

Learning outcomes and assessment criteria

Learning outcomes describe what a learner should know, understand or be able to do on completion of a learning process, defined in terms of knowledge, skills and competence.

Assessment criteria specify the standard a learner is expected to meet in order to demonstrate that the learning outcomes have been achieved.

Dance to Your Own Tune

Through participation in the *Dance to Your Own Tune* curriculum, children can:

- move with increased control, co-ordination and confidence
- move with an awareness of the body and an understanding of how it moves through space
- demonstrate a developing sensitivity to music through movement
- express feelings and emotions through movement.

Dance to Your Own Tune demonstration classes are not assessed.

Pre-Primary in Dance and Primary in Dance

On successful completion of a course of study based on Pre-Primary in Dance and Primary in Dance, students, through participation and practice, will be able to:

- articulate parts of the body
- demonstrate awareness of positions of the body
- perform with an awareness of space
- demonstrate control and co-ordination
- demonstrate elevation
- demonstrate use of appropriate movement dynamics
- respond to the elements of music
- perform expressively
- perform a sequence of simple steps to depict a story
- confidently recall the settings.

Graded examinations (Grades 1-5)

Grade 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to demonstrate appropriate technique through the performance of basic movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the vocabulary of ballet demonstrate technical skills as required by a basic level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of musicality through the performance of basic movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate appropriate timing demonstrate responsiveness to music as required by a basic level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of performance skills in basic movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate use of expression, communication, interpretation and projection as required by a basic level of choreographic demand

Grade 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to demonstrate appropriate technique through the performance of simple movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the vocabulary of ballet demonstrate technical skills as required by a simple level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of musicality through the performance of simple movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate appropriate timing demonstrate responsiveness to music as required by a simple level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of performance skills in simple movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate use of expression, communication, interpretation and projection as required by a simple level of choreographic demand

Grade 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to demonstrate appropriate technique through the performance of simple to moderate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the vocabulary of ballet demonstrate technical skills as required by a simple to moderate level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of musicality through the performance of simple to moderate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate appropriate timing demonstrate responsiveness to music as required by a simple to moderate level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of performance skills in simple to moderate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate use of expression, communication, interpretation and projection as required by a simple to moderate level of choreographic demand

Grade 4

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to demonstrate appropriate technique through the performance of moderate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the vocabulary of ballet demonstrate technical skills as required by a moderate level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of musicality through the performance of moderate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate appropriate timing demonstrate responsiveness to music as required by a moderate level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of performance skills in moderate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate use of expression, communication, interpretation and projection as required by a moderate level of choreographic demand

Grade 5

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> be able to demonstrate appropriate technique through the performance of intermediate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the vocabulary of ballet demonstrate technical skills as required by an intermediate level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of musicality through the performance of intermediate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate appropriate timing demonstrate responsiveness to music as required by an intermediate level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of performance skills in intermediate movement sequences and dances in ballet 	<ul style="list-style-type: none"> demonstrate use of expression, communication, interpretation and projection as required by an intermediate level of choreographic demand

A candidate who has successfully completed a course of study based on Grades 1-5 will be able to:

Technique

- demonstrate knowledge and understanding of the fundamental and relevant technique required at Level 1/Level 2
- demonstrate co-ordination, control and accuracy in a range of sequences
- perform with an awareness of line
- perform with spatial awareness of the body in travelling movements and turning actions
- demonstrate an awareness of the appropriate dynamic values in the performance of the vocabulary.

Music

- perform with correct and accurate timing and appropriate response to the music.

Performance

- perform with expression and communication.

In the exam, candidates will be assessed on their ability to:

- perform a series of prepared ballet exercises which require the ability to demonstrate secure posture, correct weight placement, co-ordination of the whole body, control, line, spatial awareness and dynamic values
- dance, throughout the examination, in time to the music and show responsiveness to the music
- dance, throughout the examination, with expression and communication
- perform two dances which require the candidate to demonstrate all the above aspects of technique, music and performance.

In progressing through these Level 1 and Level 2 qualifications, candidates are expected to demonstrate an increasing vocabulary of steps, and an increasing awareness and mastery of dance technique. They are expected to demonstrate knowledge of vocabulary as defined by the syllabus content. An understanding

of technique is reflected in the ability to co-ordinate movements to produce combinations of steps with appropriate quality of movement (i.e. precision and control), within the range of the candidates' physical capacity.

Candidates are required to communicate an increasing confidence in performance. They should be able to interpret music and display a developing sensitivity to musical content and style. Performances should communicate a developing spatial awareness, an ability to work with others, and responsiveness to an audience.

Through the elements of assessment, the syllabus identifies the skills that underpin secure technique, including core stability, weight placement, turnout and line, while continuing to recognise and reward candidates' awareness of artistry and dynamics.

