



Vocational Graded Examinations in Dance

Specification

July 2020

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Qualification Titles

Qualification Titles	Total no. of units	Credit	Guided Learning Hours	Total Qualification Time	Disciplines
RSL Level 2 Certificate in Vocational Graded Examination in Dance: Intermediate Foundation	1	28	150	275	Classical Ballet Lyrical Dance Jazz Dance Modern Jazz Dance (except Intermediate Foundation) Tap Dance Legat System of Russian Ballet National Dance
RSL Level 3 Certificate in Vocational Graded Examination in Dance: Advanced Foundation	1	28	150	275	
RSL Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate	1	28	150	275	
RSL Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 1	1	33	150	325	
RSL Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 2	1	38	150	375	

Section A: Qualification Summary

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

- The Russian Ballet School (Legat System of Russian Ballet)
- The Professional Teachers of Dancing (Classical Ballet, Modern Jazz Dance, Tap Dance, Lyrical Dance, Jazz Dance)
- UKA Dance (Classical Ballet, Modern Jazz Dance, Tap Dance)

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 organisation (contact details in Section E).

A.1 Aims and objectives

The aim of the RSL vocational graded examinations in dance is to provide a pathway into working as a performer or teacher in dance. The qualifications are available to all and candidates will be able to register for vocational graded examinations from Intermediate Foundation to Advanced 2. Vocational graded examinations in dance also 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 and musical appreciation. The qualifications support entry to the industry and prepare for further learning by helping candidates to develop their skills enabling them to progress to the next level.

Whilst the general graded examinations are about progressive mastery in technique and performance skills (also promoting enjoyment of movement as a form of physical exercise, encourage personal self-confidence, group awareness, and a general appreciation of music), the vocational graded examinations link more closely to professional practice and vocational training, providing an academic pathway into the industry for dancers.

A.2 Progression

Vocational graded examinations in dance provide a practical pathway into performing or teaching for dancers. They are a positive means of determining progress and enable students to learn the necessary techniques to gain entry to vocational training schools, Further and Higher Education courses and/or directly into working as a professional dancer.

A.3 Qualification Structure

A vocational graded examination in dance consists of pre-prepared and 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.

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 examination process 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 be able to complete a set of dance sequences (the complexity and variety of which are determined by which qualification is being attempted) which allow them to demonstrate discipline-specific artistic appreciation.

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

B.3 Quality Assurance

All vocational graded dance 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 vocational graded dance qualification. 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 vocational 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.

D.2 Equal Opportunities Policy

RSL Ltd is committed to a comprehensive policy of 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 exam boards treat any allegations of malpractice seriously. Any incident which deliberately contravenes regulations and compromises the integrity of the assessment process must be reported to the relevant 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 relevant 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 & Support

We can be contacted on 0845 460 4747

All correspondence should be directed to:

RSL

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Or info@rslawards.co.uk

Russian Ballet Society

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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
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FY4 1EU

email: info@ukadance.co.uk

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

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....)	
<p>Achievement at Level 2 reflects the ways in which candidates will begin to make the transition from personal motivation for dance to a disciplined attitude necessary for aspiring to work as a dance professional. Candidates will build upon skills, knowledge and understanding in relation to an increasing vocabulary of movement and artistic understanding showing increased confidence and assurance</p>	<p>Demonstrates a clear knowledge and understanding of technique, music and performance in within the chosen discipline/genre in relation to mood, dynamics and rhythm and the mechanics and purposes of the required vocabulary.</p> <p>Shows developing awareness of the professional context of dance.</p>	<p>Demonstrate technical accuracy through:</p> <ul style="list-style-type: none"> • the appropriate physicality, core stability and flexibility required to execute the work • a clear sense of line and style • the execution of appropriately demanding pre-set steps, movements and sequences • the use of appropriate technical and artistic language <p>Demonstrate an increased sensitivity to varying musical qualities with technical facility.</p> <p>Demonstrate an increased assuredness of presentation and performance through:</p> <ul style="list-style-type: none"> • the use of developing musical and artistic skills • improved spatial awareness • an ability to communicate directly with an audience • underpinning interpretation with reference to key aspects of the genre • the confidence and ability to follow directions within their chosen dance discipline/genre 	<p>At Intermediate Foundation candidates demonstrate knowledge of the mechanics of vocabulary in the chosen genre, and strength, stamina and discipline in technical skills through performance of rigorous and exacting repertoire. They show an increasing understanding of a range of more complex musical sounds, accents and timings, an understanding of musical interpretation and an emerging awareness of the subtleties of performance.</p>

General descriptor	Knowledge statement (the holder ...)	Skills statement (the holder can....)	Benchmark statement
<p>Achievement at Level 3 reflects the ways in which candidates make the transition from expressive and personal motivation for dance to a disciplined attitude necessary for aspiring to work as a dance professional. Candidates 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.</p> <p>In addition an increasing understanding of professional contexts will be demonstrated and applied in</p>	<p>Demonstrates a sound and established knowledge and understanding of the technique and vocabulary required within the chosen dance genre.</p> <p>Will be able to apply a broad knowledge and understanding of their genre to their</p>	<p>Demonstrate consolidated technical skills through:</p> <ul style="list-style-type: none"> • The fluent use of the dance movement vocabulary • the acquisition of an increased range of movements in sequences of increased length and complexity • an ability to sustain an appropriate sense of style throughout more complex sequences • those additional elements of movement vocabulary and/or technique required for progression to professional work <p>Demonstrate enhanced musical and artistic qualities through:</p> <ul style="list-style-type: none"> • greater understanding of mood, dynamics and rhythm 	<p>At Intermediate candidates demonstrate knowledge and understanding of the mechanics of vocabulary in the chosen genre, and physical awareness of strength, stamina and discipline in technical skills through performance of increasingly complex repertoire. They show a disciplined and mature response to a range of more varied musical sounds, accents and timings, a sound and secure understanding of musical interpretation and a developing awareness of the subtleties of performance.</p>

<p>performance and practice.</p>	<p>own work and demonstrate knowledge safe and healthy working practices and the professional context for dance.</p>	<ul style="list-style-type: none"> • a sensitive personal interpretation of musical mood <p>Demonstrate performance through:</p> <ul style="list-style-type: none"> • the execution of appropriately demanding pre-set steps, movements and sequences • expression and fluidity of movement involving dynamics and use of space • the confidence and ability to individually interpret directions within their chosen dance discipline/genre and use the performance skills necessary to engage an audience. 	<p>At Advanced Foundation candidates demonstrate an established and detailed knowledge and understanding of the mechanics of vocabulary in the chosen genre, and physical awareness of strength, stamina and discipline in technical skills through performance of increasingly demanding and sophisticated repertoire. They show a disciplined and mature response to a range of more complex musical sounds, accents and timings, a sound and secure understanding of musical interpretation and a developed awareness of the subtleties of performance and the ability to integrate technical and musical elements within their performance..</p>
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