



Imperial Society of Teachers of Dancing Tap Dance

IMPERIAL SOCIETY OF TEACHERS OF DANCING

Tap Faculty

SYLLABUS OUTLINE OF TAP DANCE EXAMINATIONS

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Summary of ISTD Tap Dance Non-regulated and Regulated examinations Ref/2023 version 1.0 changes

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If you need further information on these changes or what they mean, contact us via email at:
ukdanceteachers@istd.org or InternationalTeachers@istd.org

TAP QUALIFICATIONS

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Examination requirements

Clothing

Appropriate dancewear should be worn of any colour, for example leotards, t-shirts, shirts, worn with trousers, tights, or socks and should be suitable for the candidate's age. Shoes must be well fitted with both toe and heel taps. Where possible, it is recommended that candidates wear clothing that contrasts the studio background, especially when filming for remote examinations.

Hair should be neat and securely held in place. Long hair should be tied back to allow a clear neck and headline. Long ponytails and plaits should be pinned completely back to ensure the ponytail/plait does not swipe the face/neck. Jewellery or body-piercings should not be worn, however if they are unable to be removed, should be suitably secured, and covered, so as not to cause any injury. Make-up is not required but if worn, should be appropriate for the candidate's age.

Studio layout for examination

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. Mirrors in the studio should be completely covered or made opaque and a bell on the examiners table with a comfortable chair.

Music

Music for the set syllabus examination should be provided by the teacher. Music for free work will be supplied by the examiner. For private examination sessions a music operator should be provided, for centre examinations the teacher should contact the organiser.

Music operators should not be teachers/assistant teachers, parents, or older candidates from the examination session.

For Pre-Primary and Primary examinations, the teacher has the option to operate the music themselves if they so wish, rather than using a separate music operator.

Pre-Primary – the music for this examination is available from; [Album and Track Details - Track Details \(theatremusicshop.com\)](http://theatremusicshop.com)

Primary to Grade 3 – the set music for these examinations is available to purchase from the ISTD website.

Grade 4/Grade 5/Intermediate – these levels have recommended playlists that should be used in examinations. Please contact tap@istd.org for the recommended playlists. Alternatively, go to the "Files" section of the Tap Faculty Facebook page to download the. Each candidate/s should perform to the same music playlist when examined together.

Grade 6 – either the set music, which is available from the ISTD website or alternatively the recommended playlist should be used for this examination. Please contact tap@istd.org for the recommended playlist.

Advanced 1 – either the set music, which is available from the ISTD website, or the recommended playlist should be used for this examination. Please contact tap@istd.org for the required playlists.

Advanced 2 – has set music, available from the ISTD website, which should be used for this examination.

Professional examinations – should use the set/suggested music as above for syllabus work. Candidates are required to provide their own musical accompaniment for any other work required to be demonstrated.

Adult Popular Tap Tests and medals – teachers can use either their own playlist for these examinations or the recommended playlists available from;

PTT/Adult Levels 1 – 3; [Adult Tap Music - Theatre Music Shop](http://theatremusicshop.com)

PTT/Adult Levels 4 – 6; [Backing Tracks - Theatre Music Shop](http://theatremusicshop.com)

PTT/Adult Medals Bronze, Silver & Gold; [Adult Tap 3 - Theatre Music Shop](http://theatremusicshop.com)

Tap Awards - either the set music, which is available from the ISTD website or alternatively the recommended playlists should be used for these examinations. Please contact tap@istd.org for the required playlists.

PRE-PRIMARY and PRIMARY CLASS EXAMINATIONS

Introduction

Rationale

The aim of Class examination is to provide an assessment scheme for dance, which offers a basis for the measurement of an individual candidate's progress and development. There are two class examinations in Tap Dance.

Entry conditions and general information

For Pre-Primary and Primary Class Test the lower age limit is 5 years. This is to ensure that they are physically developed sufficiently to safely meet the demands of the syllabus. There is no upper age limit for entry to these examinations. Examinations are taken in the form of a class conducted by the teacher, who may not give personal correction, but can offer encouragement. Each child will receive an individual report and result which will reflect their own achievement. The teacher will conduct the examination and introduce each candidate by name to the examiner.

Time allowances/Number of candidates

A maximum of 5 candidates per group should be entered.

1 or 2 candidate(s)	3 candidates	4 candidates	5 candidates
15 minutes	20 minutes	25 minutes	30 minutes

Outline of syllabus

Pre-Primary

Vocabulary of steps:

- Bounce
- Jump
- Skip
- Stamp
- Ball tap
- Ball beat
- Toe tap
- Step
- Step ball change
- Forward tap
- Backward tap
- Heel beat
- Gallop

If any exercises are seen individually, these can be practiced together as required.

Warm up – both seen together

- Warm up A
- Warm up B

Technical exercises – Teacher's choice of either a) OR b) seen individually, the other is seen together

- Ball Taps/Beats
- Toe Taps
- Arms – seen together

Rhythm – seen individually

- Rhythm A

- b) Rhythm B

Centre Exercises – Teacher’s choice – 1 exercise seen individually, and the other exercises taken together

- a) Forward & Backward Taps
- b) Step Clap Stamp Clap

Amalgamations

- a) Amalgamation A – seen 1 side only in examination
- b) Amalgamation B – seen on both sides in examination

There is no Dance requirement.

Bow

Outline of syllabus

Primary

Vocabulary

All steps from previous syllabi plus:

- Bouncy walk
- Ball change
- Single paradiddle/paddle

If any exercises are seen individually, these can be practiced together as required.

Warm up – both seen together

- a) Warm Up Song
- b) Hopscotch Warm Up.

Technical Exercises – teacher’s choice – 1 exercise seen individually, and the other 2 exercises seen together

- a) Preparation for shuffles
- b) Ball and Heel beats
- c) Paradiddles

Rhythm – practiced together first, then seen individually

- a) 1/4 notes
- b) Take a bite of the music

Set Amalgamation – practiced together first, then seen individually

- a) Amalgamation

The Freeze – seen together

There is no Dance requirement.