Solo performance awards (Grades 1-5)

Grade 1

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> be able to demonstrate appropriate technique through the performance of three solo dances at a basic level 	<ul style="list-style-type: none"> demonstrate knowledge of movement vocabulary demonstrate technical skills as required by a basic level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of musicality through the performance of three solo dances at a basic level 	<ul style="list-style-type: none"> demonstrate appropriate timing demonstrate responsiveness to music as required by a basic level of choreographic demand
<ul style="list-style-type: none"> be able to show awareness of performance skills in three solo dances at a basic level 	<ul style="list-style-type: none"> demonstrate use of expression, communication, interpretation and projection as required by a basic level of choreographic demand

Vocational graded examinations

Intermediate Foundation

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • apply and demonstrate, through performance of a range of moderately challenging movement sequences, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet 	<ul style="list-style-type: none"> • apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary • respond to and interpret direction correctly • demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills as required by a moderately challenging level of choreographic demand
<ul style="list-style-type: none"> • apply and demonstrate, through performance of a range of moderately challenging movement sequences, fundamental and relevant knowledge and secure understanding of musicality in ballet 	<ul style="list-style-type: none"> • demonstrate a clear understanding of a range of rhythmical sounds, accents and timings • demonstrate a clear understanding of musical interpretation as required by a moderately challenging level of choreographic demand
<ul style="list-style-type: none"> • apply and demonstrate, through performance of a range of moderately challenging movement sequences, fundamental and relevant knowledge and secure understanding of performance skills in ballet 	<ul style="list-style-type: none"> • demonstrate the ability to engage an audience • demonstrate an awareness of the subtleties of performance as required by a moderately challenging level of choreographic demand

Intermediate

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • apply and demonstrate, through performance of a range of challenging movement sequences, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet 	<ul style="list-style-type: none"> • apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary • respond to and interpret direction correctly • demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills as required by a challenging level of choreographic demand
<ul style="list-style-type: none"> • apply and demonstrate, through performance of a range of challenging movement sequences, fundamental and relevant knowledge and secure understanding of musicality in ballet 	<ul style="list-style-type: none"> • demonstrate a clear understanding of a range of rhythmical sounds, accents and timings • demonstrate a clear understanding of musical interpretation <p>as required by a challenging level of choreographic demand</p>
<ul style="list-style-type: none"> • apply and demonstrate, through performance of a range of challenging movement sequences, fundamental and relevant knowledge and secure understanding of performance skills in ballet 	<ul style="list-style-type: none"> • demonstrate the ability to engage an audience • demonstrate an awareness of the subtleties of performance <p>as required by a challenging level of choreographic demand</p>

A candidate who has successfully completed a course of study based on Intermediate Foundation and Intermediate will be able to:

Technique

- demonstrate knowledge and understanding of the fundamental and relevant technique required at Levels 2 and 3
- demonstrate sound co-ordination, control and accuracy in a range of sequences
- perform with an aesthetic awareness of line
- perform with spatial awareness of the body in travelling movements and turning actions
- demonstrate an awareness of the appropriate dynamic values in the performance of the vocabulary
- perform a range of movements en pointe with control (female syllabus only).

Music

- demonstrate understanding of a range of movements within different rhythmical frameworks
- perform with awareness of phrasing and appropriate use of musical dynamics.

Performance

- perform showing understanding of interpretation and expression
- demonstrate communication and projection in performance.

Candidates are expected to demonstrate knowledge of vocabulary as defined by the syllabus content at each level. An understanding of technique is reflected in an ability to co-ordinate movements to produce combinations of steps with appropriate quality of movement, within the range of the candidates' physical capacity.

Candidates demonstrate that they can confidently communicate to an audience. They are able to interpret music and display sensitivity to the musical content and style of the movements.

Advanced Foundation

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of increasingly advanced movement sequences, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet 	<ul style="list-style-type: none"> apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary respond to and interpret direction correctly demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills <p>as required by an increasingly advanced level of choreographic demand</p>
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of increasingly advanced movement sequences, fundamental and relevant knowledge and secure understanding of musicality in ballet 	<ul style="list-style-type: none"> demonstrate a clear understanding of a range of rhythmical sounds, accents and timings demonstrate a clear understanding of musical interpretation <p>as required by an increasingly advanced level of choreographic demand</p>
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of increasingly advanced movement sequences, fundamental and relevant knowledge and secure understanding of performance skills in ballet 	<ul style="list-style-type: none"> demonstrate the ability to engage an audience demonstrate an awareness of the subtleties of performance <p>as required by an increasingly advanced level of choreographic demand</p>

Advanced 1

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of movement sequences which demand a considered and mature approach, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet 	<ul style="list-style-type: none"> apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary respond to and interpret direction correctly demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills <p>as required by a level of choreographic demand requiring a considered and mature approach</p>
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of movement sequences which demand a considered and mature approach, fundamental and relevant knowledge and secure understanding of musicality in ballet 	<ul style="list-style-type: none"> demonstrate a clear understanding of a range of rhythmical sounds, accents and timings demonstrate a clear understanding of musical interpretation <p>as required by a level of choreographic demand requiring a considered and mature approach</p>
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of movement sequences which demand a considered and mature approach, fundamental and relevant knowledge and secure understanding of performance skills in ballet 	<ul style="list-style-type: none"> demonstrate the ability to engage an audience demonstrate an awareness of the subtleties of performance <p>as required by a level of choreographic demand requiring a considered and mature approach</p>

