



Vocational Graded Examinations in Dance

Specification

August 2024

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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)
RSL Level 2 Certificate in Vocational Graded Examination in Dance: Intermediate Foundation	1	28	150	275	Classical Ballet Modern Jazz Dance Tap Dance Legat System of Russian Ballet National Dance Character Dance Freestyle Dance Lyrical Dance Contemporary Broadway Dance Commercial 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	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)

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*)
- I-Path (Classical Ballet, Modern Jazz Dance, Tap Dance, Lyrical Dance, Contemporary, Broadway Dance, Commercial, Character)

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 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 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 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 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 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

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

All correspondence should be directed to:

RSL Awards Ltd

Harlequin House
7 High Street
Teddington
TW11 8EE
Tel: 0845 460 4747
Email: info@rslawards.co.uk

Russian Ballet Society

26 Triq il-Ghasel
STA Margherita
Mosta
MST2523
Malta
Email: russianballetsociety@hotmail.co.uk
Website: <http://www.russianballetsociety.co.uk>

The Professional Teachers of Dancing

The Studios
Morcombelake
DT6 6DY
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>

I-PATH

DS House
306 High Street
Croydon
London
CR0 1NG
General Enquiries: info@i-path.org
Exams & Global Operations: exams@i-path.org
Website: <https://i-path.org/>

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 UKA Dance. They apply to graded examinations in dance across all genre.

Level descriptors for Vocational Graded Examinations in Dance

Level 2			
General descriptor	Knowledge statement (the holder....)	Skills statement (the holder can....)	Grade benchmark statements
<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 professional.</p> <p>Candidates will build upon skills, knowledge and understanding in a chosen dance genre with an increasing vocabulary of artistic understanding showing developing confidence and security in application.</p>	<p>Demonstrates an increasingly secure knowledge and understanding of technique and performance skills which are reflected in the ability to perform more complex repertoire in a chosen dance genre with increasing precision and control.</p> <p>Shows developing awareness of the professional context of Dance.</p>	<p>Demonstrate secure technical skills in a chosen dance genre.</p> <p>Demonstrate secure Interpretation and sensitivity to music through mood, dynamics and rhythm.</p> <p>Demonstrate confidence and responsiveness to an audience.</p>	<p>At Intermediate Foundation candidates demonstrate disciplined and secure technical skills and knowledge through performance of a rigorous and more complex repertoire with the use of:</p> <ul style="list-style-type: none"> • Timing and rhythm • Musicality • Co-ordination and control • Posture, placing and alignment • Spatial awareness <p>They show a secure 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>

Level 3			
General descriptor	Knowledge statement (the holder....)	Skills statement (the holder can....)	Grade benchmark statements
<p>Achievement at Level 3 reflects the ways in which candidates make the transition from expressive and personal motivation to a disciplined attitude necessary for aspiring to work as a Dance professional.</p> <p>Candidates build upon a range of skills, knowledge and understanding in a chosen dance genre showing developing assurance and sensitivity.</p> <p>In addition, an increasing understanding of professional contexts will be demonstrated and applied in performance and practice.</p>	<p>Demonstrates an assured knowledge and understanding of a chosen dance genre</p> <p>Will be able to apply a broad knowledge and understanding of their discipline to their own work and demonstrate knowledge safe and healthy working practices and the professional context for Dance.</p>	<p>Demonstrate a wide range of techniques within a chosen dance genre performed consistently and confidently with technical accuracy and control.</p> <p>Demonstrate an assured performance with perceptive sensitivity to varying musical qualities with technical facility.</p> <p>Demonstrate dynamics, fluidity and control in a chosen dance genre incorporating the use of space and assured interpretation and expression, engaging the audience.</p>	<p>At Intermediate candidates demonstrate assured physical awareness and technical skills through performance of increasingly complex repertoire and the use of:</p> <ul style="list-style-type: none"> • Timing and rhythm • Musicality • Co-ordination, strength and control • Posture, placing and alignment • Spatial awareness <p>Through this repertoire, they are able to show perceptive understanding of a range of more varied musical sounds, accents and timings, an assured sense of interpretation and a developing personal sense of style and confidence in performance. They show a developing awareness of the subtleties of performance.</p>
			<p>At Advanced Foundation candidates demonstrate established and assured physical awareness and technical skills through performance of increasingly demanding and sophisticated repertoire and the use of:</p> <ul style="list-style-type: none"> • Timing and rhythm • Musicality • Co-ordination, strength and control • Posture, placing and alignment • Spatial awareness

			They show perceptive and mature understanding of a range of more varied musical sounds, accents and timings, an assured sense of interpretation and a personal sense of style and confidence in performance. They show a developed awareness of the subtleties of performance and the ability to integrate technical, musical and expressive elements within their performance.
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Level 4		
General descriptor	Knowledge statement (the candidate ...)	Skills statement (the candidate can...)
<p>Achievement at Level 4 reflects the ways in which candidates consolidate a range of skills, knowledge and understanding to demonstrate mastery of technique combined with the disciplined attitude necessary for aspiring to work as a Dance professional.</p> <p>Candidates will demonstrate sophisticated artistry showing confidence, assurance and professional awareness in application.</p> <p>In addition, a thorough understanding of professional contexts will be demonstrated and applied in performance and practice.</p>	<p>Demonstrates a comprehensive knowledge of the repertoire within a chosen dance genre.</p> <p>Demonstrates the ability to reference their own work to the broader context of Dance provision.</p> <p>Demonstrates knowledge of professional development and contexts as a Dance practitioner.</p>	<p>Demonstrate a wide range of techniques within a chosen dance genre showing evidence of personal style, technical mastery and artistry.</p> <p>Demonstrate a performance as a coherent entity in a confident and assured manner through:</p> <ul style="list-style-type: none"> the ability to integrate personal knowledge and experience with the repertoire required in a chosen dance genre, using this as the basis for improvisation in their work subtleties of performance evidence of more varied and challenging work being undertaken artistic versatility in engaging with a range of performance styles the ability to interpret the repertoire with a developing sense of individuality and style an adaptable, self-confident approach to performance skills.
Benchmark statements		
<p>At Advanced 1 candidates demonstrate increasing mastery of technical skills through performance of wider ranging and demanding repertoire and the use of:</p> <ul style="list-style-type: none"> Timing and rhythm Musicality Co-ordination, strength and control Posture, placing and alignment 	<p>At Advanced 2 candidates demonstrate a thorough mastery of technical skills through performance of highly complex, wide ranging and demanding repertoire and the use of:</p> <ul style="list-style-type: none"> Timing and rhythm Musicality Co-ordination, strength and control Posture, placing and alignment 	

- Spatial awareness

They show mature, professional and considered understanding of a range of complex musical sounds, accents and timings, a sophisticated sense of interpretation and a highly developed personal sense of style and confidence in performance. They show a highly developed appreciation and understanding of the subtleties of performance and the ability to integrate technical, musical and expressive elements within their performance.

- Spatial awareness

They show highly developed, mature and considered understanding of a range of complex musical sounds, accents and timings, a highly developed sense of interpretation and personal sense of style and confidence in performance. They show a fully developed appreciation and understanding of the subtleties of performance and the ability to integrate technical, musical and expressive elements within their performance.