Bow

**ASSESSMENT
MARK SCHEME – PRE- PRIMARY AND PRIMARY**

Title of component	Marks attainable
Technique	
Poise and stance	10
Clarity of beating	10
Precision of footwork	10
Line and co-ordination	10
Section total	40
Rhythm	
Timing	10
Rhythmic interpretation	10
Section total	20
Presentation, response and knowledge	
Response	10
Knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Section total	40
Total	100

Assessment guidance

Candidates are assessed on their ability to show:

- technical accuracy with correct placement to the best of their physical facility
- appropriate use of limbs showing an understanding of the purpose or significance of each movement or sequence of movements
- a sense of line and well co-ordinated movements
- an assured performance showing the different qualities of movement required by each section of the examination structure
- musicality and rhythmic awareness.

Method of assessment

The Tap Pre-Primary and Primary Class Tests are assessed externally by visiting examiners recruited and trained by the

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

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

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

However, if the candidate is unsuccessful in one or more Sections, as explained above, 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`**.

TAP AWARDS

Introduction

Rationale

There are three awards Bronze, Silver and Gold designed to promote an appreciation and enjoyment of tap dance, through both understanding and performances.

Each award consists of a warm-up, close work time step, set amalgamations (teacher's/candidate's choice of two) and a dance. All sections of the examination are danced as a solo and the candidate is given the opportunity to select their choice of tempo.

The examinations are divided into two sections:

- Technique
- Performance and presentation.

Technique

At all levels good posture and correct alignment of the limbs is expected. The vocabulary and rhythm complexity increase at each successive level and there is a progressive combination of tap technique and dance movement. Good spatial awareness is encouraged at all times.

Performance and Presentation

The student should be able to present the syllabus with a natural sense of enjoyment and the self-confidence required to dance each section as a solo performance.

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

The Tap Awards are suitable for both recreational use and for those wishing to pursue a career in dance.

Objectives

The syllabus seeks to develop the skill and understanding of Tap dance by developing the physical ability to communicate through movement, sound and rhythm in an expressive and artistic way.

The syllabus aims to:

- teach correct posture;
- build a secure tap technique;
- develop an awareness of tone;
- promote the understanding and use of dance terminology;
- gain a good sense of line through body, arms and head;
- gain an understanding of rhythm and its development;
- develop an awareness of the use of space;
- develop an awareness of audience and sense of performance;
- encourage an artistic sense of self-expression;
- encourage creative use of rhythm and movement;
- promote self-confidence in the performance of a solo.

Entry conditions and general information

These examinations should ideally be taken consecutively, however this is not a condition of entry. There is no lower or upper age limit.

Time allowances/Number of candidates

Candidates may be entered in groups of 4 or less as follows.

1 or 2 candidate/s	3 candidates	4 candidates
10 or 15 minutes	20 minutes	25 minutes

OUTLINE OF SYLLABUS

Bronze Tap Award

Warm up

Close Work Time Step

Amalgamations

Teacher's or candidate's choice of 2 Amalgamations. These can either be 2 of the following:

- Amalgamation A
- Amalgamation B
- Amalgamation C

Or 1 from the above and either the Grade 2 Gershwin or the Grade 3 Beat Box.

Dance

Not to exceed 1.5 minutes.

Silver Tap Award

Warm up

Close Work Time Step

Amalgamations

Teacher's or candidate's choice of 2 Amalgamations. These can be 2 of the following:

- Amalgamation A
- Amalgamation B
- Amalgamation C

Or 1 from the above and either the Grade 4 Funk or the Grade 5 Tango

Dance

Not to exceed 2 minutes.

Gold Tap Award

Warm up

Close Work Time Step

Amalgamations

Teacher's or candidate's choice of 2 Amalgamations. These can be 2 of the following:

- Amalgamation A
- Amalgamation B
- Amalgamation C

Or 1 from the above and either the Grade 6 Boogie or the Intermediate Musical Theatre.

Dance

Not to exceed 2 minutes.

ASSESSMENT

MARK SCHEME – BRONZE, SILVER AND GOLD TAP AWARDS

Title of component	Marks attainable
Technique	
Posture	10
Clarity of beating	10
Precision of footwork	10
Timing and rhythmic Interpretation	10
Line and style	10
Section total	50
Performance and presentation	
Response and knowledge	10
Sense of performance	10
Set amalgamation 1	10
Set amalgamation 2	10
Dance	10
Section total	50
Total	100

Method of assessment

The Tap Awards are assessed externally by visiting examiners recruited and trained by the ISTD.

The examinations are divided into Sections and each Section is composed of several components, which are separately assessed and aggregated to give the Section total. The titles of these components and the marks attainable for the Tap Dance Graded Examinations are detailed above.

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

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

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

However, if the candidate is unsuccessful in one or more Sections, as explained above, 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'**.

Assessment guidance

Candidates are assessed on their ability to show:

- technical accuracy with correct placement to the best of their physical facility
- appropriate use of limbs showing an understanding of the purpose or significance of each movement or sequence of movements
- a sense of line and well-co-ordinated movements
- an assured performance showing the different qualities of movement required by each section of the examination structure
- musicality and rhythmic awareness.

Adult Popular Tap Tests and medals

Introduction

Rationale

There are six levels of Popular Tap Tests and three medal examinations; Popular Tap Tests Levels 1-6 and Bronze, Silver and Gold medals.

These are designed to promote an appreciation and enjoyment of Tap dance in a recreational capacity.

Aims

The syllabus seeks to develop the skill and understanding of Tap dance by encouraging the ability to communicate through movement, sound and rhythm in an expressive and artistic way.

The syllabus aims to:

- encourage correct posture
- build a sound tap technique
- develop an awareness of tone
- promote the understanding and use of dance terminology
- gain a good sense of line through body, arms and head
- develop an understanding of rhythm
- promote an appreciation of varying musical styles and their interpretation
- develop an awareness of the use of space
- develop an awareness of audience and sense of performance
- encourage a sense of self-expression
- encourage creative use of rhythm and movement
- promote self-confidence in the performance of a solo.