Advanced 2

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of movement sequences which demand a mature and professional approach, fundamental and relevant knowledge and secure understanding of the vocabulary and technique of ballet 	<ul style="list-style-type: none"> apply and demonstrate sound knowledge and understanding of the mechanics and purpose of ballet vocabulary respond to and interpret direction correctly demonstrate strength, stamina, and a disciplined approach in a range of technical movement skills <p>as required by a level of choreographic demand requiring a mature and professional approach</p>
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of movement sequences which demand a mature and professional approach, fundamental and relevant knowledge and secure understanding of musicality in ballet 	<ul style="list-style-type: none"> demonstrate a clear understanding of a range of rhythmical sounds, accents and timings demonstrate a clear understanding of musical interpretation <p>as required by a level of choreographic demand requiring a mature and professional approach</p>
<ul style="list-style-type: none"> apply and demonstrate, through performance of a range of movement sequences which demand a mature and professional approach, fundamental and relevant knowledge and secure understanding of performance skills in ballet 	<ul style="list-style-type: none"> demonstrate the ability to engage an audience demonstrate an awareness of the subtleties of performance <p>as required by a level of choreographic demand requiring a mature and professional approach</p>

A candidate who has successfully completed a course of study based on Advanced Foundation, 1 and 2 will be able to:

Technique

- demonstrate a high level of technical proficiency achieved through advanced study
- demonstrate with ease complex exercises, which demand varying combinations of advanced vocabulary
- perform with a high level of control showing a refinement of line
- perform with a high level of competency in the body, moving through space and within space
- perform a breadth of vocabulary enhanced by the appropriate dynamic values
- female syllabus only: perform a range of movements en pointe with fluidity and control
- male syllabus only: perform a range of movements with control, eloquence, vitality and power in allegro and turning sequences (enchaînements).

Music

- demonstrate acute sensitivity to the rhythmical structures, melody, texture and dynamic expression of the music.

Performance

- demonstrate a high level of understanding of interpretation and expression colouring the performance
- demonstrate an assured and confident performance with a high level of engagement.

In the course of these qualifications, candidates are expected to demonstrate an increasingly expansive range of vocabulary as defined by the syllabus content. An understanding of technique is reflected in the ability to co-ordinate complex movements to produce combinations of steps, and quality of movement (i.e. precision and control).

Candidates communicate an increasingly mature and accomplished sense of performance. They are able to interpret music and display an increasingly sophisticated response to musical content and style.

Candidates' performances show spatial awareness and sensitive response to an audience.

Solo Seal

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • apply and demonstrate a thorough and in-depth understanding of the technique and vocabulary of ballet 	<ul style="list-style-type: none"> • apply and demonstrate, through solo performance in front of an audience, a thorough and detailed knowledge and in-depth understanding of the mechanics and purpose of the required vocabulary • demonstrate an in-depth understanding of the contrasting styles of 19th, 20th and 21st century solo variations
<ul style="list-style-type: none"> • perform a range of highly complex and physically demanding variations showing consistently well developed and established technical skills in ballet 	<ul style="list-style-type: none"> • demonstrate high-level and complex technical skills showing appropriate physical awareness, strength and stamina • demonstrate a highly disciplined, mature, confident and professional approach in a range of high level technical skills including spatial awareness, control, co-ordination and contrasting dynamic values
<ul style="list-style-type: none"> • perform a range of complex variations, showing a highly developed and in-depth understanding of musicality in ballet 	<ul style="list-style-type: none"> • demonstrate an in-depth and mature understanding of a highly complex range of timings, rhythms and accents • demonstrate a highly developed, mature and in-depth understanding of musical interpretation within a range of contrasting variations including rhythm, phrasing, dynamics and atmosphere
<ul style="list-style-type: none"> • apply and demonstrate with assurance a mature, appropriate and highly developed range of performance skills in ballet 	<ul style="list-style-type: none"> • demonstrate the ability to engage with an audience in a mature, appropriate and highly professional manner • demonstrate a highly developed approach to and understanding of the many subtleties of performance appropriate to the era and choreography of both the set and selected solo variations including expression, communication and projection
<ul style="list-style-type: none"> • demonstrate accuracy of choreography 	<ul style="list-style-type: none"> • demonstrate accurate choreography according to the Royal Academy of Dance DVD and Benesh Movement Notation

In all variations candidates are assessed on the following:

Technique

- correct posture, weight placement and use of turnout
- ability to show control and varied qualities performed with ease
- co-ordination of the whole body, through the harmonious relationship of torso, limbs, head and eye focus in movement
- spatial awareness
- contrasting dynamic values
- refined range of lines
- use of épaulement
- secure co-ordinated turning action
- clearly articulated footwork
- appropriate range of elevation
- secure, assured movements en pointe (female syllabus only).

