



Specification

RAD Level 1 Award in Graded Examination in Dance: Grade 1 (Ballet)

RAD Level 1 Award in Graded Examination in Dance: Grade 2 (Ballet)

RAD Level 1 Award in Graded Examination in Dance: Grade 3 (Ballet)

This Specification is valid from 1 January 2013 to 31 December 2014

The Royal Academy of Dance (RAD) is an international teacher education and awarding organisation for dance. It was established in 1920 as the Association of Operatic Dancing of Great Britain, granted a Royal Charter in 1936 and renamed the Royal Academy of Dancing. In 1999 it became the Royal Academy of Dance.

Vision:

Leading the world in dance education and training, the Royal Academy of Dance will be recognised internationally for the highest standards of teaching and learning. As *the* professional membership body for dance teachers it will inspire and empower dance teachers and students, members, and staff to make innovative, artistic and lasting contributions to dance and dance education throughout the world.

Mission:

To promote and enhance knowledge, understanding and practice of dance internationally by educating and training teachers and students and by providing examinations to reward achievement, so preserving the rich, artistic and educational value of dance for future generations.

We will:

- Communicate openly
- Collaborate within and beyond the organisation
- Act with integrity and professionalism
- Deliver quality and excellence
- Celebrate diversity and work inclusively
- Act as advocates for dance

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This Specification should be read in conjunction with the document:

Examinations Information, Rules and Regulations

available on request from the RAD Examinations Department

and on the RAD website: www.rad.org.uk.

1 Objectives, aims, and philosophy

1.1 Summary

- 1.1.1 These examinations constitute Level 1 of the RAD's Graded syllabus provision in the performance of ballet. They are the first three in a suite of eight grades from Grade 1 to Grade 8. An entry pathway to Grade 1 is provided by the RAD's Primary in Dance syllabus.
- 1.1.2 Grades 1-3 are offered as an Examination, Class Award and a Solo Performance Award. Only the Examinations are included on the Register of Regulated Qualifications.

1.2 Objectives

- 1.2.1 Following on from Primary in Dance, the knowledge and skills gained through successful completion of these qualifications provide a basis for progression to subsequent Graded Examinations in Dance (Grades 4-8). They also constitute a preparation for RAD Vocational Graded Examinations in Dance, and for Graded and Vocational Graded Examinations in a range of dance genres offered by other Awarding Organisations.
- 1.2.2 Graded and Vocational Graded Examinations in Dance provide the basis of courses of study which lead to recognised achievement at a high level in dance performance. The higher levels of these qualifications are accepted as benchmarks of achievement by Vocational Schools which are attended by the majority of young dancers intending to enter the profession. They are also taken into account by universities and other HE institutions offering degree courses and programmes in dance and dance teacher education (such as the RAD itself). Such qualifications also facilitate or aid progression to workplace opportunities such as: professional dancer, professional dance teacher, professional choreographer, professional dance notator, professional dance historian, lecturer in dance, and facilitator in community dance.
- 1.2.3 Achievement in dance contributes to a learner's all-round achievement, as it helps to develop competencies such as motor control, health and safety awareness, self-expression, physical fitness and stamina, discipline, mental ability and confidence.

1.3 Aims

- 1.3.1 The aims of the Graded Examination syllabus are to:
- promote the study of ballet and related dance disciplines as a leisure and/or vocational activity;
 - provide a means of measuring the acquisition of technical, musical and performance skills in ballet and related dance disciplines;
 - promote and encourage enjoyment of movement as a form of physical exercise;
 - provide all candidates, particularly children and young people, with an opportunity of experiencing dance accompanied by live and recorded music;
 - encourage personal self-confidence and group awareness through the experience of dancing solo, with partners and in small groups;

- aid the development of a general appreciation of music through dancing to various musical styles and rhythmic patterns;
- motivate students by providing a series of clearly defined goals which have been structured to reflect the principles of safe dance practice;
- provide teachers with a means by which to measure the individual progress of their students.

1.3.2 A course of study based on the Graded syllabus is intended to provide students with:

- an increasing ability to demonstrate practical knowledge of the dance disciplines of ballet and character;
- a graduated measure of attainment against specific criteria;
- increasing self-confidence through the learning, memorising and performing of prescribed sequences of movement, studies and dances;
- an awareness and understanding of working with others;
- an appreciation, through practical experience, of contrasting dance disciplines with their accompanying music.

1.4 **Philosophy**

1.4.1 The underlying philosophy of Grades 1-3 is to provide teachers and students with an examination syllabus that will encourage the development of an appropriate and sound technique, relevant for the ballet world of today. Through the stated elements of assessment, the syllabus identifies the necessary skills that underpin secure technique, such as core stability, weight placement, turnout and line, while continuing to recognise and reward the candidates' awareness of artistry and dynamics. Musically inspired exercises and dances will motivate students preparing for these examinations, Class Awards and Solo Performance Awards to acquire a well rounded understanding of ballet, and will promote joy in movement, creative interpretation, and a sense of dance and performance quality.