Each level is divided into two sections:

- Technique
- Syllabus knowledge and presentation.

Technique

Level 1 seeks to introduce a rudimentary tap technique of one and two sounds which is then progressively increased at each level so that by Level 6 the vocabulary includes more complex steps. An understanding of the use of tone is encouraged to develop the rhythmic quality at all levels, with the opportunity to explore a wide variety of musical styles, available in the medal tests. The emphasis is on co-ordinating the use of the head, body and arms to create a natural style.

Presentation

Initially the student should be able to present the syllabus with a natural sense of enjoyment and an awareness of the audience which is gained by developing the self-confidence to perform in front of others.

As the student progresses, they have the opportunity to communicate a growing variety of moods through sound, movement and expression to develop an artistic performance.

Entry conditions and general information

As these examinations are intended for adults there is a minimum age requirement of 18 years.

Time allowances/Number of candidates

Candidates may be entered in groups of 4 or less as follows:

1 or 2 candidates	3 candidates	4 candidates
10 or 15 minutes	15 minutes	20 minutes

Outline of syllabus

Level 1

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Cane Routine'

The sequence may be replaced by teacher's arrangement not to exceed 1.5 minutes.

Candidates will not be asked for free work.

Vocabulary

One sound

Straight Tap
Forward Tap
Toe Tap
Ball Tap
Heel Beat
Toe Beat
Ball Beat
Forward Brush

Backward Tap
Heel Tap
Backward Brush
Step
Stamp
Scuff
Hop
Spring

Drop
Jump
Ball Dig
Heel Dig

Two sounds

Shuffle
Tap Step

Flap
Tap Spring
Ball Change

Level 2

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Bowler Hat Blues'

The sequence may be replaced by teacher's arrangement not to exceed 1.5 minutes.
Candidates will not be asked for free work.

Vocabulary

One sound

As for Level 1, plus Stomp and Pick up.

Two sounds

As for Level 1, plus Pick up Step, Pick up Spring, Pick up Hop.

Level 3

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'One Glove Boogie'

The sequence may be replaced by teacher's arrangement not to exceed 1.5 minutes.
Candidates will not be asked for free work.

Vocabular

As for Levels 1 and 2, plus 4 Beat Cramp Roll and Pull Back.

Level 4

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Spanish Tango'

The sequence may be replaced by teacher's arrangement not to exceed 1.5 minutes.
Candidates will not be asked for free work.

Vocabulary

All vocabulary from Levels 1, 2 and 3, plus Pick up on one foot and Pick up change.

Level 5

1. The Vocabulary
 2. Footloose
 3. Twister
 4. Step in Time
 5. Jive at Five
 6. Dance teacher's arrangement not to exceed 1.5 minutes.
- Candidates will not be asked for free work.

Vocabulary

As for Levels 1, 2, 3 and 4, plus 3 beat ripples and 4 beat Riffs.

Level 6

1. The Vocabulary
 2. Buffalo Shuffle Warm up
 3. Turning on 6
 4. One More Time
 5. Fast Finish
 6. Dance teacher's arrangement not to exceed 1.5 minutes.
- Candidates will not be asked for free work.

Vocabulary

As for Levels 1, 2, 3, 4 and 5 plus 4 Beat Ripples, 5 Beat Riffs, Pick up changes, 3 Beat Wing Preparation.

Medal Tests – Bronze, Silver, and Gold

Adult Popular Tap Bronze Medal

1. Warm Up (Set)
 2. Linking Step Forward
 3. Linking Step Backward
 4. Boogie Time
 5. Twenties Sequence - Charleston
 6. Dance teacher's arrangement not to exceed 1.5 minutes.
- Candidates will not be asked for free work.

Vocabulary for Boogie Time

3 Beat Ripples, Level 3 Shuffles, Single, Double and Triple Pick up Time-steps, 4 beat Riffs, Astaire Open Break (not syncopated), 4 beat Riff Time step.

Vocabulary for Twenties Sequence

5 Beat Cramp Roll, Suzie Q, Truckin', Charleston, Black Bottom.

Adult Popular Tap Silver Medal

1. Warm Up (Set)
2. Linking Step Forward
3. Linking Step Backward
4. Rag Time
5. Mambo
6. Dance teacher's arrangement not to exceed 1.5 minutes.

Candidates will not be asked for free work.

Vocabulary for Warm up

Cutaways

Vocabulary for Ragtime

Shuffle Time Steps with pick up change, 5 Beat Riff Time Step, Single Time Step to Double Time Step Rhythm, Astaire Break - Syncopated (Level 6), Syncopated Time Step (1&2&- &4&).

Vocabulary for Mambo

"Maraccas Bend" (Fwd 1-Bk 3), "Mambo Knee Twist" (R-LR: L-RL: S-QQ: SQQ).

Adult Popular Tap Gold Medal

1. Warm Up (Set)
2. Linking Step Forward (3/4)
3. Linking Step Backward
4. Tacet & Stop Time
5. Slow Swing
6. Dance teacher's arrangement not to exceed 1.5 minutes

Candidates will not be asked for free work.

Vocabulary for Linking Steps

Progressive Taps, 6 beat Riffs.

Vocabulary for Tacet and Stop Time

One Bar Wing preparation Time Step, Pick up Time Step with Pick up on 1 Foot, Roll Time Steps, Maxi-Ford with toe taps and Maxi-Ford with step turning.

Vocabulary for Slow Swing

Pick Up Time Step with pick up on one foot, Cutaways.

Assessment

Mark scheme – Adult Popular Tap Tests and Medals

Title of component	Marks attainable
Technique	
Clarity of beating	10
Precision of footwork	10
Timing	10
Rhythmic interpretation	10
Line and co-ordination	10
Section total	50
Presentation	
Response	10
Knowledge of syllabus	10
Spatial awareness	10
Sense of performance	10
Sequence/Dance	10
Section total	50
Total	100

Method of assessment

The Adult Popular Tap Tests are assessed externally by visiting examiners recruited and trained by the ISTD. The examinations are divided into Sections and each Section is composed of several components, which are separately assessed and aggregated to give the Section total. The titles of these components and the marks attainable are detailed above.

