

**RSL**

Awarding the  
Contemporary Arts



*paaa*  
Performance Arts Awards

# Street Dance

Syllabus Specification



**GRADE 1 - 8**



# Street Dance

# Syllabus Specification

GRADE 1 TO GRADE 8

*Revised: September 2023*

Candidates and teachers are advised to refer to the Revision History on page 46.  
Full details can be found in the grade-by-grade content pages.



All supporting material can be downloaded from  
[www.rslawards.com](http://www.rslawards.com)

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# Supporting Audio & Video

In addition to the syllabus specification, we have provided supporting video to give teachers and candidates additional help and guidance when studying for a PAA exam.



## How to download your content

Access the supporting content at:

[www.rslawards.com/performance-arts/syllabus](http://www.rslawards.com/performance-arts/syllabus)

All teachers and candidates should use the supporting video alongside this syllabus specification before taking a PAA exam.

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## Total Qualification Time Allocations for Graded Examinations

| Qualification | Guided Learning Hours | Practice Hours | Total Qualification Time | Credit Value |
|---------------|-----------------------|----------------|--------------------------|--------------|
| Grade 1       | 60                    | 10             | 70                       | 7            |
| Grade 2       | 60                    | 10             | 70                       | 7            |
| Grade 3       | 60                    | 10             | 70                       | 7            |
| Grade 4       | 75                    | 20             | 95                       | 10           |
| Grade 5       | 75                    | 20             | 95                       | 10           |
| Grade 6       | 90                    | 40             | 130                      | 13           |
| Grade 7       | 90                    | 40             | 130                      | 13           |
| Grade 8       | 90                    | 40             | 130                      | 13           |

## Assessment Summary

| Assessment                 |  |
|----------------------------|--|
| <b>Form of Assessment</b>  | All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks underpinning the technical and performance assessment.  |
| <b>Unit Format</b>         | Unit specifications contain the Title, Unit Code, Credit Level, Credit Value, Learning Outcomes, Assessment Criteria, Grade Descriptor, and types of evidence required for the unit.   |
| <b>Bands of Attainment</b> | There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.   |
| <b>Quality Assurance</b>   | Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL. |

## SECTION A: QUALIFICATION SUMMARY

### A.1 Aims and Broad Objectives

The aim of the Street Dance qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Street Dance.

The purpose of RSL's graded qualifications is to motivate and encourage candidates of all ages and levels through a system of progressive mastery to develop and enhance skills, knowledge and understanding in a safe and consistent way. The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement.

These qualifications are suitable for learners in all age groups.

### A.2 Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to FE and HE courses. Graded qualifications operate according to a well established methodology of 'progressive mastery'. They tend to be more rigorous than other types of exams and for that reason industry professionals are confident that achievement at the highest level gained by candidates of graded qualifications will have the skills necessary to work in other areas of the business.

### A.3 Qualification Structure

A graded qualification consists of a range of both practical and knowledge based tasks which are based on detailed requirements outlined in the relevant syllabus. Therefore, requirements for each grade will be set out in detail in the Unit Specifications and the Learning Outcomes and Assessment Criteria for each unit will require knowledge, skills and understanding of these syllabus requirements to be demonstrated at the grade entered.

### A.4 Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for your Street Dance grades please visit the RSL website at [www.rslawards.com](http://www.rslawards.com)

## SECTION B: ASSESSMENT INFORMATION

### B.1 Assessment Methodology

The graded examinations in Street Dance are assessed through two components:

#### ■ Grades 1–3

Technical Skills – 60 marks

Performance – 40 marks

#### ■ Grades 4–8

Technical Skills (including Freestyle) – 60 marks (30+30)

Performance – 40 marks

### B.2 Expectations of Knowledge, Skills and Understanding

The graded examination system is one based on the principle of 'progressive mastery'; each step in the exam chain demonstrates learning, progression and skills in incremental steps.

Successful learning is characterised by a mastery of the fundamental skills demanded in each grade.

Learners will be able to complete a set of practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate Street Dance knowledge, skills and understanding relevant to the grade. These technical skills set a firm platform for further technical and creative development by the learner.

### B.3 Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.

## SECTION C: CANDIDATE ACCESS AND REGISTRATION

### C.1 Access and Registration

The qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world. Dates will be published on the website at [www.rslawards.com](http://www.rslawards.com)

### C.2 Recommended Prior Learning

Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

## SECTION D: COMPLAINTS AND APPEALS

All procedural complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations, can be found on the RSL website [www.rslawards.com](http://www.rslawards.com)

## SECTION E: EQUAL OPPORTUNITIES POLICY

RSL's Equal Opportunities policy can be found on the RSL website [www.rslawards.com](http://www.rslawards.com)

## SECTION F: CONTACTS FOR HELP & SUPPORT

All correspondence should be directed to:

**RSL**  
**Harlequin House**  
**Ground Floor**  
**7 High Street**  
**Teddington**  
**Middlesex**  
**TW11 8EE**

Or [paa@rslawards.com](mailto:paa@rslawards.com)



# Overview

The Performance Arts Awards (PAA) examinations are an ideal way for teachers and students to measure, assess and reward progress throughout the year. Performance Arts Awards are a part of the RSL family, awarding the Contemporary Arts in music through Rockschool and the Performing Arts through PAA.

# Introduction

Street Dance is emerging as one of the most popular styles of dance today and is slowly becoming an ubiquitous form of expression in the arts. PAA offers the opportunity for candidates to earn a recognised and quality-assured qualification whilst doing something they enjoy.