Music

- correct timing
- appropriate response to rhythm, phrasing, contrasting dynamics and atmosphere.

Performance

- expression and interpretation appropriate to era and choreography of set and selected variations
- communication and projection.

Accuracy of choreography

- *for 19th, 20th and 21st century variations:* accuracy of choreography in relation to the Royal Academy of Dance Solo Seal DVD and Benesh Movement Notation
- *for the Finale:* the content must follow the guidelines on pages [109-10](#)

Discovering Repertoire examinations

Level 2 (Unit: Class)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none">• be able to perform moderately demanding exercises and movement sequences in 'class' format showing an awareness of secure technique in ballet	<ul style="list-style-type: none">• demonstrate knowledge of the set content• demonstrate technical skills as required by a moderately demanding level of choreography
<ul style="list-style-type: none">• be able to perform moderately demanding exercises and movement sequences in 'class' format demonstrating musicality in ballet	<ul style="list-style-type: none">• demonstrate an ability to dance in time with the music• demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a moderately demanding level of choreography
<ul style="list-style-type: none">• be able to demonstrate appropriate performance skills in moderately demanding exercises and movement sequences in 'class' format	<ul style="list-style-type: none">• demonstrate the use of expression, interpretation and projection• communicate effectively with the audience as required by a moderately demanding level of choreography

Level 2 (Units: Variation 1, Variation 2)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform moderately demanding development exercises and a variation showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a moderately demanding level of choreography
<ul style="list-style-type: none"> be able to perform moderately demanding development exercises and a variation demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a moderately demanding level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills through the performance of moderately demanding development exercises and a variation 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a moderately demanding level of choreography

Level 3 (Unit: Class)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform more demanding exercises and movement sequences in 'class' format showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a more demanding level of choreography
<ul style="list-style-type: none"> be able to perform more demanding exercises and movement sequences in 'class' format demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a more demanding level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills in more demanding exercises and movement sequences in 'class' format 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a more demanding level of choreography

Level 3 (Units: Variation 1, Variation 2)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform more demanding development exercises and a variation showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a more demanding level of choreography
<ul style="list-style-type: none"> be able to perform more demanding development exercises and a variation demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a more demanding level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills through the performance of more demanding development exercises and a variation 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a more demanding level of choreography

Level 4 (Unit: Class)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform challenging exercises and movement sequences in 'class' format showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a challenging level of choreography
<ul style="list-style-type: none"> be able to perform challenging exercises and movement sequences in 'class' format demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a challenging level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills in challenging exercises and movement sequences in 'class' format 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a challenging level of choreography

Level 4 (Units: Variation 1, Variation 2)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform challenging development exercises and a variation showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a challenging level of choreography
<ul style="list-style-type: none"> be able to perform challenging development exercises and a variation demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a challenging level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills through the performance of challenging development exercises and a variation 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a challenging level of choreography

A candidate who has successfully completed a course of study based on the *Discovering Repertoire* programme will be able to:

Technique

- demonstrate knowledge and understanding of the fundamental and relevant technique required at Regulated Qualifications Framework (RQF) Levels 2, 3 & 4
- demonstrate co-ordination, control and accuracy of line in a range of sequences
- perform with spatial awareness of the body in travelling movements and turning actions
- demonstrate an awareness of the appropriate dynamic values in the performance of the vocabulary.

Music

- perform with correct and accurate timing and appropriate response to the music.

Performance

- perform with expression, projection and communication

In the examination, candidates will be assessed on their ability to:

- perform a series of prepared exercises and (for Units: Variation 1 and Variation 2 only) a variation which require the ability to demonstrate secure posture, correct weight placement, co-ordination of the whole body, control, line, spatial awareness and dynamic values as follows:
- dance, throughout the examination, in time to the music and show responsiveness to the music
- dance, throughout the examination, with understanding of interpretation

In progressing through these RQF Levels 2, 3 & 4 qualifications, candidates are expected to demonstrate an increasing vocabulary of steps, and apply awareness and mastery of dance technique to the increasing complexity of the content. Candidates are expected to demonstrate knowledge of vocabulary as defined by the content. An understanding of technique is reflected in the ability to co-ordinate movements to

produce increasingly complex combinations of steps with appropriate quality of movement (i.e. precision and control).

Candidates are required to maintain confidence in performance. They should be able to interpret music and display sensitivity to musical content and style. Candidates' performances should demonstrate spatial awareness and responsiveness to an audience. Candidates should display an understanding of classical ballet repertoire through appropriate performance, show a range of interpretation and mastery of technical skills.

Class awards (Pre-Primary in Dance, Grades 1-5 and *Discovering Repertoire*)

The assessment system for class awards is formative in nature rather than summative, and is intended to give broad overview of the candidate's achievement and progress to date as observed by the examiner. Class awards do not provide a specified level of attainment for the candidate and are not qualifications.