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

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

However, if the candidate is unsuccessful in one or more Sections, as explained above, 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**.

Assessment guidance

Candidates are assessed on their ability to show:

- technical accuracy with correct placement, to the best of their physical facility
- appropriate use of limbs showing an understanding of the purpose or significance of each movement or sequence of movements
- a sense of line and well-co-ordinated movements
- an assured performance showing the different qualities of movement required in each section of the examination
- musicality and rhythmic awareness.

Graded examinations in Tap Dance

Introduction

Rationale

Tap Dance makes a distinctive contribution to the education of all students, through the use of movement, which is one of the fundamental modes of human expression. It offers a range of learning opportunities and enables participants to enjoy physical expression as well as develop intellectual sensibilities. As they work together in Tap Dance, candidates learn about co-operation and develop an understanding of the shaping of movement into artistic forms of expression.

Candidates develop the skill and understanding of Tap Dance, at the same time as building a sound technique, by developing the physical ability to communicate through movement in an expressive and artistic way. A clearly defined structure allows learning to take place in the context of safe dance practice.

The Graded Examinations build up progressively, ensuring that steps and skills learned at lower levels prepare for more complex movements as the candidate progresses.

Each examination allows candidates to progress to the next level in the Tap Dance genre. Also, a range of transfers to other dance genres becomes possible as the candidate develops physically and learns common skills such as running, use of arms, posture, timing and rhythmic awareness.

In this way, with additional teaching input, the candidate is able to develop a broad base of dancing skills. Following on from the Graded Examinations, candidates may wish to progress to the Vocational Graded Examinations as a preparation for a professional training leading to employment as a performer or towards dance teaching qualifications.

Aims

The aim of Graded Examinations is to provide an assessment scheme for dance. This gives the basis for the measurement of the individual candidate's progress and development, whether the candidate is pursuing dance as a leisure activity or as preparation for a professional career as a dance teacher or performer. There are six practical examination grades, numbered from 1 to 6, ordered with increased difficulty (6 represents the highest level of attainment).

Objectives

The objectives of the Tap Dance graded examination syllabus are:

- to teach correct posture
- to build a secure Tap technique
- to develop an awareness of tone
- to promote the understanding of dance terminology
- to gain a good sense of line through body, arms and head
- to gain an understanding of rhythm and its development
- to develop an appreciation and interpretation of various musical styles
- to develop spatial awareness
- to develop an awareness of audience and sense of performance
- to encourage a sense of self-expression
- to encourage creative use of rhythm and movement
- to promote self confidence in the performance of a solo.

Entry conditions and general information

Minimum age

The lower age limit is 6 years for Grade 1. This ensures that the candidate has had sufficient physical development to meet the demands of the syllabus safely. There is no upper age limit for these examinations, however, children and adults should not be entered in the same examination set.

Prior learning

The Graded Examinations are intended to be taken consecutively and most candidates will wish to progress through them in sequence. Teachers are expected to use their professional judgement to commence training at an appropriate level for the individual.

Time allowances/Number of candidates

Examination	1 or 2 candidates	3 candidates	4 candidates
Grade 1	20 minutes	25 minutes	30 minutes
Grade 2	25 minutes	30 minutes	35 minutes
Grade 3	30 minutes	35 minutes	40 minutes
Grade 4	35 minutes	40 minutes	50 minutes
Grade 5	40 minutes	45 minutes	50 minutes
Grade 6	45 minutes	50 minutes	55 minutes

Outline of syllabus

Grade 1

Vocabulary

All steps from previous syllabi plus:

- Tap step
- Heel tap
- Ball dig
- Spring
- Forwards shuffle
- Heel dig
- Flaps to the toe
- Standard flap
- Basic crawl
- Pick up step
- Tap step ball change
- Shuffle ball change
- Sideways crawl (both feet together)

Warm up – both seen together

- a) Bouncy Warm Up
- b) Close Work Warm up

Technical exercises – Examiner’s choice to see these exercises either together, in 2s or individually

- a) Shuffles
- b) Flaps
- c) Close Work Crawl
- d) Paradiddles

Rhythm – as stated in syllabus

- a) Accented Eighths & 1&2&3_ &5&6&7_ &1&2&3_ &5&6&7&8
- b) Improvisation - Examiner’s choice of music 1 or 2

Compound steps – Examiner’s choice of 3 out of 5 exercises to be seen individually in examination

- a) Rag – Step Heel Beat
- b) Jazz – Pick Up Steps
- c) Boogie – Tap Step Heels and Tap Step Ball Change
- d) Swing - Shuffle Ball Changes
- e) Blues - Ball Changes

Amalgamations

Teachers’ choice of 1:

- a) Boogie or
- b) Reggae

Can be practiced together first before seen individually

Dance composition

Teachers’ arrangement not to exceed 1 minute.

Can be practiced together first before seen individually

Bow

Outline of syllabus

Grade 2

Vocabulary

All steps from previous syllabi plus:

- Stomp
- Drop
- Side shuffle
- 4 beat cramp roll
- Pick up on 2 feet
- Separated crawl sideways
- Crawl with 1 foot
- Pick up spring
- Pick up hop
- Shuffle hop step
- 4 beat riff
- Single time step
- Double paradiddle/paddle

Warm up – both seen together

- a) Bouncy warm up
- b) Close work warm up

Technical exercises – Examiner’s choice to see these exercises either together, in 2s or individually

- a) Shuffles ‘round the side’
- b) 4 Beat Cramp Rolls
- c) Pick Ups on 2 feet
- d) Close Work Crawl
- e) Paradiddles

Rhythm

- a) Twelfth Notes &a1_&a3_&a5&a6&a7_
- b) Rhythmic response - Examiner gives a 1 bar rhythm of either quarter notes or accented eighths, optional use of 1 missed beat. Candidates clap the rhythm together and then the examiner will clap the rhythm to each candidate and they will respond with audible sound individually.

