



Graded Examinations in Dance Grades 1-8

Specification

November 2022

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Qualification Titles in England, Wales and Northern Ireland

| Qualification Titles | Total no. of units | Credit* | Guided Learning Hours | Total Qualification Time | Disciplines (offered in all grades except where indicated) |
|--|--------------------|---------|-----------------------|--------------------------|---|
| Level 1 Award in Graded Examination in Dance: Grade 1 | 1 | 7 | 60 | 70 | Classical Ballet |
| Level 1 Award in Graded Examination in Dance: Grade 2 | 1 | 7 | 60 | 70 | Highland Dance Modern Jazz Dance |
| Level 1 Award in Graded Examination in Dance: Grade 3 | 1 | 7 | 60 | 70 | Tap Dance Legat System of Russian Ballet |
| Level 2 Award in Graded Examination in Dance: Grade 4 | 1 | 10 | 75 | 95 | National Dance Freestyle Dance |
| Level 2 Award in Graded Examination in Dance: Grade 5 | 1 | 10 | 75 | 95 | Modern Theatre Dance (Grades 1-5 only) |
| Level 3 Certificate in Graded Examination in Dance: Grade 6 | 1 | 13 | 90 | 130 | Lyrical Dance Classical Indian |

| | | | | | |
|--|---|----|----|-----|---------------------------------------|
| Level 3 Certificate in Graded Examination in Dance: Grade 7 | 1 | 13 | 90 | 130 | Dance- Bharathanatyam Kuchipudi |
| Level 3 Certificate in Graded Examination in Dance: Grade 8 | 1 | 13 | 90 | 130 | |

*Credit ratings apply for England, Wales and Northern Ireland through the RQF (Regulated Qualifications Framework) and in Scotland through the Scottish Credit and Qualifications Framework (SCQF)

Qualification Titles in Scotland

| Qualification Titles | Total no. of units | Credit * | Guided Learning Hours |
|---|-----------------------------------|---------------------|------------------------------|
| Graded Examination in Dance (Highland) Grade 1 at SCQF Level 3 | 1 | 7 | 60 |
| Graded Examination in Dance (Highland) Grade 2 at SCQF Level 3 | 1 | 7 | 60 |
| Graded Examination in Dance (Highland) Grade 3 at SCQF Level 4 | 1 | 7 | 60 |
| Graded Examination in Dance (Highland) Grade 4 at SCQF Level 4 | 1 | 10 | 75 |
| Graded Examination in Dance (Highland) Grade 5 at SCQF Level 5 | 1 | 10 | 75 |
| Graded Examination in Dance (Highland) Grade 6 at SCQF Level 6 | 1 | 13 | 90 |
| Graded Examination in Dance (Highland) Grade 7 at SCQF Level 6 | 1 | 13 | 90 |
| Graded Examination in Dance (Highland) Grade 8 at SCQF Level 6 | 1 | 13 | 90 |

*Credit ratings apply for England, Wales and Northern Ireland through the Regulated Qualifications Framework (RQF) and in Scotland through the Scottish Credit and Qualifications Framework (SCQF)

Section A: Qualification Summary

This is the RSL specification for Graded Examinations in Dance Grades 1-8. This specification is designed to give teachers and candidates practical information on the graded examinations in dance offered by RSL in partnership with three dance awarding organisations:

- The Russian Ballet School (Legat System of Russian Ballet, National Dance)
- The Professional Teachers of Dancing (Classical Ballet, Modern Jazz Dance, Tap Dance, Lyrical Dance, Freestyle Dance, Modern Theatre Dance)
- UKA Dance (Classical Ballet, Modern Jazz Dance, Tap Dance, Highland Dance*)
- Griffin College London (Classical Indian Dance - Bharathanatyam)
- Oriental Fine Arts Academy of London (Classical Indian Dance – Bharathanatyam, Kuchipudi)
- I-PATH (Classical Ballet, Character Dance, Jazz Dance, Commercial Dance, Contemporary, Hip Hop, Lyrical Dance, Tap Dance)
- The Dang (Commercial and Street Dance)

*Highland Dance is also accredited by SQA Accreditation in Scotland.