Presentation classes (Grades 6-8)

Presentation classes are not assessed.

- perform the prescribed examination content, demonstrating secure posture, correct weight placement, co-ordination of the whole body, control, line, spatial awareness, dynamic values, and (for female syllabi in vocational graded exams), the successful execution of movements en pointe
- dance, throughout the examination, in time to the music and show responsiveness to the music
- dance, throughout the examination, with expression, interpretation, communication and projection
- (for Primary in Dance exam and solo performance awards only) dance, throughout the examination, showing appropriate recall of content
- (for Solo Seal only) dance, throughout the examination, demonstrating accuracy of choreography
- (for Intermediate, Intermediate Foundation and Advanced Foundation only) perform one unprepared enchaînement in accordance with the examiner’s instructions, demonstrating a secure knowledge of the required vocabulary and all the above aspects of technique, music and performance.

Attainment descriptors

In the exam, the examiner awards a mark of between 0 and 10 for each component.

A mark of 1 or higher signifies the standard attained by the candidate with respect to that component. A mark of 0 signifies that no work was shown for the section of the exam relating to that component.

The table below explains the standard which the candidate needs to demonstrate in order to achieve these marks. The descriptors are used generically in examinations and solo performance awards at all levels for technique, music, performance and (where appropriate) recall and accuracy of choreography.

Mark	Descriptor
0	No work was shown
1	The candidate showed an extremely limited ability to achieve the elements assessed
2	The candidate showed a very limited ability to achieve the elements assessed
3	The candidate showed a limited ability to achieve the elements assessed
4	The candidate showed an adequate ability to achieve the elements assessed
5	The candidate showed a fair ability to achieve the elements assessed
6	The candidate showed a fairly good ability to achieve the elements assessed
7	The candidate showed a good ability to achieve the elements assessed
8	The candidate showed a very good ability to achieve the elements assessed
9	The candidate showed an excellent ability to achieve the elements assessed
10	The candidate showed an exceptional ability to achieve the elements assessed

Definitions of terms used in the markschemes

(examinations and solo performance awards)

Technique

Term	Definition
Correct posture and weight placement	Secure use of torso (refer to page 8 <i>The Foundations of Classical Ballet Technique</i>) The body weight centred over one or two legs or transferring with ease from one to two legs and two to one leg <i>sur place</i> or in travelling movements
Co-ordination of the whole body	The harmonious relationship of torso, limbs, head and eye focus in movement
Control	Sustained and balanced movements, achieved through strength and correct use of turnout (as appropriate to the genre)
Line	The ability to demonstrate a range of harmonious lines through the whole body
Spatial awareness	Effective use of peripheral space and performance space, also the ability to move through space
Dynamic values	The ability to perform the range of movement dynamics appropriate to each step

Music

Primary in Dance

Term	Definition
Timing	The steps performed in time with the music, i.e. on the correct beat
Dynamics	The ability to respond to volume and musical highlights

Grades 1-8, vocational graded exams, *Discovering Repertoire*

Term	Definition
Timing	The steps performed in time with the music, i.e. on the correct beat
Responsiveness to music	The ability to respond to phrasing (musical punctuation), dynamics (volume and musical highlights), atmosphere (the style and mood of the music) and the varying accents and 'shape' of different time signatures and dance rhythms

Performance

Term	Definition
Expression	Expression reflected in face, body and dynamics of the movement
Projection	The ability to project expression, feelings and emotions to an audience
Interpretation	Dancing with understanding and intelligent response to what one is dancing about, i.e. the motivation for the movement
Communication	Appropriate engagement with the audience and partners

Recall (Primary in Dance and solo performance awards only)

Term	Definition
Recall	Secure recall of content (irrespective of syllabus accuracy)

Accuracy of choreography (Solo Seal only)

Term	Definition
Accuracy of choreography	Accuracy of choreography in relation to the RAD Solo Seal DVD and Benesh Movement Notation

Markschemes

(examinations and solo performance awards)

Primary in Dance exam

Warm-up and cool-down/révérence should be presented but are not assessed.

Examination content	Component marks
EXERCISES	
1. Technique 1: Legs and feet/Arms and head <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
2. Technique 2: Bend and run/Bend and point <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
3. Technique 3: Transfer of weight/marches <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
4. Technique 4: Jumps/Springs/Hops/Jumps and springs <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
5. Technique 5: Galops and skips/Run and leap <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
6. Music <ul style="list-style-type: none"> • Timing 	10
<ul style="list-style-type: none"> • Dynamics 	
7. Performance <ul style="list-style-type: none"> • Expression 	10
<ul style="list-style-type: none"> • Communication 	
DANCE: A OR B	
8. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
9. Music and performance <ul style="list-style-type: none"> • Timing • Expression 	10
<ul style="list-style-type: none"> • Dynamics • Communication 	
RECALL	
10. Recall <ul style="list-style-type: none"> • Secure recall of content 	10
TOTAL	100