Compound steps - Examiner’s choice of 2 out of the 4 compound steps seen individually in examination

- a) Celtic – Travelling Pick Ups
- b) Jazz – Shuffles
- c) Percussive – Tap Step Heels
- d) Double Bass – 4 Beat Riffs

Single time steps - Examiner’s choice to see this exercise either together, in 2s or individually

Turning step on the diagonal - seen on both sides individually

Amalgamations

Teachers’ choice of 1:

- a) Tacet and Stop Time or
- b) Gershwin

Can be practiced together first before individually seen.

Dance composition

Teachers’ arrangement not to exceed 1 minute.

Can be practiced together first before individually seen.

Bow

Outline of syllabus

Grade 3

Vocabulary

All steps from previous syllabi plus:

- Toe flam
- Back shuffle
- 5 beat cramp roll
- 3 beat riff forward
- Pick Up on 1 foot
- Shuffle spring
- Pick up ball change
- Pick up change
- 5 beat riff
- Basic waltz step
- Single waltz step
- Double waltz step
- Double time step

Warm up – seen together

- a) Bouncy Warm Up
- b) Close Work Warm Up

Technical exercises – Examiner’s choice to see these exercises either together, in 2s or individually

- a) Shuffles ‘round the side’
- b) 5 Beat Cramp Rolls
- c) 3 Beat Riffs
- d) Preparation and Pick Ups on 1 foot
- e) Close Work Crawl
- f) Paddles

Rhythm

- a) $\frac{3}{4}$ Even rhythm 12&3 45&6 1&2&3&4&-&6
- b) Rhythmic Response

Examiners give a 1 bar rhythm using a mixture of quarter notes and accented eighths, with 1 missed beat. Candidates clap the free rhythm together then the examiner will clap the rhythm to each candidate and they will respond with audible sound individually.

Compound steps – Examiner’s choice of 2 out of the 4 compound steps seen individually in examination

- a) Celtic – Pick Ups and Shuffle Springs
- b) Indian – Pick Up Change
- c) Swing – Riffs
- d) Waltz – Waltz Step

Turning step on the diagonal – seen on both sides individually

Double time steps – Examiner’s choice to see this exercise either together, in 2s or individually

Amalgamations – seen individually

Teachers’ choice of:

- a) Beat Box
- b) Percussive $\frac{3}{4}$

Can be practiced together first before individually seen.

Dance Composition - seen individually

Teachers’ arrangement not to exceed 1.5 minutes.

Can be practiced together first before individually seen.

Bow

Outline of syllabus

Grade 4

Vocabulary

All steps from previous syllabi plus:

- Double shuffle
- Flap to toe sideways
- 3 beat riff forwards and backwards
- 3 beat ripple
- Shuffle pick up change
- Pull back
- Bufalino crawl
- Triple time steps

Warm up – seen together

- a) Bouncy Warm Up
- b) Close Work Warm Up 3/4

Technical exercises – Examiner’s choice to see these exercises either together, in 2s or individually

- a) Shuffles
- b) Riffs and Cramp Rolls 3/4
- c) Ripples and Shuffle Pick Up Change
- d) Pull Backs
- e) Close Work Crawl
- f) Paddles

Rhythm

16th Note Improvisation - Candidates clap 16th notes all together unaccompanied.

The Examiner sets first 2 counts of footwork &&a1&&a2

Each candidate then dances the examiners 2 counts and continues to improvise with continuous 16ths across the room to complete the 8 counts, showing a rhythmic change on the last 2 counts.

Turning step – seen on both sides individually

Teacher’s choice of 1 of the following:

- a) Turning Step A
- b) Turning Step B

Triple time steps – Examiner’s choice to see this exercise either together, in 2s or individually

Amalgamations – seen individually

Teachers’ choice of 2 of the following:

- a) Soft Shoe
- b) Musical Theatre
- c) Funk (formerly known as Urban)

This may be practiced together, if necessary (time permitting), before seen individually

Dance composition - seen individually

Teachers’ arrangement not to exceed 1.5 minutes.

This may be practiced together, if necessary (time permitting), before seen individually

Bow

Outline of syllabus

Grade 5

Vocabulary

All steps from previous syllabi plus:

- 3 beat paddle
- Double shuffle to side
- Flam
- Maxi Ford with toe tap
- 3 beat wing preparation
- 4 beat wing preparation
- Separated crawl with double heel beats
- Toe beat crawl
- Round the sides
- 4 beat ripple
- Single, double and triple pick up time steps
- Sugars
- Basic Shim Sham

Optional:

- Double wings

Warm up – seen together

- a) Bouncy Warm Up
- b) Close Work Warm Up

Technical exercises – Examiner’s choice to see these exercises either together, in 2s or individually

- a) Shuffles
- b) Wings 5/4
- c) Double Wings (*optional*)
- d) Close Work Crawl
- e) Paddles

Rhythm

Unaccompanied rhythmic response. A 2 bar rhythm using 1 full bar of 12th notes beginning on the &, (first or second bar) and a bar of unset rhythm given by the examiner which could include syncopation, quarter notes, accented eighths and one missed beat. Candidates clap given rhythm altogether, and then tap individually.

Compound steps – Examiner’s choice of 2 out of the 4 compound steps performed individually in examination

- a) Ripples
- b) Pull Backs
- c) Shuffle Pick Up Changes
- d) Maxi Ford

Turning sequence - seen on both sides individually

Time steps – Examiner’s choice of 1 timestep together and 1 performed individually

- a) Shuffle
- b) Pick Up

Amalgamations - Teachers’ choice of 2 out of the following seen individually:

- a) Beguine
- b) Quick Jazz
- c) Tango
- d) Swing

Dance composition – seen individually

Teachers' arrangement not to exceed 1.5 minutes.