Candidates will prepare a series of technical exercises that display a range of skills within the genre. Exercises should encourage the development of a strong dance technique, whilst embedding performance skills. As candidates progress through the grades, the demand of the technical exercises will increase to ensure the development of equipped dancers.

PAA gives the teacher the freedom to create inspiring work which will stretch and challenge every student. As there are no set combinations within the Street Dance syllabus, teachers will have creative control and will be required to lift the set technical steps and tasks from the pages and bring them to life. The teacher is encouraged to apply stylistic features, dynamics and energy to all exercises. PAA examinations in Street Dance are designed to develop the skills necessary to communicate through dance and movement to an audience. Candidates who prepare themselves appropriately will develop relevant skills through exploring a range of Street Dance styles and techniques.

## The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examination Regulation (Ofqual). RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabuses, examinations and resources.

## Safeguarding *(including Health & Safety)*

RSL takes the Safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. An outline of these is provided on the website:

► [www.rslawards.com/about-us/safeguarding](http://www.rslawards.com/about-us/safeguarding)

***A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the examination.***

## RSL and UCAS

For students applying for work or University, many potential employers see Graded Performance Exams in a very positive way. Recognised qualifications demonstrate an ability to dedicate commitment to extra-curricular activities, providing evidence of versatility which many students find beneficial within UCAS (Universities & Colleges Admissions Service) applications and for University entrance interviews.

Our qualifications carry allocated points on the UCAS tariff. For full details relating to the allocation of points for our qualifications, please see:

► [www.rslawards.com/about-us/ucas-points](http://www.rslawards.com/about-us/ucas-points)

## Period of Operation

This syllabus specification covers Street Dance Graded Examinations from April 2018.

## Estimated Examination Time

- **GRADE 1:** 25 minutes
- **GRADE 2:** 25 minutes
- **GRADE 3:** 25 minutes
- **GRADE 4:** 30 minutes
- **GRADE 5:** 30 minutes
- **GRADE 6:** 35 minutes
- **GRADE 7:** 35 minutes
- **GRADE 8:** 35 minutes

**Please note:** Estimated examination times may vary according to the number of candidates and grade/s selected in the group. Where there are more than eight candidates in the group the examination time will increase to allow candidates to repeat the performance at the request of the examiner.

## Examination Levels

PAA Street Dance examinations are offered at three levels:

- **LEVEL 1:** Grades 1–3
- **LEVEL 2:** Grades 4–5
- **LEVEL 3:** Grades 6–8

## Recommended Ages for PAA Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

| Grade Qualification | Suggested Entry Age | RQF Level |
|---------------------|---------------------|-----------|
| 1                   | 7–8 years           | Level 1   |
| 2                   | 9–10 years          | Level 1   |
| 3                   | 11–12 years         | Level 1   |
| 4                   | 13–14 years         | Level 2   |
| 5                   | 15–16 years         | Level 2   |
| 6                   | 16+                 | Level 3   |
| 7                   | 16+                 | Level 3   |
| 8                   | 16+                 | Level 3   |

## Uniform for PAA Examination

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to health and safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dance wear is appropriate and allows examiners to see the body, line and form clearly
- The choice of dance shoes is appropriate to the style
- All jewellery is removed
- Any costume or props used during the performance are carefully considered

# Marking schemes and attainment bands

The examination is marked with credits awarded through:

## TECHNICAL SKILLS

Section A (L01+L02) ...../60

## PERFORMANCE

Section B (L03) ...../40

**TOTAL:** ..... **out of 100**

The attainment bands for Street Dance graded examinations are as follows:

| Attainment Bands |               |
|------------------|---------------|
| Unclassified     | 0–49%         |
| Pass             | 50–64%        |
| Merit            | 65–84%        |
| Distinction      | 85% and above |

# Unit specifications

## Content:

The skills and understanding required at each grade.

The Street Dance content is divided into **two** examined components;

- Technical Skills
- The Performance

## Assessment Criteria:

Criteria against which the candidate is assessed

## Learning Outcome:

A statement of what has been demonstrated as a result of the successful completion of the assessment criteria

## Grade Descriptor:

An indication of the level of attainment required for each attainment band (Unclassified, Pass, Merit or Distinction) at each grade.

## 1 TECHNICAL SKILLS

Candidates will dance a selection of technical moves provided by RSL that are designed to be achievable during a class warm up or technical workshop over a number of weeks.

**The technical moves and combination are demonstrated as a group but each candidate must be visible to the examiner at all times.**

A maximum of **eight** candidates can be assessed at any one time. Candidates may be arranged into even smaller groups where necessary, e.g. where there are different chosen styles within the same exam group.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

The teacher should select a music track/s appropriate to the chosen style.

A video demonstrating all the technical moves is available to download from: [www.rslawards.com/performance-arts/syllabus](http://www.rslawards.com/performance-arts/syllabus)

As candidates progress through the grades, the range of styles, complexity and technical demand required for this element of the examination is increased. More details about the Technical Skills demonstration can be found in the content description for each grade.

Props and costumes are **not** permitted.  
An audience is **not** permitted.

### ■ LEVEL 1 (GRADE 1, 2 AND 3)

The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

### ■ LEVEL 2 (GRADE 4 AND 5)

The teacher/candidate must choose **one** style of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

**Please note:** Candidates in the same examination group may demonstrate different styles of Street Dance to the examiner.

## TECHNICAL SKILLS – FREESTYLE (LEVEL 2 & 3 ONLY)

The Freestyle section of the examination gives candidates from **Grades 4–8** only the opportunity to demonstrate their technical ability, musicality, creativity and individual style without restrictions.