1.5 **Fitness for purpose**

1.5.1 A qualification will only be fit for purpose if that qualification, as far as possible, secures the requirements of

- validity
- reliability
- comparability
- manageability, and
- minimising bias

1.5.2 The RAD aims to secure these requirements by the following means:

- appointing Examiners who are subject experts, and who demonstrate their suitability for the role of assessor via the outcomes of a rigorous and extensive training programme
- monitoring the work of Examiners by holding annual training seminars, organising periodic moderation exercises, organising standardisation visits, and producing an Annual Review for each Examiner

- carrying out reviews of syllabus content and marking methodologies which lead the way in defining best practice in dance assessment
- carrying out quality assurance checks on results, including statistical analysis of marks and adjustment where appropriate
- having policies and procedures related to diversity and equality which seek to maximise access to examination, identify and mitigate barriers, and ensure that all candidates are assessed in the same way regardless of their personal characteristics
- setting out clearly how Reasonable Adjustments and Special Consideration may be applied in relation to examinations
- identifying conflicts of interest and setting out how these are managed

The full policies and procedures related to the above matters are available on request.

1.6 Further information

- 1.6.1 Further information about policies and procedures related to RAD Examinations, rules and regulations, and information about recognition and accreditation, may be found in the document *Examinations Information, Rules and Regulations*, available on request from the RAD Examinations Department and on the RAD website (www.rad.org.uk).

2 Learning outcomes and assessment criteria

- 2.1 The learning outcomes and assessment criteria set out in 2.2 – 2.4 below are taken from the units against which the qualifications are mapped on the Qualifications and Credit Framework (QCF) in England, Wales and Northern Ireland. For more information, see *Examinations Information, Rules and Regulations*, Section 2.

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

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

2.2 Grade 1

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> be able to perform simple movement sequences showing an awareness of basic techniques in ballet 	<ul style="list-style-type: none"> demonstrate a basic knowledge of the vocabulary of ballet demonstrate basic technical skills
<ul style="list-style-type: none"> be able to perform simple movement sequences showing an awareness of musicality in ballet 	<ul style="list-style-type: none"> demonstrate a basic sense of appropriate timing and rhythm demonstrate a basic responsiveness to music
<ul style="list-style-type: none"> be able to show an awareness of performance in ballet 	<ul style="list-style-type: none"> demonstrate a basic use of expression demonstrate a basic awareness of an audience

2.3 Grade 2

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> be able to perform simple movement sequences showing an awareness of basic techniques in ballet 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of the vocabulary of ballet demonstrate technical skills
<ul style="list-style-type: none"> be able to perform simple movement sequences showing an awareness of musicality in ballet 	<ul style="list-style-type: none"> demonstrate a sense of appropriate timing and rhythm demonstrate a responsiveness to music
<ul style="list-style-type: none"> be able to show an awareness of performance in ballet 	<ul style="list-style-type: none"> demonstrate a basic use of expression as appropriate demonstrate an awareness of an audience

2.4 Grade 3

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> be able to perform simple movement sequences showing an awareness of basic techniques in ballet 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of the vocabulary of ballet demonstrate consistent technical skills
<ul style="list-style-type: none"> be able to perform simple movement sequences showing an awareness of musicality in ballet 	<ul style="list-style-type: none"> demonstrate a basic understanding of appropriate timing and rhythm demonstrate a responsiveness to music appropriately
<ul style="list-style-type: none"> be able to show an awareness of performance in ballet 	<ul style="list-style-type: none"> demonstrate the use of expression appropriately demonstrate an appropriate awareness of an audience

2.5 A candidate who has successfully completed a course of study based on Grades 1, 2 and 3 will be able to:

Technique

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

Music

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

Performance

- perform with expression and communication.

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

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

2.7 In progressing through these Level 1 qualifications, candidates are expected to demonstrate an increasing vocabulary of steps, and an increasing awareness and mastery of dance technique. Candidates are expected to demonstrate knowledge of vocabulary as defined by the syllabus content. An understanding of technique is reflected in the ability to co-ordinate movements to produce combinations of steps with appropriate quality of movement (ie. precision and control), within the range of the candidates' physical capacity.