If you have any general queries about these qualifications or any other RSL qualifications, then please do not hesitate to call us on 0845 4604747 or email us at info@rslawards.co.uk. Queries relating to specific content and assessment can be addressed to the relevant Awarding organisation (contact details in Section E).

A.1 Aims and objectives

The qualifications aim to promote enjoyment of movement as a form of physical exercise, encourage personal self-confidence and group awareness and develop a general appreciation of dance. Graded examinations in dance also aim to motivate and encourage candidates of all ages and levels through a system of progressive mastery and to provide a form of physical training that is safe, alongside the development of artistic appreciation. The qualifications are not only beneficial to those studying dance as a recreational pursuit, but also support entry to working as a professional dancer or teacher of dance and prepare for further learning by helping candidates to develop their skills enabling them to progress to the next level.

The objectives are:

- To focus delivery and assessment on dance performance skills;
- To enable progression to subsequent graded examinations in dance and to further and higher education courses and/or employment opportunities such as professional dancer, dance teacher, choreographer, dance notator; dance historian, lecturer in dance and facilitator in community dance.
- To develop related competencies such as motor control, health and safety awareness, self-expression, physical fitness and stamina, discipline, mental ability and confidence.

A.2 Progression

The dance graded examinations provide an academic pathway into the industry for dancers. It can be argued that graded examinations by themselves are not strictly speaking 'vocational' in that they are not absolutely essential for entry into the world of professional dance. However, they remain a positive means of determining progress and enable students to learn the necessary techniques to gain entry to FE and HE courses. Graded examinations operate according to a well-established methodology of 'progressive mastery'. They allow dancers to be tested in discrete stages in the development of a wide range of skills. They tend to be more rigorous than other types of exams and for that reason industry is confident that achievement at the highest level gained by candidates of graded examinations will have the skills necessary to perform or work in other areas of the industry.

A.3 Qualification Structure

A graded examination in dance consists of a series of pre-prepared and/or unset elements, undertaken as dance sequences as specified in the relevant dance awarding organisation syllabus.

Section B: Assessment Information

B.1 Assessment Methodology

All assessment of these qualifications is external and is undertaken by examiners appointed, trained and standardised by the partner awarding organisations. Further information on assessment, including grading criteria can be obtained from the relevant dance awarding organisation.

All qualifications will be graded pass, merit, distinction.

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 fundamentals of the skills demanded in each grade. Candidates will complete a set of dance sequences (the complexity and variety of which are determined by which qualification is being attempted), to the required standards. These technical and performance skills set a firm platform for further technical and artistic development by the candidate.

Expectations of knowledge, skills and understanding for each grade are set out in Appendix A.

B.3 Quality Assurance

All dance graded examinations are standardised according to the processes and procedures laid down by the individual dance awarding organisations and monitored by RSL.

Section C: Candidate 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

There are no prerequisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a graded dance qualifications. It is expected, however, that for successful learning, the skills demanded in each grade are likely to be mastered before progressing to the next grade.

Procedures for candidate registration for graded dance examinations can be obtained from the individual awarding organisations.

Section D: Policies

D.1 Complaints and Appeals

Full details of RSL's Complaints and Appeals policies can be obtained from RSL's head office, or can be found at www.rslawards.co.uk

Please note that a separate complaints process exists for qualifications taken in Scotland, in which candidates may take their complaint to the Scottish Public Services Ombudsman (SPSO). For more information please see the policy at www.rslawards.co.uk

D.2 Equal Opportunities

RSL Ltd is committed equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities without regard to race, religion, colour, sex, age, national origin, disability or sexual orientation, and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate entering an examination receives less favourable treatment on grounds not relevant to good candidate practice.