Candidates will be required to interpret the given music through any Street Dance style and moves of the candidate's choice for the duration specified per grade.

Candidates may include the technical moves provided for the Technical Skills Demonstration in their freestyle if they wish but this is not a requirement. However, the freestyle must not wholly consist of technical steps that have been provided by RSL.

### At Grade 4 and 5 Candidates will:

- stand in a semicircle
- enter the dance space in pairs
- dance at the **same** time, facing the examiner

### At Grade 6, 7 and 8 Candidates will:

- stand in two crews facing each other
- enter the dance space in pairs (one candidate from each crew)
- dance **one at a time**, facing each other

The music for the freestyle will be chosen by the examiner on the exam day. To view the full list of music tracks that may be chosen, please visit:

<https://www.rslawards.com/paa/graded-exams/street-dance/>

As candidates progress through the grades, this becomes a Freestyle battle in which candidates will be expected to engage and respond to another dancer in an opposing crew of dancers.

Props and costumes are **not** permitted.  
An audience is **not** permitted.

## 2 PERFORMANCE

The Performance consists of a group dance routine which can include any style or variation of street dance. Examples of street dance styles that may be used for the performance component of the exam include: Locking, Breaking, House, Popping, Hip Hop, Crumping, Whacking, Vogueing, Boogaloo, KPop, Bollyhop, Funk, Up Rock, Liquid Dance, Reggae, Lyrical Hip Hop, Stepping. This list is non-exhaustive. Teachers have creative control over the concept, content and choreography of the group performance but must adhere to the minimum and maximum durations specified per grade (including the music track/s selected).

Teachers can refer to the Technical Moves listed at each grade for guidance regarding the level of difficulty expected for the Performance choreography at each grade. Choreography should allow candidates the opportunity to demonstrate as much expression as possible, creating a performance that fulfils requirements for technique, musicality and communication.

A maximum of **six** candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.

**Examiners may ask candidates to repeat sections of the performance if clarification is needed.**

The school's uniform is sufficient, however, costumes and props are permitted.

An audience is permitted.

Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific qualification level they are entering.

### Guide to choosing music for the Performance

The selection of music is the teacher's choice and should allow the candidates the best opportunity to respond to phrasing, dynamics and atmosphere. The style and the mood of the music should allow for as much expression as possible.



## Notes for the Examination

- All candidates must wear their allocated candidate number on the **front and back** of their clothing throughout
- The examination can include students who are not exam candidates as long as the minimum number of candidates has been met
- A member of staff **must** be present for the examination in order to operate music playback equipment
- Staff **must** be on hand to chaperone students from the examination once completed.

## General Notes

On the day of the examination, the Principal is required to meet with the examiner to discuss any absences or changes to the day. The examiner will take a register before every examination.

**Centres must provide examiners with an adequate table, chair, lighting and refreshments.**

Examiners must not be in close proximity to the audience at any time.

The nature of each performance will be unique to your particular school, however, certain criteria must be met for candidates to be assessed successfully. It is the teacher's responsibility to read the Learning Outcomes, Assessment Criteria and Grading Descriptors for each grade. Teachers must ensure candidates are actively involved throughout the examination and perform a sufficient amount of material.

**Staff must not lead, direct or influence the candidates during any component of the examination,** and the examiner reserves the right to stop the examination in such instances.

Candidates must be arranged into groups by the **teacher in advance of the examination day.** For advice regarding candidate grouping please contact RSL.

**LEVEL 1****GRADE 1 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

| Locking           | House          | Breaking                       |
|-------------------|----------------|--------------------------------|
| Rock Steady       | Jack (Basic)   | Top Rock – Indian Step         |
| Point             | Pas de Bourrée | Top Rock – Salsa Step          |
| Lock (Muscle Man) | Classic Cross  | Footwork – 6 Step              |
| Lock (Variation)  | Tip Tap Toe    | Footwork – CC Rock             |
| Pace              | Stomp          | Freeze – B-Boy/B-Girl Stance * |

\* Note that these terms do not refer to a specific gender and this technical move is inclusive for all candidates.

**2 PERFORMANCE**

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance. For guidance on street dance styles that could be used within the performance see page 15.



**LEVEL 1****GRADE 1 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 1 Award in Graded Examination in Dance – Grade 1 |
| <b>Level</b>                    | Level 1  |
| <b>Credit Value</b>             | 7  |
| <b>Guided Learning Hours</b>    | 60   |
| <b>Total Qualification Time</b> | 70   |

| <b>Learning Outcome – The learner will:</b> |  | <b>Assessment Criteria – The learner can:</b> |  |
|---|--|---|--|
| <b>1</b>                                    | Be able to perform movement sequences showing an awareness of technique in Street Dance  | <b>1.1</b>                                    | Demonstrate knowledge and understanding of Street Dance vocabulary |
|   |  | <b>1.2</b>                                    | Demonstrate technical skills                                       |
| <b>2</b>                                    | Be able to perform movement sequences showing an awareness of musicality in Street Dance | <b>2.1</b>                                    | Demonstrate appropriate timing and rhythm                          |
|   |  | <b>2.2</b>                                    | Demonstrate responsiveness to music                                |
| <b>3</b>                                    | Be able to show an awareness of performance in Street Dance                              | <b>3.1</b>                                    | Demonstrate use of expression as appropriate                       |
|   |  | <b>3.2</b>                                    | Demonstrate awareness of an audience                               |