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

3 Syllabus content

3.1 General

- 3.1.1 Grades 1-3 are offered as an Examination, Class Award and a Solo Performance Award.
- 3.1.2 Detailed descriptions of the set exercises and dances for each Grade are published in the *Set Exercises and Dances* book, formerly known as the Syllabus (see Section 6, *Resources* below) which may be purchased from RAD Enterprises Ltd., through mail order, personal shopping or from its website: www.radenterprises.co.uk
- 3.1.3 Male and female candidates are examined together.
- 3.1.4 For more information about examination procedure, see *Examinations Information, Rules and Regulations*, section 5.

3.2 Graded Examinations

- 3.2.1 Candidates will be examined through the performance of the prescribed examination content including items choreographed by the candidates and their teacher. All exercises should be prepared, and two dances chosen from the options available for the Grade, as shown in the formats below.
- 3.2.2 Candidates are normally seen in groups of four; however smaller groups will be accepted when required by the total number of candidates entered. Candidates should be prepared to dance solo and in combination of groups, i.e. one, two, three or four at a time, as indicated.
- 3.2.3 **Grade 1:** Examination format

Content	Format (with four candidates)
Technique 1	
Warm up	all together
Legs and arms	two at a time
Technique 2	
Port de bras	all together
Demi-pliés	all together
Transfer of weight	two at a time
Walks	two at a time continuously
Technique 3	
Sautés	all together
Petit jetés and spring points	two at a time
Galops	two at a time or all together twice through
Technique 4	
Springs	two at a time
Step hop and parallel assemblé	one at a time continuously
Dance: A or B	one at a time
Character Dance: C or D	one at a time
Révérence	all together

3.2.4 Grade 2: Examination format

Content	Format (with four candidates)
Technique 1	
Pliés	all together
Battements tendus	all together
Preparation for grands battements	all together
Technique 2	
Port de bras	two at a time
Fondus	two at a time continuously
Transfer of weight	two at a time or all together twice through
Adage	two at a time
Technique 3	
Sautés and soubresauts	two at a time
Echappés sautés and petits jetés	two at a time
Galops	two at a time or all together twice through
Technique 4	
Turns and parallel assemblés	one at a time continuously
Grand allegro	two at a time continuously
Dance: A or B	one at a time
Character Dance: C or D	one at a time
Révérence	all together

3.2.5 Grade 3: Examination format

Content	Format (with four candidates)
Technique 1	
Pliés	all together
Battements tendus and battements glissés	all together
Battements fondus and développés devant	all together
Grands battements A – devant OR Grands battements B – second and derrière	all together
Technique 2	
Port de bras	two at a time
Ronds de jambe à terre	all together
Transfer of weight	two at a time or all together twice through
Adage	two at a time
Technique 3	
Sautés and changements	two at a time
Glissades, sissonnes and assemblés	two at a time
Posés and temps levés	two at a time
Technique 4	
Turns	one at a time continuously
Grand allegro	one at a time continuously
Dance: A, B or C	one at a time
Character Dance: D or E	one at a time
Révérence	all together

3.3 **Class Awards**

- 3.3.1 Class Awards are conducted by the teacher or an assistant, with the Examiner assessing the class. A maximum of eight candidates can be presented at any one time.
- 3.3.2 The content for Class Awards is the same as for Graded Examinations (see above, Sections 3.2.3 – 3.2.5) except that candidates present one dance rather than two.
- 3.3.3 Teachers should arrange candidates in groupings that are appropriate for the studio space, allow the Examiner to clearly see all the candidates and fit within the allocated time frame.
- 3.3.4 The Dance should be shown two at a time and continuous diagonals two by two.

3.4 **Solo Performance Award**

- 3.4.1 These are assessed by the Examiner. Candidates can be entered in sets of up to four.
- 3.4.2 Candidates are required to present three dances, each shown as a solo. Two of these must be taken from the corresponding Graded Examination syllabus. The third dance may be **either**:
 - (a) also taken from the corresponding graded syllabus; or
 - (b) a free choice, in any dance genre or style.
- 3.4.3 In the case of (b) above, the dance should be original, may not belong to any publically recognised third party (eg. another dance organisation), and may not have been previously published in any form. In most cases we expect it to have been choreographed by the teacher / candidate, although it is also possible to use dances from other sources (eg. choreographed by a friend / colleague) provided this is done within the constraints set out above, and with the permission of the choreographer.
- 3.4.4 The teacher is responsible for the use of a free-choice dance and undertakes to indemnify the Academy against any action taken by an individual or organisation in respect of its use.
- 3.4.5 There is no restriction on a free-choice dance having been performed before, either by the candidate or by others.
- 3.4.6 Candidates may enhance their uniform for any of the dances. Such enhancements should be made only to the leotard / t-shirt, and should be of a relatively simple and straightforward nature; they must not be such as to distract from the dance itself and should not be in the nature of complete costume changes, but rather additions to the standard RAD uniform. Additions to costume must be carried out quickly and efficiently, and must not disrupt the timing of the examination.
- 3.4.7 Candidates and teachers should note that RAD Examiners are specialists in the genre of ballet, although they receive comprehensive training and monitoring in dance assessment. Where a genre other than ballet is selected for the free choice dance, Examiners will assess this according to their professional judgement. There is no obligation to select a genre other than ballet for the third dance.

