **Polka Variace**
6. **Furiant**
7. **Eastern Czardas**
8. **Karicka**

Italy / France (Provence)

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Pas croisé
2. Balancé
3. Long & short hops
4. **Neopolitan Tarantella**
5. **Solo — Street Dancer**
6. **Solo - Mardis Gras**
7. Steps in Provence style
8. **Pas Grec**

Macedonia / Croatia

All step sequences and either three dances of own choice (from the selection signified in bold type) or two dances of own choice (from the selection signified in bold type) plus one non-European dance of the teacher's choice

1. Walks
2. Grapevine
3. **Skudrinka**
4. **Pajduska**
5. **Crno Gorka**

Croatia

1. Step & close & pas de basque
2. **Ajd na Levo / Rukavice**

Advanced Two

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 2 (National Dance)	501/0761/6	150	375	38

Learning outcomes and assessment criteria: Advanced Two

Learning outcomes	Assessment criteria
LO1: Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the **vocabulary and technique** of National Dance	• Demonstrate physical and technical competence safely
LO2: Perform a range of movement sequences showing sound and secure **technical skills** in National Dance	• Perform exercises, sequences, and dances
LO3: Perform a range of movement sequences showing an understanding of **musicality** in National Dance	• Perform exercises and dances to music
LO4: Apply and demonstrate a range of **performance skills** in National Dance	• Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills • Demonstrate an understanding of style and theme

Outline of syllabus content: Advanced Two

1. Four countries out of five to be chosen at Advanced Two level

2. The chosen countries may be danced in any order

3. The order within the countries is as set in the syllabus

4. All step sequences to be performed from the chosen countries

5. If a dance is not chosen, the relevant step sequence should be performed first in that section

6. A maximum of 2 solos may be chosen. These must be from different countries

Examination Order

Poland

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Pas balayé
2. Pas Sissonnes
3. Holubiec in 3/4 time
4. **Mazurka**
5. **Solo — The Peacock Feather**
6. **Kujawiak**
7. **Oberek**
8. Holubiec in 2/4 time
9. **Krakowiak**

Hungary

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Steps from Dunamenti Czardas
2. **Dunamenti Czardas**
3. **Palok Verbunk**
4. Steps from Karikazo
5. **Karikazo**
6. Steps from Rabakozi Dus
7. **Rabakozi Dus**

Bulgaria

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Runs
2. Steps from Kjustendilska Rucenitsa
3. **Kjustendilska Rucenitsa**
4. **Plevensko Gankino**
5. Steps from Pravo
6. **Pravo Trakijsko Horo**

Greece

All step sequences and three dances of own choice (from the selection signified in bold type) or two dances of own choice (from the selection signified in bold type) plus one non-European dance of the teacher's choice

1. Kalamatianos sequence
2. Hassapikos sequence
3. **Hassapikos**
4. Ballos sequence
5. **Ballos**
6. **Pidihtos**
7. **Criticos**

Spain

All step sequences and two dances of own choice (from the selection signified in bold type)

1. Castanets or Ports de Bras
2. **Sevillanas**
3. **Solo — Tangos**
4. Jota sequence
5. **Jota**

Scheme of assessment

Method of assessment

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

ISTD Examiners:

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

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

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

MARK SCHEMES - INTERMEDIATE FOUNDATION, INTERMEDIATE, ADVANCED 1 AND ADVANCED 2

Title of component	Available marks
Section A - Countries	
Country 1 (incorporating step sequences)	
Style and musicality	10
Technique and working with others	10
Country 2 (incorporating step sequences)	
Style and musicality	10
Technique and working with others	10
Country 3 (incorporating step sequences)	
Style and musicality	10
Technique and working with others	10
Country 4 (incorporating step sequences)	
Style and musicality	10
Technique and working with others	10
Section total	**80**
Section B – Performance, Response and Spatial Awareness	
Overall performance and response	10
Overall spatial awareness	10
Section total	**20**

Overall total	**100**

Determining a grade for vocational qualifications

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

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

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

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

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

Vocational Mark schemes

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

Mark Bands

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

The candidate is marked against all components of assessment.

Levels of response assessment - National Dance Intermediate Foundation, Intermediate, Advanced 1 & Advanced 2 Examination