**LEVEL 1****GRADE 1 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**  
The learner will perform movement sequences showing an awareness of technique in Street Dance

| Unclassified  | Pass  | Merit   | Distinction   |
|---|---|---|---|
| Inability to demonstrate technique. An insecure ability to demonstrate the following:<br><ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following some of the time:<br><ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following for the majority of the time:<br><ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following throughout:<br><ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> |

**2 LEARNING OUTCOME 2 (Technical Skills)**  
The learner will be able to perform movement sequences showing an awareness of musicality in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| Inability to demonstrate the following:<br><ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following some of the time:<br><ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following for the majority of the time:<br><ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following throughout:<br><ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> |

**3 LEARNING OUTCOME 3 (Performance)**  
The learner will be able to show an awareness of performance in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| Insecure evidence of a Street Dance performance. An inability to demonstrate awareness of the following:<br><ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following some of the time:<br><ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following for the majority of the time:<br><ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following throughout:<br><ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> |

**LEVEL 1****GRADE 2 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

| Locking                     | House            | Breaking                 |
|-----------------------------|------------------|--------------------------|
| Wrist Roll with Step        | Jack (Variation) | Top Rock – Salsa Front   |
| Double Wrist Roll into Clap | Hurdle           | Top Rock – Hip Twist     |
| Pace (Variation)            | Shuffle          | Footwork – 3 Step        |
| Ham Lock                    | Spin             | Foot work – Screwballs   |
| Wrist Roll (Variation)      | Salsa Step       | Freeze – Shoulder Freeze |

**2 PERFORMANCE**

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance. For guidance on street dance styles that could be used within the performance see page 15.

**LEVEL 1****GRADE 2 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 1 Award in Graded Examination in Dance – Grade 2 |
| <b>Level</b>                    | Level 1  |
| <b>Credit Value</b>             | 7  |
| <b>Guided Learning Hours</b>    | 60   |
| <b>Total Qualification Time</b> | 70   |

| <b>Learning Outcome – The learner will:</b> |  | <b>Assessment Criteria – The learner can:</b> |  |
|---|--|---|--|
| <b>1</b>                                    | Be able to perform movement sequences showing an awareness of techniques in Street Dance | <b>1.1</b>                                    | Demonstrate knowledge and understanding of Street Dance vocabulary |
|   |  | <b>1.2</b>                                    | Demonstrate technical skills                                       |
| <b>2</b>                                    | Be able to perform movement sequences showing an awareness of musicality in Street Dance | <b>2.1</b>                                    | Demonstrate appropriate timing and rhythm                          |
|   |  | <b>2.2</b>                                    | Demonstrate responsiveness to music                                |
| <b>3</b>                                    | Be able to show an awareness of performance in Street Dance                              | <b>3.1</b>                                    | Demonstrate use of expression as appropriate                       |
|   |  | <b>3.2</b>                                    | Demonstrate awareness of an audience                               |

**LEVEL 1****GRADE 2 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform movement sequences showing an awareness of technique in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> |

**2 LEARNING OUTCOME 2 (Technical Skills)**

The learner will be able to perform movement sequences showing an awareness of musicality in Street Dance

| Unclassified  | Pass  | Merit   | Distinction   |
|---|---|---|---|
| Inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following throughout: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> |

**3 LEARNING OUTCOME 3 (Performance)**

The learner will be able to show an awareness of performance in Street Dance

| Unclassified  | Pass  | Merit   | Distinction   |
|---|---|---|---|
| Insecure evidence of a Street Dance performance. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following some of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following throughout: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> |

**LEVEL 1****GRADE 3 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

| Locking                                   | House               | Breaking               |
|---|---------------------|------------------------|
| Scoo-Bot into Double Wrist Roll Back Clap | The Stomp and Kick  | Top Rock – Hustle Walk |
| Campbell Walk                             | Side Walk           | Top Rock – Knee Drop   |
| Skeeter – Rabbit                          | Step Up             | Footwork – 4 Step      |
| Scoo-B-Doo                                | Hurdle Side to Side | Footwork – Knee Glide  |
| Rock Funk Rock                            | Twist               | Freezes – Baby Freeze  |

**2 PERFORMANCE**

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance. For guidance on street dance styles that could be used within the performance see page 15.

**LEVEL 1****GRADE 3 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 1 Award in Graded Examination in Dance – Grade 3 |
| <b>Level</b>                    | Level 1  |
| <b>Credit Value</b>             | 7  |
| <b>Guided Learning Hours</b>    | 60   |
| <b>Total Qualification Time</b> | 70   |

| <b>Learning Outcome – The learner will:</b> |  | <b>Assessment Criteria – The learner can:</b> |  |
|---|--|---|--|
| <b>1</b>                                    | Be able to perform movement sequences showing an awareness of techniques in Street Dance | <b>1.1</b>                                    | Demonstrate knowledge and understanding of Street Dance vocabulary |
|   |  | <b>1.2</b>                                    | Demonstrate technical skills                                       |
| <b>2</b>                                    | Be able to perform movement sequences showing an awareness of musicality in Street Dance | <b>2.1</b>                                    | Demonstrate appropriate timing and rhythm                          |
|   |  | <b>2.2</b>                                    | Demonstrate responsiveness to music                                |
| <b>3</b>                                    | Be able to show an awareness of performance in Street Dance                              | <b>3.1</b>                                    | Demonstrate use of expression as appropriate                       |
|   |  | <b>3.2</b>                                    | Demonstrate awareness of an audience                               |