Shim Sham Bow

Outline of syllabus

Grade 6

Vocabulary

All steps from previous syllabi plus:

- 4 beat progressive tap
- Criss cross shuffle
- Progressive shuffle
- 4 beat cramp roll change
- Double scuffle
- Twist scuffle
- 5 beat open riff

Warm up – seen together

Technical Exercises – Examiner's choice to see these exercises either together, in 2s or individually

- a) Progressive Shuffles
- b) Double Scuffles
- c) Wing Preparations
- d) Riffs

Rhythm

Examiner gives a 2 bar free rhythm, using note values up to and including 12th notes, syncopation and missed beats. Clap given rhythm together, and then time allowed to practice before tapping individually

Turning steps – seen individually

Candidates perform both exercises

- a) On the Spot
- b) Travelling on the Diagonal

Time steps

Task set by the examiner and seen individually

Single, double and triple shuffle time steps, breaks and half breaks – straight or turning, starting on 8 or 1 and with the use of dancer's tacet.

Set sequence – seen individually

Candidate's choice of 1 of the following:

- a) Unaccompanied
- b) Alternative Unaccompanied

Amalgamations – seen individually

Teachers/Candidate's choice of 1 of the following:

- a) Blues
- b) Boogie

Dance composition – seen individually

Teachers' arrangement not to exceed 2 minutes.

Bow (or Grade 5 Shim Sham Bow)

Assessment

Mark Scheme – Grade 1 and Grade 2

Title of component	Marks attainable
Technique	
Poise and stance	10
Clarity of beating	10
Precision of footwork	10
Line and co-ordination	10
Section Total	40
Rhythm	
Timing	10
Rhythmic interpretation	10
Section total	20
Presentation, response and knowledge	
Response and knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Dance	10
Section total	40
Total	100

ASSESSMENT

MARK SCHEME - GRADES 3, 4, 5 and 6

Title of component	Marks attainable
Technique	
Posture	10
Clarity of beating	10
Precision of footwork	10
Line and style	10
Section total	40
Rhythm	
Time and set rhythm	10
Rhythmic interpretation and tonal quality	10
Section total	20
Presentation, response, and syllabus knowledge	
Response and knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Dance	10
Section total	40
Total	100

Method of assessment

Tap Graded Examinations are assessed externally by visiting examiners recruited and trained by the ISTD. The examinations are divided into Sections and each Section is composed of several components, which are separately assessed and aggregated to give the Section total. The titles of these components and the marks attainable for the Tap Dance Graded Examinations are detailed above.

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

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

However, if the candidate is unsuccessful in one or more Sections, as explained above, 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**'.

Classification of results

The principle of best fit is applied in deciding the appropriate classification for each candidate. It is not to be expected that a candidate will necessarily demonstrate all of the characteristics listed in every category.

A candidate who achieves a '**Distinction**' classification (80-100 marks) is one who demonstrates the following attributes in performance:

- flair, vitality and skill
- fully appropriate style
- incisively focused dancing
- precision in the technique of the genre
- consistent, highly developed musicality
- confident and accurate responses to questions asked and/or tasks set.

A candidate who achieves a '**Merit**' classification (60-79 marks) is one who demonstrates the following attributes in performance:

- skill and proficiency
- largely appropriate style
- focused dancing
- competence in the technique of the genre
- evidence of developing musicality
- relevant and appropriate responses to questions asked and/or tasks set.

A candidate who achieves a 'Pass' classification (40 - 59 marks) is one who demonstrates the following attributes in performance:

- competence;
- basic ability to carry out the required movements;
- periodic moments of convincing focus;
- basic competence in most aspects of the technique of the genre;
- basic musicality;
- broadly relevant and appropriate response to questions asked and/or tasks set, but some prompting may be required.

A candidate who achieves an insufficient level of achievement 'Not Attained' classification (00-39 marks) is one who has not yet demonstrated attributes required to gain at least a 'Pass' classification.

Assessment guidance

Candidates are assessed on their ability to show:

- technical accuracy with correct placement to the best of their physical facility;
- appropriate use of limbs showing an understanding of the purpose or significance of each movement or sequence of movements;
- a sense of line and well-co-ordinated movements;
- an assured performance showing the different qualities of movement required by each section of the examination;
- musicality and rhythmic awareness.

Vocational Graded Examinations in Dance

Introduction

Rationale

The Vocational Graded Examinations in Tap Dance develop the candidate's expertise so as to provide the basis for either professional training for employment as a dancer, or for further training as a dance teacher.

Throughout the study of the syllabus, candidates are following a vocational path, requiring a higher level of commitment and with an increasing emphasis on safe dance practice and an increased technical ability. Successful candidates at this level should show virtuosity in performance, and a sound knowledge and understanding of the Tap Dance genre, including an understanding of reference and context. Candidates undertaking a study of the vocational graded syllabus should display a sense of self-awareness and be self-motivated in terms of personal development, as distinct from the general graded examinations. A greater degree of personal interpretation is encouraged, and the candidate is expected to communicate effectively with an audience.

The Vocational Graded Examinations are concerned specifically with the mastery of technique and understanding, to prepare candidates for further vocational training and to match current expectations in the employment sector. Candidates will need to show additional commitment and professionalism, in the preparation of these examinations with the ability to manage a greater workload than that required for the general graded examinations. This would typically result in a successful candidate spending significant additional time each week in lessons, in practising and studying independently.

The Vocational Graded Examinations are regulated qualifications on the Regulated Qualifications Framework. Intermediate is located at Level 3 and Advanced 1 and Advanced 2 are located at Level 4.

Aim

The aim of the ISTD Vocational Graded Examinations in Tap Dance is to provide an assessment scheme at three levels. This enables the candidate to measure their progress and development, in preparing to be a professional dancer or teacher.

Objectives

The syllabus objectives of the Tap Dance Vocational Graded Examinations are to:

- teach correct posture
- develop a thoroughly comprehensive tap technique
- develop the use of tone
- promote understanding and use of dance terminology
- develop the sense of line through arms, body and head
- promote understanding of rhythm and its development
- promote appreciation of varying musical styles and their interpretation
- develop awareness of the use of space
- develop awareness of audience with a sense of performance
- encourage an artistic sense of self-expression
- encourage creative use of rhythm and movement
- promote self-confidence in the performance of a solo.