RSL's full Equal Opportunities Policy can be found at www.rslawards.co.uk

D.3 Malpractice

RSL and its partner dance awarding organisations treat any allegations of malpractice seriously. Any incidence which deliberately contravenes regulations and compromises the integrity of the assessment process must be reported to the relevant dance awarding organisation in the first instance. All instances of malpractice are monitored by RSL and will be subject to investigation via RSL's Malpractice Policy should these not be resolved by the individual awarding organisation. RSL's Malpractice Policy can be found at www.rslawards.co.uk

D.4 Reasonable Adjustments and Special Consideration

Candidates with special educational needs or disabilities may apply to the dance awarding organisation for a reasonable adjustment to be made to their examination if this is appropriate. Similarly, candidates with a temporary indisposition or disability can apply for a special consideration to be taken into account on the day of the examination.

Section E: Contacts and Support

We can be contacted on 0845 460 4747 .

All correspondence should be directed to:

RSL

Harlequin House
7 High Street
Teddington
TW11 8EE

Or info@rslawards.co.uk

Russian Ballet Society

PO Box 17319
Edinburgh
Scotland
EH12 1BB

Tel: 0131 334 2031

Fax: 0131 334 3702 or 0208 343 9721

E-mail: russianballetsociety@hotmail.co.uk

Website: <http://www.russianballetsociety.co.uk>

The Professional Teachers of Dancing

Contact via website at <http://www.professionalteachersofdancing.co.uk/contact>

UKA Dance

Centenary House
38-40 Station Road
Blackpool
FY4 1EU

Email: info@ukadance.co.uk

Website: <http://ukadance.co.uk>

Griffin College London

Unit - 1, Durbar Industrial Estate,
Durbar Avenue,
Coventry, CV6 5QF

Tel: 02477113598, 07740100981, 07480757792

Email: admin@griffincollege.org.uk

Website: <https://www.griffincollege.org.uk/>

Oriental Fine Arts Academy of London (OFAAL)

183 Burnt Oak Broadway,
Edgware,
Middlesex HA8 5EH,

Tel: +44 208 109 0243

Email: admin@ofaal.org

Website: <https://www.ofaal.org>

International Performing Arts & Theatre Limited (I-PATH)

DS House

306 High Street

Croydon

London

CR0 1NG

Email: info@i-path.biz

Website: <https://www.i-path.biz>

The Dang Theatre and Dance Syllabus

259 Goswell Road

London

EC1V 7AH

Tel: 0207 713 7710

Email: syllabus@thedang.com

Website: <https://www.thedang.com>

Appendix A – expectations of knowledge, skills and understanding for each grade

These descriptors are taken from those developed by the Council for Dance, Drama and Musical Theatre in conjunction with their member organisations which include RSL, PTD, RBS and UKAdance. They apply to graded examinations in dance across all genre.

| General descriptor | Knowledge statement (the holder....) | Skills statement (the holder can....) | Grade benchmark statements |
|---|--|---|---|
| <p>Achievement at level 1 reflects the ability to understand and use and apply relevant knowledge, understanding and skills in relation to an increasing vocabulary of movement and artistic awareness</p> | <p>Demonstrates knowledge and understanding of technique, music and performance, which is reflected in the ability to co-ordinate simple movements to produce combinations of steps with appropriate precision and control or through discussion with examiners.</p> | <p>Demonstrate basic techniques through using an increasing vocabulary of movement in their chosen dance discipline/genre/genre.</p> <p>Demonstrate the ability to interpret music with a sense of appropriate timing and rhythm for their chosen dance discipline/genre/genre.</p> <p>Demonstrate performance with an increasing confidence and responsiveness to an audience.</p> | <p>At Grade 1 candidates demonstrate the fundamental basic knowledge of the vocabulary and technical skills for their chosen genre. They are able to perform a simple repertoire with a sense of timing and rhythm expression and presentation and respond to music.</p> <p>At Grade 2 candidates demonstrate an increasing knowledge of the basic vocabulary and technical skills through the performance of basic repertoire showing timing and rhythm expression and presentation and responsiveness to music.</p> <p>At Grade 3 candidates demonstrate a developing knowledge of the basic vocabulary and technical skills for their chosen genre. They show a sense of timing and rhythm expression and presentation and responsiveness to music through the performance of a developing repertoire of movements.</p> |