# LEVEL 1

## GRADE 3 | GRADE DESCRIPTORS

### 1 LEARNING OUTCOME 1 (Technical Skills) The learner will perform movement sequences showing an awareness of technique in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Knowledge of vocabulary</li> </ul> |

### 2 LEARNING OUTCOME 2 (Technical Skills) The learner will be able to perform movement sequences showing an awareness of musicality in Street Dance

| Unclassified  | Pass  | Merit   | Distinction   |
|---|---|---|---|
| Inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> | Evidence of musicality to include the following throughout: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical response</li> </ul> |

### 3 LEARNING OUTCOME 3 (Performance) The learner will be able to show an awareness of performance in Street Dance

| Unclassified  | Pass  | Merit   | Distinction   |
|---|---|---|---|
| Insecure evidence of a Street Dance performance. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following some of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> | Demonstrate awareness of the following throughout: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Characterisation</li> <li>■ Technique</li> <li>■ Projection</li> </ul> |



**LEVEL 2****GRADE 4 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

| Locking                         | House              | Breaking                              | Popping                            |
|---------------------------------|--------------------|---------------------------------------|------------------------------------|
| Skeeter Rabbit Around the World | Up and Down Groove | Top Rock – Outlaw Dance               | Arm Pops                           |
| Scoo-B-Doo (Variation)          | Skate              | Top Rock – Indian Step into Knee Drop | Leg Pops                           |
| Scoo-Bot Hop                    | Scribble Foot      | Footwork – Front Sweep                | Walk Out                           |
| Stop and Go                     | Cross Walk         | Freezes – Baby Freeze                 | Fresno (Legs, Arms add Chest Pops) |
| Campbell Walk Double Lock       | Cross Roads        | Power Move – Swipe into Baby Freeze   | Dime Stop                          |

**Freestyle**

**The Freestyle section of the examination will take the format of a social dance. Candidates will dance as a duo within a group setting.** The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam).

To view the full list of music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/street-dance/>

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run

without stopping during the assessment, and candidates will enter the dance space in pairs and perform at the **same time** for approximately **4 counts of 8**.

The candidates will freestyle facing the examiner. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track.

## LEVEL 2

### GRADE 4 | CONTENT

#### 2 PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. See page 15 for further details. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance. For guidance on street dance styles that could be used within the performance see page 15.



**LEVEL 2****GRADE 4 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 2 Award in Graded Examination in Dance – Grade 4 |
| <b>Level</b>                    | Level 2  |
| <b>Credit Value</b>             | 10   |
| <b>Guided Learning Hours</b>    | 75   |
| <b>Total Qualification Time</b> | 95   |

| <b>Learning Outcome – The learner will:</b> |   | <b>Assessment Criteria – The learner can:</b> |  |
|---|---|---|--|
| <b>1</b>                                    | Be able to perform movement sequences showing an awareness of technique in Street Dance | <b>1.1</b>                                    | Demonstrate a clear knowledge and understanding of Street Dance vocabulary                                     |
|   |   | <b>1.2</b>                                    | Demonstrate secure technical skills at an intermediate level   |
| <b>2</b>                                    | Be able to perform movement sequences demonstrating musicality in Street Dance          | <b>2.1</b>                                    | Demonstrate an understanding of a range of rhythmical sounds, accents and timings                              |
|   |   | <b>2.2</b>                                    | Demonstrate an understanding of musical interpretation through:<br>a) Phrasing<br>b) Dynamics<br>c) Atmosphere |
| <b>3</b>                                    | Be able to show a sense of performance in Street Dance                                  | <b>3.1</b>                                    | Demonstrate the use of expression and performance skills appropriately at an intermediate level                |
|   |   | <b>3.2</b>                                    | Communicate appropriately with the audience  |

**LEVEL 2****GRADE 4 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform movement sequences showing an awareness of technique in Street Dance

| Unclassified  | Pass  | Merit   | Distinction   |
|---|---|---|---|
| Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Knowledge of vocabulary</li> </ul> |

**2 LEARNING OUTCOME 2 (Technical Skills)**

The learner will be able to perform movement sequences demonstrating musicality in Street Dance

| Unclassified  | Pass   | Merit  | Distinction  |
|---|--|--|--|
| Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> |

**3 LEARNING OUTCOME 3 (Performance)**

The learner will be able to show a sense of performance in Street Dance

| Unclassified  | Pass   | Merit  | Distinction  |
|---|--|--|--|
| An inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> </ul> | Evidence of the following some of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> </ul> | Evidence of the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> </ul> | Evidence of the following throughout: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> </ul> |

**LEVEL 2****GRADE 5 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

| Locking                  | House        | Breaking                              | Popping                      |
|--------------------------|--------------|---------------------------------------|------------------------------|
| Jazz Split               | African Step | Top Rock – Hip Twist                  | Fresno (Single, Double, Pop) |
| Knee Drop                | Ground Sweep | Top Rock – Indian Step into Spin Down | Leg Roll (Boog Style)        |
| Stop and Go with Turn    | The Farmer   | Footwork – CC Rock                    | Romeo Twist                  |
| Scoo-Bot Hop (Variation) | Knee Drop    | Footwork – Back Sweep                 | Old Man (Boog Style)         |
| Whichaway                | Feel/Groove  | Power Move – Windmill                 | Puppet Style (Dime Stop)     |

**Freestyle**

The Freestyle section of the examination will take the format of a social dance. Candidates will dance as a duo within a group setting. The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full list of music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/street-dance/>

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run

without stopping during the assessment, and candidates will enter the dance space in pairs and perform at the **same time** for approximately **4 counts of 8**.