Entry conditions and general information

Minimum age

There is a recommended lower age limit of 13 years for the Intermediate examination. This is to ensure that candidates are physically and artistically mature and to meet the demands of the syllabus safely.

Prior learning

There are no prior examination requirements for Intermediate. However, candidates will need to have knowledge of the content of the ISTD Tap Grades. Candidates wishing to enter for the Advanced 1 must have passed Intermediate and for Advanced 2 must have passed Advanced 1.

Time allowances/Number of candidates

Candidates should be entered in pairs. Where there is an odd number of candidates involved, the extra candidate may be entered with a pair if the studio is large enough, thereby making a group of three.

Examination	1 candidate	2 candidates	3 candidates
Intermediate	55 minutes	60 minutes	75 minutes
Advanced 1	75 minutes	75 minutes	90 minutes
Advanced 2	75 minutes	90 minutes	90 minutes

Outline of syllabus

Intermediate Tap

Vocabulary

All steps from previous syllabi plus:

- Stamp
- Slam
- Slap
- Splat
- Snatch
- 3 beat shuffles
- 3 beat criss cross shuffle
- 3 beat progressive shuffle
- 3 beat flaps
- Maxi Ford with step
- 4 beat cramp roll change turning
- Shuffle off to Buffalo
- Double shuffle pick up change
- Ripple down
- Shuffle cramp roll 5 beats
- Standing cramp roll (version 1)
- Standing Cramp Roll (version 2)
- 6 beat cramp roll
- Preparation for undercut shuffle
- Ripple down
- 6 beat riff
- Rhythm turn with shuffle
- Drum Cramp Roll
- 3 beat preparation press cramp roll
- Flams: Inside Flam and Outside Flam
- Double Tap Step
- 3 beat pull back
- Suzie Q
- Cahito
- Compass Turn
- 5 beat Paddle
- 7 beat riff
- 11 beat criss cross riff

Optional:

- 3 beat wing change
- Separated wing
- Slides

Candidates should be prepared to demonstrate any exercise individually, together or in pairs.

Warm up

Vocabulary drills

All the drills (except optional) are to be learnt by the candidate. Only a selection of the Vocab Drills will be shown in the examination (Examiner's choice). The candidates will be given the opportunity to show one of the optional Drills if they wish. Alternatively, they can choose one of the compulsory Drills not previously shown.

Grounded Drills

- Shuffles
- Riffs
- Cramp Rolls
- Slides (*Optional*)

Close work Drills

- Crawls
- Paddles

Elevated Drills

- Pull Backs
- Pick-up Drill (*Optional*)
- Ripples and Ripple Down
- Shuffle Pick-up Changes
- Shuffle Pick-up on 1 foot
- Maxi-fords
- Wings (*Optional*)

Turning Drills

- Turns on the spot
- Turns to side or on diagonal
- Turns In circle

Please note: In examinations taken from 1st October 2024 teachers will choose the Drills their candidates perform. Candidates will be required to demonstrate a total of 7 Drills, as follows:

2 from the Grounded Drills, 1 from the Close work Drills, 3 from the Elevated Drills and 1 from the Turning Drills.

Technical sequences

- Blues
- Up Tempo
- Elevated

- Close Work (straight time)
- Close Work (swing time)

Please note: In examinations taken from 1st October 2024 teachers will choose the Technical Sequences their candidates perform. Candidates will be required to demonstrate a total of 4 Technical Sequences, as follows:

The Blues, Up Tempo and Elevated Sequences are mandatory, but only one of the Close work Sequences is required.

Interpretive section

- Improvisation Drill (*for introduction to full improvisation*)
- Cross Accent exercise
- Light and Shade exercise

Turning steps sequences

Candidate's/Teacher's choice of one from the 2 sequences:

- First Turning Sequence (Elevated)
- Second Turning Sequence (Close Work)

Time steps

Candidate's/Teacher's choice of 2 from the 3 Time Step sequences:

- Rhythm Time Step
- Travelling Time Step
- Preparation Wing Time Step

Dance sequence

Both sequences to be demonstrated:

- Theatre Tap
- Commercial Tap

Dance composition

Not to exceed 2 minutes duration.

Shim Sham Bow

Set arrangement

Outline of syllabus

Advanced 1

Please note: This version of the Advanced 1 syllabus remains an option in examinations until 30 September 2026

Vocabulary

All steps from previous syllabi plus:

- Progressive taps
 - 12 beat criss-cross riffs
 - Closed pull-backs
 - Mixed Maxi Ford
 - 2 bar single, double and triple wing preparation time steps
 - Roll time steps
- Optional steps:**
- Wing on one foot - 3, 4 or 5 beat
 - Wing change - 3, 4 or 5 beat

Candidates should be prepared to demonstrate any exercise individually, together or in pairs.

Warm up

Technical exercises

- Shuffles and progressive Taps
- Riffs
- Shuffle, pick-up change and pull-back
- Turning step with Maxi Ford
- Turning step (Close work)
- Suzie Q

Time steps

- Roll time steps
- Wing preparation time steps
- Time steps given by the examiner which could include elevated pick-ups, Tacet and change of rhythm (including syncopation)

Rhythm section

- Rhythmic response (as set in the syllabus specification)
- Free rhythm to be given by the examiner to be improvised (a 2 bar phrase in 4/4 time consisting of note values up to and including 16ths and could include syncopation and missed beats)

Dance sequences

Both sequences to be demonstrated:

- Blues
- Quick Jazz

Free work

Examiner's choice of free work from the various sections; to include vocabulary up to and including Advanced 1.

Dance

Not to exceed 2 minutes.