| General descriptor | Knowledge statement (the holder....) | Skills statement (the holder can....) | Grade benchmark statements |
|--|--|---|---|
| <p>Achievement at level 2 reflects the ability to build upon skills, knowledge and understanding in relation to an increasing vocabulary of movement and artistic understanding showing an increased confidence and assurance in application.</p> | <p>Demonstrates a clear knowledge and understanding of technique, music and performance which is reflected in the ability to co-ordinate more complex movements to produce combinations of steps with increasing precision and control or through discussion with examiners.</p> | <p>Demonstrate an increasing consolidation of technical skills in their chosen dance discipline/genre.</p> <p>Demonstrate an increased ability to interpret music and display sensitivity to musical content and style appropriate to the dance discipline/genre/genre.</p> | <p>At Grade 4, candidates demonstrate a knowledge of the vocabulary and technical skills through performance of a more complex repertoire. They show an increasing understanding of a range of rhythmical sounds, accents and timings and an understanding of musical interpretation and use of expression.</p> |
| | | <p>Demonstrate an increased range of movements in sequences of greater length and complexity and the ability to sustain an appropriate sense of style of the dance discipline/genre/genre.</p> <p>Demonstrate confidence in performing the movement sequences required.</p> | <p>At Grade 5 candidates demonstrate technical skills and knowledge of the vocabulary through performance of a increasingly complex repertoire. They show a developing understanding of an increasing range of musical sounds, accents and timings, an understanding of musical interpretation and a secure use of expression.</p> |

| General descriptor | Knowledge statement (the holder....) | Skills statement (the holder can....) | Grade benchmark statements |
|---|---|--|--|
| <p>Achievement at Level 3 reflects the ability to build upon a range of skills, knowledge and understanding in relation to an increasingly refined vocabulary of movement and artistic interpretation showing an increased confidence, assurance and sensitivity in application.</p> | <p>Demonstrates a sound and established knowledge and understanding of the technique and music of a particular dance discipline/genre.</p> <p>Demonstrates an increased awareness of performance and an increased understanding of the relationship between performer and audience.</p> | <p>Demonstrate a wide range of movements performed consistently and confidently with technical accuracy and control.</p> <p>Demonstrate an increased sensitivity to a range of musical content and style appropriate to the dance discipline/genre/genre.</p> <p>Demonstrate dynamics and fluidity of movement incorporating the use of space and a maturity and individuality in interpretation and expression.</p> | <p>At Grade 6 candidates demonstrate secure and confident knowledge of the vocabulary, technical skills and performance qualities demanded by complex repertoire in their chosen genre. They show a clear understanding of a range of musical sounds, accents and timings, demonstrate musical interpretation, and evidence the ability to communicate and express themselves through performance.</p> |
| | | | <p>At Grade 7 candidates demonstrate knowledge of the vocabulary, technical skills and performance qualities demanded by increasingly complex repertoire in their chosen genre. Through this repertoire, they are able to show understanding of a range of complex rhythmical sounds, accents and timings, an advanced sense of musical interpretation and a developing and increasingly assured personal sense of style and confidence in performance.</p> |
| | | | <p>At Grade 8 candidates demonstrate knowledge of the vocabulary, technical skills and performance qualities demanded by complex repertoire in their chosen genre. Through this repertoire, they are able to show understanding of a range of complex rhythmical sounds, accents and timings, a sophisticated sense of musical interpretation and an assured personal sense of style and confidence in performance.</p> |