The candidates will freestyle facing the examiner. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track.

## LEVEL 2

### GRADE 5 | CONTENT

#### 2 PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two** minutes and a maximum of **three** minutes. See page 15 for further details. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance. For guidance on street dance styles that could be used within the performance see page 15.

**LEVEL 2****GRADE 5 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 2 Award in Graded Examination in Dance – Grade 5 |
| <b>Level</b>                    | Level 2  |
| <b>Credit Value</b>             | 10   |
| <b>Guided Learning Hours</b>    | 75   |
| <b>Total Qualification Time</b> | 95   |

| <b>Learning Outcome – The learner will:</b> |   | <b>Assessment Criteria – The learner can:</b> |  |
|---|---|---|--|
| <b>1</b>                                    | Be able to perform movement sequences showing an awareness of technique in Street Dance | <b>1.1</b>                                    | Demonstrate a clear knowledge and understanding of Street Dance vocabulary                                     |
|   |   | <b>1.2</b>                                    | Demonstrate secure technical skills at an intermediate level   |
| <b>2</b>                                    | Be able to perform movement sequences demonstrating musicality in Street Dance          | <b>2.1</b>                                    | Demonstrate an understanding of a range of rhythmical sounds, accents and timings                              |
|   |   | <b>2.2</b>                                    | Demonstrate an understanding of musical interpretation through:<br>a) Phrasing<br>b) Dynamics<br>c) Atmosphere |
| <b>3</b>                                    | Be able to show a sense of performance in Street Dance                                  | <b>3.1</b>                                    | Demonstrate the use of expression and performance skills appropriately at an intermediate level                |
|   |   | <b>3.2</b>                                    | Communicate appropriately with the audience  |

# LEVEL 2

## GRADE 5 | GRADE DESCRIPTORS

### 1 LEARNING OUTCOME 1 (Technical Skills) The learner will perform movement sequences showing an awareness of technique in Street Dance

| Unclassified  | Pass  | Merit   | Distinction   |
|---|---|---|---|
| Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Knowledge of vocabulary</li> </ul> |

### 2 LEARNING OUTCOME 2 (Technical Skills) The learner will be able to perform movement sequences demonstrating musicality in Street Dance

| Unclassified  | Pass   | Merit  | Distinction  |
|---|--|--|--|
| Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> |

### 3 LEARNING OUTCOME 3 (Performance) The learner will be able to show a sense of performance in Street Dance

| Unclassified  | Pass   | Merit  | Distinction  |
|---|--|--|--|
| An inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> </ul> | Evidence of the following some of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> </ul> | Evidence of the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> </ul> | Evidence of the following throughout: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication to audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> </ul> |



**LEVEL 3****GRADE 6 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

| Locking               | House                                      | Breaking                          | Popping                        |
|-----------------------|--|-----------------------------------|--------------------------------|
| Kick in to Jazz Split | The Train                                  | Top Rock – Marsh Step into Indian | Back Slide                     |
| Whichaway (Variation) | Dolphin Dive                               | Footwork – Zulu Spin into CC      | Arm Wave                       |
| Stomp to Roach        | Loose Leg                                  | Freezes – Shoulder Freeze         | Neck-O-Flex                    |
| Knee Drop Drops       | Floor Spin                                 | Power Move – Swipes               | Egyptian Twist                 |
| Camel Walk            | Pas de Bourrée to Criss Cross or Loose Leg | Power Move – Hand Jacks           | Boog Style (Old Man Leg Rolls) |

**Freestyle**

**The Freestyle section of the examination will take the format of a dance battle. Candidates will dance as a duo within a crew battle setting.** The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full list of music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/street-dance/>

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run

without stopping during the assessment, and candidates will enter the dance space in pairs and perform **one at a time** for approximately **4 counts of 8**.

The candidates will freestyle facing their opponent. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track. Candidates will have the opportunity to freestyle **twice** against their opponent.

## LEVEL 3

### GRADE 6 | CONTENT

#### 2 PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two** minutes and a maximum of **three** minutes. See page 15 for further details. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance. For guidance on street dance styles that could be used within the performance see page 15.



**LEVEL 3****GRADE 6 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 3 Certificate in Graded Examination in Dance – Grade 6 |
| <b>Level</b>                    | Level 3  |
| <b>Credit Value</b>             | 13   |
| <b>Guided Learning Hours</b>    | 90   |
| <b>Total Qualification Time</b> | 130  |

| <b>Learning Outcome – The learner will:</b> |  | <b>Assessment Criteria – The learner can:</b> |   |
|---|--|---|---|
| <b>1</b>                                    | Be able to perform complex movement sequences showing an understanding and secure use of technique in Street Dance | <b>1.1</b>                                    | Demonstrate detailed knowledge and understanding of Street Dance vocabulary                           |
|   |  | <b>1.2</b>                                    | Demonstrate secure technical skills at an advanced level  |
| <b>2</b>                                    | Be able to perform complex movement sequences showing an understanding of musicality in Street Dance               | <b>2.1</b>                                    | Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings        |
|   |  | <b>2.2</b>                                    | Demonstrate sensitive musical interpretation through:<br>a) Phrasing<br>b) Dynamics<br>c) Atmosphere  |
| <b>3</b>                                    | Be able to present an assured performance in Street Dance  | <b>3.1</b>                                    | Demonstrate the use of expression and performance skills appropriately at an advanced level           |
|   |  | <b>3.2</b>                                    | Use varied expression and a range of performance skills with appropriate engagement with the audience |