Grades 1-3 exams

Examination content	Component marks
EXERCISES	
1. Technique 1 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
2. Technique 2 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
3. Technique 3 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
4. Technique 4 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
5. Music <ul style="list-style-type: none"> • Timing 	<ul style="list-style-type: none"> • Responsiveness to music <p style="text-align: right;">10</p>
6. Performance <ul style="list-style-type: none"> • Expression • Communication 	<ul style="list-style-type: none"> • Interpretation • Projection <p style="text-align: right;">10</p>
DANCES	
7. Dance A or B: Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
8. Dance A or B: Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection <p style="text-align: right;">10</p>
9. Character dance C or D and Révérence: Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
10. Character dance C or D and Révérence: Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection <p style="text-align: right;">10</p>
TOTAL	100

Grades 4-5 exams

Examination content	Component marks
EXERCISES	
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
2. Technique 2: Centre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
3. Technique 3: Allegro <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
4. Technique 4: Turns and Grand Allegro <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
5. Music <ul style="list-style-type: none"> • Timing 	<ul style="list-style-type: none"> • Responsiveness to music <p style="text-align: center;">10</p>
6. Performance <ul style="list-style-type: none"> • Expression • Communication 	<ul style="list-style-type: none"> • Interpretation • Projection <p style="text-align: center;">10</p>
DANCES	
7. Dance A, B or C: Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
8. Dance A, B or C: Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection <p style="text-align: center;">10</p>
9. Character dance D, E or F and Révérence: Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
10. Character dance D, E or F and Révérence: Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection <p style="text-align: center;">10</p>
TOTAL	100

Grades 1-5 solo performance awards

Examination content	Component marks
Dance 1	
1. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
2. Music <ul style="list-style-type: none"> • Timing 	10
<ul style="list-style-type: none"> • Responsiveness to music 	
3. Performance <ul style="list-style-type: none"> • Expression • Communication 	10
<ul style="list-style-type: none"> • Interpretation • Projection 	
Dance 2	
4. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
5. Music <ul style="list-style-type: none"> • Timing 	10
<ul style="list-style-type: none"> • Responsiveness to music 	
6. Performance <ul style="list-style-type: none"> • Expression • Communication 	10
<ul style="list-style-type: none"> • Interpretation • Projection 	
Dance 3	
7. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
8. Music <ul style="list-style-type: none"> • Timing 	10
<ul style="list-style-type: none"> • Responsiveness to music 	
6. Performance <ul style="list-style-type: none"> • Expression • Communication 	10
<ul style="list-style-type: none"> • Interpretation • Projection 	
All three dances	
10. Recall <ul style="list-style-type: none"> • Secure recall of content 	10
TOTAL	100

Grades 6-7 exams

Examination content	Component marks
CLASSICAL EXERCISES	
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
2. Technique 2: Port de bras, centre practice <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
3. Technique 3: Allegro <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
4. Waltz enchaînement / Grand allegro <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
5. Music <ul style="list-style-type: none"> • Timing 	<ul style="list-style-type: none"> • Responsiveness to music <p style="text-align: right;">10</p>
6. Performance <ul style="list-style-type: none"> • Expression • Communication 	<ul style="list-style-type: none"> • Interpretation • Projection <p style="text-align: right;">10</p>
FREE MOVEMENT AND CHARACTER EXERCISES	
7. Free movement exercises <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	<ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression • Communication • Interpretation • Projection <p style="text-align: right;">10</p>
8. Character exercises <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	<ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression • Communication • Interpretation • Projection <p style="text-align: right;">10</p>
DANCE (CLASSICAL, FREE MOVEMENT OR CHARACTER)	
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
10. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection <p style="text-align: right;">10</p>
TOTAL	100

Grade 8 exam

The Barre, Entrée Polonaise and Finale Polonaise are not marked.

Candidates are required to pass each dance in order to pass the exam.

Examination content	Component marks		
ÉTUDE LYRIQUE			
1. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10	
		20	
2. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<ul style="list-style-type: none"> • Expression • Communication 	10	
VALE PRINTEMPS/VALE AUTOMNE/DEMI-CARACTERE			
3. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10	
		20	
4. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<ul style="list-style-type: none"> • Expression • Communication 	10	
MOUVEMENT LIBRE POETIQUE/MOUVEMENT LIBRE DRAMATIQUE			
5. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10	
		20	
6. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<ul style="list-style-type: none"> • Expression • Communication 	10	
MAZURKA DE SALON/DANSE RUSSE			
7. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10	
		20	
8. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<ul style="list-style-type: none"> • Expression • Communication 	10	
TOTAL	(scaled to 100)	80	80

Intermediate Foundation and Intermediate

Examination content	Component marks
EXERCISES	
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
3. Technique 3: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
4. Technique 4: Allegro 1, 2 and 3 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
5. Technique 5: Free enchaînement <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
6. Technique 6: Allegro 4 & 5 (male syllabus) / Pointe work (female syllabus) <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
7. Music <ul style="list-style-type: none"> • Timing 	<ul style="list-style-type: none"> • Responsiveness to music <p style="text-align: center;">10</p>
8. Performance <ul style="list-style-type: none"> • Expression • Communication 	<ul style="list-style-type: none"> • Interpretation • Projection <p style="text-align: center;">10</p>
VARIATION	
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: center;">10</p>
10. Music and Performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection <p style="text-align: center;">10</p>
TOTAL	100