New: Single Discriminators	New: Mark Bands	Country 1 (incorporating Step Sequences)		Country 2 (incorporating Step Sequences)		Country 3 (incorporating Step Sequences)		Country 4 (incorporating Step Sequences)		Overall Performance and Response	Overall Spatial Awareness
		Style & Musicality (10 Marks)	Technique & working with others (10 marks)	Style & Musicality (10 marks)	Technique & working with others (10 marks)	Style & Musicality (10 marks)	Technique & working with others (10 marks)	Style & Musicality (10 marks)	Technique & working with others (10 marks)	Response, Syllabus Knowledge, Authentic Atmosphere (10 marks)	Use of the Space, Fluent and Confident Demonstration (10 marks)
upper **Excellent** band lower **Excellent** band	9/10	The candidate demonstrates **Excellent** ability in the indicative content									
upper **Good** band lower **Good** band	7/8	The candidate demonstrates **Good** ability in the indicative content									
upper **Fair** band lower **Fair** band	5/6	The candidate demonstrates **Fair** ability in the indicative content									
upper **Limited** band lower **Limited** band	3/4	The candidate demonstrates **Limited** ability in the indicative content									
upper **Weak** band lower **Weak** band	1/2	The candidate demonstrates **Weak** ability in the indicative content									
Not Evidenced	0	Indicative content **Not Evidenced**									
	Indicative content	Authenticity of style	Correct application of traditional technique	Authenticity of style	Correct application of traditional technique	Authenticity of style	Correct application of traditional technique	Authenticity of style	Correct application of traditional technique	Continuity of rhythm of movement	Peripheral and spatial awareness
		Rhythmic interpretation	Posture	Rhythmic interpretation	Posture	Rhythmic interpretation	Posture	Rhythmic interpretation	Posture	Eyeline & communication w/audience where appropriate	Use of directions
		Sensitive reponse to dynamics of the accompaniment	Coordination	Sensitive response to dynamics of the accompaniment	Coordination	Sensitive response to dynamics of the accompaniment	Coordination	Sensitive response to dynamics of the accompaniment	Coordination	Fluent & confident demonstration	Clarity of floor patterns
		Use of head and eyeline	Synchronicity with partner	Use of head and eyeline	Synchronicity with partner	Use of head and eyeline	Synchronicity with partner	Use of head and eyeline	Synchronicity with partner	Synchronicity with partner and group cooperation	Travelling through space
			Eye contact		Eye contact		Eye contact		Eye contact		

Classification of results

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

Attainment grade descriptors

Distinction: 80-100 marks

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

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

Merit: 65-79 marks

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

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

Pass: 50-64 marks

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

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

Not attained – 0-49 marks

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

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

Examination Information, Quality Assurance, Appendix & Resources

11/ Examinations and quality assurance

Examination booking information

Examination bookings are only permitted to be made by members with the requisite active membership status of the ISTD who conduct themselves in accordance with the Member Agreement/Professional Code of Conduct. link www.istd.org/documents/rules-and-standing-orders

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

UK Examinations

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

Email: ukdanceteachers@istd.org

International Examinations

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

Email: InternationalTeachers@istd.org

Policies and quality assurance

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

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

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

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

Reasonable adjustment

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

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

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

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

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

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

Special consideration

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

Enquiries and appeals about results

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

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

Malpractice

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

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

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

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

Results and certification

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

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

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

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

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

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

12/ APPENDIX

Syllabus books, music and videos

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

Syllabus books, audio and video products are available to buy on the ISTD website: **https://shop.istd.org/shop/**

Useful organisations

English Folk Dance and Song Society https://www.efdss.org/cecil-sharp-house

Tourist boards and Embassies

Written Resources

Aspects of Folk Dance in Europe. Helen Wingrave and Robert Harrold. Publisher: Dance Books Ltd. ISBN: 9780903102797.

National Dance. Margaret Allenby-Jaffe. Publisher: The Crowood Press Ltd. ISBN: 9781861267818.

Folk Costumes of the World. Robert Harrold (Illustrator: Phyllida Legg). Publisher: Cassell; 2nd edition (8 Sept. 2002). ISBN: 9780304350292.

Spanish Dancing. Helen Wingrave and Robert Harrold. Published by Planned Action Ltd. ISBN-10: 0859360008. ISBN-13: 978-0859360005.

Dance Teaching and Learning: Shaping Practice. Edited by Lorna Sanders. Third Edition (2016) One Dance UK.

Safe Dance Practice. Rafferty, S. Quin, E. and Tomlinson (2015) Champaign, Illinois: Human Kinetic.

Anatomy, Dance Technique, and Injury Prevention. Howse.J. and McCormack.M. Fourth Edition (2009) Methuen Drama.

Nutrition for Dancers: Simmel. L. and Kraft. E-M. First Edition. (2017) Routledge.

Pilates Return to Life through Control. Pilates.J, Revised Edition for 21st century (2012) Presentation Dynamics Inc.

Video resources

Greece

Kalamatianos https://youtu.be/wvuI9U03Bvg

Bulgaria

https://youtu.be/ZViS3RDBFIw

https://youtu.be/MfI7DCcIQ4s

Pravo https://youtu.be/tBGS2UuNPho

Slovakia

https://youtu.be/z8GlRZE7aAc

Slovak theory and history https://socalfolkdance.org/articles/slovak_folk_dances_brown.htm

Czech Republic dances https://youtu.be/QGTn_sZkSoU

Hungary

https://youtu.be/vKKM8J3y3G0

Version of steps found in Dunamento Csardas

https://youtu.be/e5aRHR9-mbM

Csardas

https://youtu.be/sSKqrhXGrUw

Poland

Kuwaviak and Oberek version

https://youtu.be/Xv0djlKRMMc

Krakowiak

https://youtu.be/ga4EQkT3VrU

https://youtu.be/q_iz3kZxigs

Portugal traditional folk dance

https://youtu.be/FoksxMZveWo

https://youtu.be/kzk0zkAbBD4

https://youtu.be/6coMkSMKVXU

Denmark traditional folk dance

https://youtu.be/6Vk3lvV_BRw

https://youtu.be/EbdyRjhfya4

Ukraine –Dancer B steps

https://youtu.be/oBqlfKtqTgc

https://youtu.be/85xPjTQYzWM

Moldova folk group

https://youtu.be/Q3wsDW6N22A



Imperial Society of
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