**LEVEL 3****GRADE 6 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform complex movement sequences showing an understanding and secure use of technique in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> |

**2 LEARNING OUTCOME 2 (Technical Skills)**

The learner will be able to perform complex movement sequences demonstrating musicality in Street Dance

| Unclassified  | Pass   | Merit  | Distinction   |
|---|--|--|---|
| Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality at an advanced level. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> |

**3 LEARNING OUTCOME 3 (Performance)**

The learner will be able to present an assured performance in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following some of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following throughout: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> |

**LEVEL 3****GRADE 7 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

| Locking                          | House                   | Breaking                               | Popping                 |
|----------------------------------|-------------------------|--|-------------------------|
| Scoo-B-Doo into Scoo-B-Walk      | Double Ground Sweep     | Top Rock – Indian Step into Salsa Step | Slide Glide             |
| Jazz Split to Knee Drop to Stand | Shuffle to Crosswalk    | Footwork – 4 Step                      | Twist-O-Flex            |
| Stop and Go (Variation)          | Loose Leg to Shuffle    | Footwork – Front Thread                | Master Flex             |
| Scoo-Bot to Wrist Roll           | The Train to Gallop     | Freezes – Baby Freeze                  | Cobra                   |
| Clap into Scoo-Bot Hop           | Feel/Groove (Variation) | Freezes – Chair Freeze                 | Robot (Animation Style) |
| Wrist Roll (Variation)           | Knee Drop (Variation)   | Footwork – Windmill into Swipe         | Show Thing              |

**Freestyle**

**The Freestyle section of the examination will take the format of a dance battle. Candidates will dance as a duo within a crew battle setting.** The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full list of music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/street-dance/>

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run

without stopping during the assessment, and candidates will enter the dance space in pairs and perform **one at a time** for approximately **4 counts of 8**.

The candidates will freestyle facing their opponent. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track. Candidates will have the opportunity to freestyle **twice** against their opponent.

## LEVEL 3

### GRADE 7 | CONTENT

#### 2 PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. See page 15 for further details. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance. For guidance on street dance styles that could be used within the performance see page 15.

**LEVEL 3****GRADE 7 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 3 Certificate in Graded Examination in Dance – Grade 7 |
| <b>Level</b>                    | Level 3  |
| <b>Credit Value</b>             | 13   |
| <b>Guided Learning Hours</b>    | 90   |
| <b>Total Qualification Time</b> | 130  |

| <b>Learning Outcome – The learner will:</b> |  | <b>Assessment Criteria – The learner can:</b> |  |
|---|--|---|--|
| <b>1</b>                                    | Be able to perform complex movement sequences showing an understanding and secure use of technique in Street Dance | <b>1.1</b>                                    | Demonstrate detailed knowledge and understanding of Street Dance vocabulary                              |
|   |  | <b>1.2</b>                                    | Demonstrate secure technical skills at an advanced level   |
| <b>2</b>                                    | Be able to perform complex movement sequences showing an understanding of musicality in Street Dance               | <b>2.1</b>                                    | Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings           |
|   |  | <b>2.2</b>                                    | Demonstrate sensitive musical interpretation, including:<br>a) Phrasing<br>b) Dynamics<br>c) Atmosphere  |
| <b>3</b>                                    | Be able to present an assured performance in Street Dance  | <b>3.1</b>                                    | Demonstrate the use of expression and performance skills appropriately at an advanced level              |
|   |  | <b>3.2</b>                                    | Use varied expression and a range of performance skills showing appropriate engagement with the audience |

**LEVEL 3****GRADE 7 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform complex movement sequences showing an understanding and secure use of technique in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> |

**2 LEARNING OUTCOME 2 (Technical Skills)**

The learner will be able to perform complex movement sequences demonstrating musicality in Street Dance

| Unclassified  | Pass   | Merit  | Distinction   |
|---|--|--|---|
| Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality at an advanced level. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> |

**3 LEARNING OUTCOME 3 (Performance)**

The learner will be able to present an assured performance in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following some of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following throughout: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> |



**LEVEL 3****GRADE 8 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

| Locking                                | House  | Breaking                            | Popping                             |
|--|--|-------------------------------------|-------------------------------------|
| Stomp to Roach into Knee Drop to Stand | Pas de Bourrée to Scribble Foot                  | Top Rock – Hip Twist (Variation)    | Tutting Style                       |
| Jazz Split to Stand                    | The Train to Criss Cross to Knee Drop            | Top Rock – Outlaw Dance (Variation) | Ticking                             |
| Camel Walk (Variation)                 | Jack in to Loose Leg to Sweep                    | Footwork – 2 and 4 Step into Freeze | Arm Wave into Body Wave (Animation) |
| Scoo-Bot-Hop into Knee Drop to Stand   | The Gallop into Spin to Criss Cross              | Freezes – Elbow and Head Freezes    | Toy Man Style                       |
| Double Lock (Variation)                | Shuffle to African Step to Spin                  | Power Move – Fear                   | Fix Point                           |
| Leo Walk                               | Tip Tap Toe to Stomp and Kick to Feel and Groove | Power Move – Turtle                 | Slow Mo (Animation)                 |

**Freestyle**

The Freestyle section of the examination will take the format of a dance battle. Candidates will dance as a duo within a crew battle setting. The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full list of music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/street-dance/>

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run

without stopping during the assessment and candidates will enter the dance space in pairs and perform **one at a time** for approximately **4 counts of 8**.

The candidates will freestyle facing their opponent. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track. Candidates will have the opportunity to freestyle **twice** against their opponent.