Advanced Foundation

Examination content	Component marks
EXERCISES	
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
3. Technique 3: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
4. Technique 4: Allegro 1, 2, 3 and 4 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
5. Technique 5: Free enchaînement <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
6. Technique 6: Allegro 5 and 6 (male) / Pointe (female) <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
7. Music <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<p style="text-align: right;">10</p>
8. Performance <ul style="list-style-type: none"> • Expression • Communication 	<ul style="list-style-type: none"> • Interpretation • Projection <p style="text-align: right;">10</p>
VARIATION	
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values <p style="text-align: right;">10</p>
10. Music and Performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection <p style="text-align: right;">10</p>
TOTAL	100

Advanced I (female)

Examination content	Max mark	Pass mark
EXERCISES		
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
3. Technique 3: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
4. Technique 4: Allegro 1, 2, and 3 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
5. Technique 5: Allegro 4 and 5 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
6. Technique 6: Pointe <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
7. Music <ul style="list-style-type: none"> • Timing • Responsiveness to music 		10
8. Performance <ul style="list-style-type: none"> • Expression • Communication 	<ul style="list-style-type: none"> • Interpretation • Projection 	10
VARIATION		
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
10. Music and Performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection 	10
TOTAL		100

Advanced I (male)

Examination content	Max mark	Pass mark
EXERCISES		
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
3. Technique 3: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
4. Technique 4: Allegro 1, 2, and 3 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
5. Technique 5: Allegro 4 and 5 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
6. Technique 6: Allegro 6 and 7 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
7. Music <ul style="list-style-type: none"> • Timing • Responsiveness to music 		10
8. Performance <ul style="list-style-type: none"> • Expression • Communication 	<ul style="list-style-type: none"> • Interpretation • Projection 	10
VARIATION		
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
10. Music and Performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection 	10
TOTAL		100

Advanced 2 (female)

Examination content	Max mark	Pass mark
EXERCISES		
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10	4
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 		
2. Technique 2: Port de bras, centre practice and pirouettes <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10	4
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 		
3. Technique 3: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10	4
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 		
4. Technique 4: Allegro 1, 2, 3 and 4 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10	4
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 		
5. Technique 5: Pointe barre and pointe enchaînements 1 and 2 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10	4
<ul style="list-style-type: none"> • Line • Spatial Awareness • Dynamic values 		
6. Technique 6: Pointe enchaînements 3, 4 and 5 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10	4
<ul style="list-style-type: none"> • Line • Spatial Awareness • Dynamic values 		
7. Music <ul style="list-style-type: none"> • Timing • Responsiveness to music 	10	4
8. Performance <ul style="list-style-type: none"> • Expression • Communication 	10	4
<ul style="list-style-type: none"> • Interpretation • Projection 		
VARIATION		
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10	4
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 		
10. Music and Performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	10	4
<ul style="list-style-type: none"> • Communication • Interpretation • Projection 		
TOTAL	100	

Advanced 2 (male)

Examination content	Max mark	Pass mark
EXERCISES		
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
2. Technique 2: Port de bras, battements tendus and grands battements, battement fondus and ronds de jambe en l'air <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
3. Technique 3: Pirouettes en dehors in attitude or arabesque, pirouette, enchaînement <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
4. Technique 4: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
5. Technique 5: Allegro 1, 2, 3 and 4 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial Awareness • Dynamic values 	10
6. Technique 6: Allegro 5, 6 and 7 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial Awareness • Dynamic values 	10
7. Music <ul style="list-style-type: none"> • Timing • Responsiveness to music 		10
8. Performance <ul style="list-style-type: none"> • Expression • Communication 	<ul style="list-style-type: none"> • Interpretation • Projection 	10
VARIATION		
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10
10. Music and Performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	<ul style="list-style-type: none"> • Communication • Interpretation • Projection 	10
TOTAL		100

Solo Seal

Examination content	Component marks
VARIATION 1	
<ul style="list-style-type: none"> • Correct posture and weight placement • Control and turnout • Co-ordination • Line • Spatial awareness • Dynamic values • Music • Performance • Syllabus accuracy 	10 10 10 10 10 10 10 10 10
VARIATION 2	
<ul style="list-style-type: none"> • Correct posture and weight placement • Control and turnout • Co-ordination • Line • Spatial awareness • Dynamic values • Music • Performance • Syllabus accuracy 	10 10 10 10 10 10 10 10 10
VARIATION 3	
<ul style="list-style-type: none"> • Correct posture and weight placement • Control and turnout • Co-ordination • Line • Spatial awareness • Dynamic values • Music • Performance • Syllabus accuracy 	10 10 10 10 10 10 10 10 10
FINALE	
<ul style="list-style-type: none"> • Correct posture, weight placement • Control and turnout • Co-ordination • Line • Spatial awareness • Dynamic values • Music • Performance 	10 10 10 10 10 10 10 10