Bow

Outline of syllabus

Advanced 2

Vocabulary

All steps from previous syllabi plus:

- Single, double, triple and double triple cramp roll time steps
 - Syncopated shuffle pick-up change
 - Open and closed pull backs
 - Eddie's riff
 - Eddie's travel
 - Rattle (Basic, progressive and double toe tap rattle)
 - 4 beat press cramp roll
 - Back travel
 - Side travel
- Optional steps:**
- Pendulum Wings

Candidates should be prepared to demonstrate any exercise individually, together or in pairs.

Warm up

Technical exercises

- Shuffle pick-up change and pull backs
- Wings or ripples turning
- Close-work Sequence

Rhythm section

- Set rhythmic response
- Improvisation – candidates will be required to improvise for approximately 1 minute.

Set amalgamations (both compulsory)

- Turning sequence
- Spanish waltz

Dance sequences

Candidates' choice of 2:

- The Blues
- Quick Jazz
- Seven Four
- Rag Time

Free work

Set by the examiner.

Dance

Not to exceed 2 minutes.

Bow

Assessment

Mark scheme – Intermediate, Advanced 1 and Advanced 2

Title of component	Marks attainable
Technique	
Clarity of beating	10
Timing and rhythm	10
Rhythmic interpretation and tonal quality	10
Weight distribution	10
Precision and alignment of footwork	10
Section total	50
Presentation	
Response and knowledge	10
Style	10
Sense of performance	10
Dance Sequences	10
Dance	10
Section total	50
Total	100

Method of assessment

Vocational Graded Examinations are assessed externally by visiting examiners recruited and trained by the ISTD. Assessment is carried out by means of a practical demonstration of the knowledge, understanding and skills required. The examination is divided into units and each unit is composed of several components, which are separately assessed and aggregated to give the unit total out of 100.

Candidates will, however, be unsuccessful if:

1. 20% of the marks attainable or below are given for any one component.
2. 40% of the marks attainable or below are given for any three components; This reflects the need to ensure competence across a wide range of components.

Results are indicated using the following attainment bands:

Grade	Mark
Distinction	80-100
Merit	65-79
Pass	50-64
Not Attained	00-49

Classification of results

The principle of best fit is applied in deciding the appropriate classification for each candidate. It is not to be expected that a candidate in a particular category will necessarily demonstrate all of the characteristics listed in that category.

A candidate who achieves a '**Distinction**' classification (80-100 marks) is one who demonstrates the following attributes in performance:

- flair, vitality and skill
- fully appropriate style
- incisively focused dancing
- precision in the technique of the genre
- consistent, highly developed musicality
- confident and accurate responses to questions asked and/or tasks set.

A candidate who achieves a '**Merit**' classification (65-79 marks) is one who demonstrates the following attributes in performance:

- skill and proficiency
- largely appropriate style
- focused dancing
- competence in the technique of the genre
- evidence of developing musicality
- relevant and appropriate responses to questions asked and/or tasks set.

A candidate who achieves a '**Pass**' classification (50-64 marks) is one who demonstrates the following attributes in performance:

- competence
- basic ability to carry out the required movements
- periodic moments of convincing focus
- basic competence in most aspects of the technique of the genre
- basic musicality
- broadly relevant and appropriate response to questions asked and/or asks set, but some prompting may be required.

A candidate who achieves a **`Not attained'** classification (00-49 marks) is one who has not yet demonstrated the attributes required to gain at least a **`Pass'** classification.

Assessment guidance

Candidates are assessed on their ability to demonstrate:

- technical accuracy with a controlled use of correct anatomical alignment and placement to the best of the physical facility, showing an understanding of the purpose of each exercise
- a sense of line with projection of focus
- the ability to co-ordinate fluently
- an assured performance showing the differing qualities of movement required by each section of the examination
- an intuitive musicality and highly developed sense of rhythm, showing clarity of beating, secure timing and with a sensitive response to music and phrasing.

Examinations and Quality Assurance

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

Exam booking information

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

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

UK Examinations

- Website: <https://www.istd.org/examinations/uk-examinations/>
- Email: ukdanceteachers@istd.org

International Examinations

- Website: <https://www.istd.org/examinations/international-examinations/>
- Email: InternationalTeachers@istd.org

Quality assurance

Quality assurance is a set of policies and procedures the Society have in place to ensure that our examinations and assessments are inclusive and accessible, and students completing our qualifications are issued a fair grade based on their performance. Our quality assurance processes are there to safeguard the integrity of our qualifications by ensuring that high standards are always delivered.

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

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

Inclusivity and accessibility of examinations and assessments

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

Reasonable adjustments

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

Special consideration

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

Enquiries

The Society endorses the principle of the right to enquire a learner result. These appeals may relate to an unexpected exam 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.

Malpractice

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or actions that may damage the authority of those responsible for delivering the assessment and certification.

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

Results and certification

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

Regulation

ISTD Graded and Vocational Graded Examinations, the Diploma in Dance Education and Diploma in Dance Pedagogy are regulated by Ofqual in England; Qualifications Wales in Wales; and the Council for the Curriculum Examinations and Assessment (CCEA) in Northern Ireland.

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all regulated qualifications, indicating qualifications by their level (degree of difficulty) and size (amount or breadth of learning). Size is indicated by a credit value, corresponding to a term used in the title. An Award is worth 1-12 credits, a Certificate is worth 13-36 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 are as follows:

Qualification title	Qualification number	Guided learning hours	Total qualification time (hours)	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 1 (Tap Dance)	501/0755/0	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Tap Dance)	501/0753/7	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Tap Dance)	501/0754/9	60	70	7
ISTD Level 2 Award in Graded Examination in Dance: Grade 4 (Tap Dance)	501/0756/2	75	95	10
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Tap Dance)	501/0757/4	75	95	10
ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Tap Dance)	501/0758/6	90	130	13
ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Tap Dance)	501/0728/8	150	275	28
ISTD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 1 (Tap Dance)	501/0760/4	150	325	33
ISTD Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 2 (Tap Dance)	501/0761/6	150	375	37
ISTD Level 4 Diploma in Dance Education (Tap Dance)	501/0750/1	630	920	92
ISTD Level 6 Diploma in Dance Pedagogy (Tap Dance)	600/4269/2	920	2130	213