## LEVEL 3

### GRADE 8 | CONTENT

#### 2 PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. See page 15 for further details. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance. For guidance on street dance styles that could be used within the performance see page 15.



**LEVEL 3****GRADE 8 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | RSL Level 3 Certificate in Graded Examination in Dance – Grade 8 |
| <b>Level</b>                    | Level 3  |
| <b>Credit Value</b>             | 13   |
| <b>Guided Learning Hours</b>    | 90   |
| <b>Total Qualification Time</b> | 130  |

| <b>Learning Outcome – The learner will:</b> |  | <b>Assessment Criteria – The learner can:</b> |  |
|---|--|---|--|
| <b>1</b>                                    | Be able to perform complex movement sequences showing an understanding and secure use of technique in Street Dance | <b>1.1</b>                                    | Demonstrate detailed knowledge and understanding of Street Dance vocabulary                              |
|   |  | <b>1.2</b>                                    | Demonstrate secure confident skills at an advanced level   |
| <b>2</b>                                    | Be able to perform complex movement sequences showing an understanding of musicality in Street Dance               | <b>2.1</b>                                    | Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings           |
|   |  | <b>2.2</b>                                    | Demonstrate sensitive musical interpretation through:<br>a) Phrasing<br>b) Dynamics<br>c) Atmosphere     |
| <b>3</b>                                    | Be able to present an assured performance in Street Dance  | <b>3.1</b>                                    | Demonstrate the use of expression and performance skills appropriately at an advanced level              |
|   |  | <b>3.2</b>                                    | Use varied expression and a range of performance skills showing appropriate engagement with the audience |

**LEVEL 3****GRADE 8 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform complex movement sequences showing an understanding and secure use of technique in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> | Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> <li>■ Coordination</li> <li>■ Control</li> <li>■ Dynamic values</li> <li>■ Line</li> <li>■ Fluency</li> <li>■ Style</li> <li>■ Knowledge of vocabulary</li> </ul> |

**2 LEARNING OUTCOME 2 (Technical Skills)**

The learner will be able to perform complex movement sequences demonstrating musicality in Street Dance

| Unclassified  | Pass   | Merit  | Distinction   |
|---|--|--|---|
| Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> | Evidence of musicality at an advanced level. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing and rhythm</li> <li>■ Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul> |

**3 LEARNING OUTCOME 3 (Performance)**

The learner will be able to present an assured performance in Street Dance

| Unclassified   | Pass   | Merit  | Distinction  |
|--|--|--|--|
| An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following some of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> | Evidence of the following throughout: <ul style="list-style-type: none"> <li>■ Expression</li> <li>■ Communication/engagement with audience</li> <li>■ Technique</li> <li>■ Projection</li> <li>■ Interpretation</li> <li>■ Style</li> </ul> |

# Definitions

## Definitions of the Terminology used in the Grade Descriptors

|                          |  |
|--------------------------|--|
| <b>Characterisation</b>  | The ability to develop a choreographic role into a character through selection and execution of specific body language and movement  |
| <b>Communication</b>     | The successful conveying or sharing of ideas and feelings through facial and physical expression in performance  |
| <b>Control</b>           | The ability to present performance material with integrity and consistency   |
| <b>Dynamic Values</b>    | Variations in energy and power used effectively to produce creative, expressive and engaging performance work  |
| <b>Expression</b>        | To effectively use face and body to communicate thoughts, moods and feelings   |
| <b>Fluency</b>           | The ability to express oneself easily, smoothly and skilfully throughout   |
| <b>Interpretation</b>    | A stylistic representation of creative work/choreography   |
| <b>Line</b>              | The ideal shape created with the body whilst performing steps or poses that is most appropriate to the style   |
| <b>Musical Response</b>  | The ability to react physically to musical stimuli in order to sensitively convey emotion and communicate meaning  |
| <b>Phrasing</b>          | The execution of short choreographic fragments in a way that gives them the feeling of having a beginning and an end   |
| <b>Projection</b>        | The ability to deliver effectively and clearly in performance to express mood, feelings and emotions through physicality and face  |
| <b>Style</b>             | The presentation of specific characteristics through the way in which something is expressed or performed; demonstrating an appreciation of choreographic intent, period and genre |
| <b>Technique</b>         | A way of refining skill in the execution of performance of an artistic piece of work   |
| <b>Timing and rhythm</b> | The ability to keep time accurately and to synchronise with a group in ensemble work. The appropriate use of pace and pause in choreography and movement                           |

# Revision History

## **July 2022:**

Grade 1 Breaking technical move (Page 16) has been updated to clarify gender specific language within established Street Dance terminology.

## **April 2023:**

Page 14 – Updated text to refer candidates and teachers to example Freestyle music (Grades 4–8)

## **September 2023:**

Pages 15, 16, 19, 22, 26, 30, 34, 38, 42. Relates to the group performance only:

Guidance on the minimum and maximum durations for the performance.

Guidance on the new regulation that a maximum of six candidates can be assessed at any one time (for the performance only).

Page 15: Further guidance on street dance styles that could be used within the performance

Pages 14, 25, 29, 33, 37, 41.

Further guidance on the music for the freestyle section of the exam. To view the full grade-by-grade list of example music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/street-dance/>

Pages 25, 29, 33, 37, 41:

Grades 4–8 Technical Skills. Revised instruction to select one street dance style and demonstrate all the moves from the chosen style.

Pages 34, 38, 42, 46, 50:

Grades 4–8, Group Performance. Revised performance durations and the number of dance routines required.



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