Discovering Repertoire exams, Levels 2-4 (Units: Class)

Examination content	Component marks
Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Music: Barre <ul style="list-style-type: none"> • Timing • Responsiveness to music 	10
Performance: Barre <ul style="list-style-type: none"> • Expression • Communication • Interpretation • Projection 	10
Technique 2: Port de bras <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Technique 3: Centre Practice <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Technique 4: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Technique 5: Allegro 1 and Allegro 2 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Technique 6: Allegro 3 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Music: Centre <ul style="list-style-type: none"> • Timing • Responsiveness to music 	10
Performance: Centre <ul style="list-style-type: none"> • Expression • Communication • Interpretation • Projection 	10
TOTAL	100

Discovering Repertoire exams, Levels 2-4 (Units: Variation 1, Variation 2)

Examination content	Component marks
Technique 1: Development exercises A & B <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Technique 2: Development exercises C & D <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Technique 3: Development exercises E & F <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Technique 4: Development exercises G & H <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
Music: Development exercises <ul style="list-style-type: none"> • Timing • Responsiveness to music 	10
Performance: Development exercises <ul style="list-style-type: none"> • Expression • Communication • Interpretation • Projection 	10
Variation: Technique A <ul style="list-style-type: none"> • Correct posture and weight placement • Control • Line 	10
Variation: Technique B <ul style="list-style-type: none"> • Co-ordination • Spatial awareness • Dynamic values 	10
Music: Variation <ul style="list-style-type: none"> • Timing • Responsiveness to music 	10
Performance: Variation <ul style="list-style-type: none"> • Expression • Communication • Interpretation • Projection 	10
TOTAL	100

Awarding and reporting

Marks and attainment bands

For examinations (except Solo Seal) and solo performance awards, candidates receive both a final mark (expressed as a percentage) and an attainment band. There are three attainment bands: pass, merit, and distinction. Candidates who do not achieve the standard required for a pass will receive the result of 'standard not attained'.

Marks are aggregated to arrive at an overall total which corresponds to the following result classifications:

Result classification	Total marks	Medal classification (graded examinations only)
Standard not attained	0 – 39	n/a
Pass	40 – 54	Bronze
Merit	55 – 74	Silver
Distinction	75 – 100	Gold

There is no requirement to pass any **specific** section of the exam for:

- Primary in Dance and Grades 1-7
- Grades 1-5 solo performance awards
- Intermediate Foundation and Intermediate
- *Discovering Repertoire*, all levels and units

To pass the above, the marks required may come from **any** section.

For the **Grade 8** exam, candidates are required to achieve a **minimum mark of 8 out of 20 (i.e. 40%) for each dance in order to pass the exam overall.** (Note: there is no requirement to pass (i.e. achieve a mark of 4) both the technique and the music/performance sections in order to pass each dance as a whole.)

For **Advanced 1 and 2**, candidates are required to achieve a **minimum mark of 4 for each component mark of the exam in order to pass overall.**

Candidates who do not achieve the minimum mark in each of the required sections/components will receive a 'standard not attained' result, **even if their final result is 40 or higher.**

The **Solo Seal** is either awarded or not awarded. There is no further grading.

Awarded	Throughout the four variations, the candidate consistently demonstrated: <ul style="list-style-type: none"> • a high level of technical accomplishment • an innate response to music • the ability to perform varied styles with ease and contrasting interpretation • accuracy of choreography/content
Not awarded	The candidate has not achieved the level of technique, music, performance and accuracy of choreography required

To attain the Solo Seal the candidate must achieve a minimum of 8 (out of 10) for each component mark. Candidates who do not achieve the minimum mark in any component will receive a 'Not awarded' result.

Candidates who successfully complete all three units in the same level for **Discovering Repertoire** exams are awarded the qualification for that level. The mark and attainment band are calculated from an average of the marks awarded for each of the three units.

Attainment band descriptors

The descriptors below give a general indication of expected overall outcome for each attainment band. Because of the compensatory nature of the markscheme in most cases, some aspects may be stronger and others weaker for some candidates.

Attainment band	Descriptor
Distinction	Secure and precise technique overall, with an ability to demonstrate contrast in style as required by the content. Musicality is highly developed most of the time and performance shows appropriate expression and communication.
Merit	Proficient technique overall, although probably stronger in some areas than in others. Musical qualities are evident, although they could sometimes be more consistent. Performance shows expression and communication, although these aspects could be more sustained.
Pass	A basic competence in the technical aspects of the work, although some areas are stronger than others. Some musicality is evident although there are limitations in certain areas. A basic ability to show some expression and communication in performance is evident.
Standard not attained	Little awareness of technique is shown overall. Musical and performance qualities are rarely evident.