4 How marks are awarded

- 4.1 **Overview of the markscheme (Examinations and Solo Performance Awards)**
- 4.1.1 The learning outcomes and assessment criteria detailed in Section 2 above are differentiated across the examination via three interrelated domains of assessment - Technique, Music and Performance¹.
- 4.1.2 These domains of assessment are assessed via a markscheme which comprises ten component marks, which are applied as appropriate to the various requirements of the examination. Some are applied to one particular section of the exam (eg. 'Dance A or B') while others are generic to more than one section, as indicated in the tables below.
- 4.1.3 The component marks are defined by the assessment of a number of interrelated technical elements which contribute to the skill and ability of the dancer, i.e. co-ordination, control, line, spatial awareness and dynamic values. All these elements require a sound technique incorporating correct posture, weight placement and use of turnout (as appropriate to the genre). Definitions of the terms used are given in Section 4.6 below.
- 4.1.4 In the examination, the Examiner awards a mark of between 0 and 10 for each component mark. A mark of 1 or higher signifies the standard attained by the candidate with respect to that component. A mark of 0 signifies that no work was shown for all or part of the section of the exam relating to that component. The table in section 4.7 below explains the standard which the candidate needs to demonstrate, in relation to the elements contained within each component, in order to achieve these marks.

¹ Recall is also included for Solo Performance Awards.

4.2 Grade 1 Examination: Markscheme

Examination content	Component marks
SECTION 1: EXERCISES	
1. Technique 1: Warm up / Legs and arms Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
2. Technique 2: Port de bras / Demi-pliés / Transfer of weight / Walks Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
3. Technique 3: Sautés / Petit jetés and spring points / Galops Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
4. Technique 4: Springs / Step hop and parallel assemblé Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
5. Music Timing Responsiveness to music	10
6. Performance Expression and communication	10
SECTION 2: DANCES	
7. Dance A or B: Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
8. Dance A or B: Music and Performance Timing Expression and communication Responsiveness to music	10
9. Character Dance C or D and Révérence: Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
10. Character Dance C or D and Révérence: Music and Performance Timing Expression and communication Responsiveness to music	10
TOTAL	100

4.3 Grade 2 Examination: Markscheme

Examination content	Component marks
SECTION 1: EXERCISES	
1. Technique 1: Pliés / Battements tendus / Preparation for grands battements Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
2. Technique 2 : Port de bras / Fondus / Transfer of weight / Adage Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
3. Technique 3 : Sautés and soubresauts / Echappé sautés and petit jetés / Galops Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
4. Technique 4: Turns and parallel assemblés / Grand allegro Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
5. Music Timing Responsiveness to music	10
6. Performance Expression and communication	10
SECTION 2: DANCES	
7. Dance A or B: Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
8. Dance A or B: Music and Performance Timing Expression and communication Responsiveness to music	10
9. Character Dance C or D and Révérence: Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
10. Character Dance C or D and Révérence: Music and Performance Timing Expression and communication Responsiveness to music	10
TOTAL	100

4.4 Grade 3 Examination: Markscheme

Examination content	Component marks
SECTION 1: EXERCISES	
1. Technique 1: Pliés / Battements tendus and glissés / Battements fondus and développés devant / Grands battements Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
2. Technique 2: Port de bras / Rond de jambe à terre / Transfer of weight ./ Adage Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
3. Technique 3: Sautés and changements / Glissades, sissonnes and assemblés / Posés and temps levés Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
4. Technique 4: Turns / Grand allegro Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
5. Music Timing Responsiveness to music	10
6. Performance Expression and communication	10
SECTION 2: DANCES	
7. Dance A, B or C: Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
8. Dance A, B or C: Music and Performance Timing Expression and communication Responsiveness to music	10
9. Character Dance D or E and Révérence: Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
10. Character Dance D or E and Révérence: Music and Performance Timing Expression and communication Responsiveness to music	10
TOTAL	100

4.5 Grades 1-3 Solo Performance Awards: Markscheme

Examination content	Component marks
DANCE 1	
1. Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
2. Music Timing Responsiveness to music	10
3. Performance Expression and communication	10
DANCE 2	
4. Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
5. Music Timing Responsiveness to music	10
6. Performance Expression and communication	10
DANCE 3	
7. Technique Correct posture and weight placement Line Co-ordination Spatial awareness Control Dynamic values	10
8. Music Timing Responsiveness to music	10
9. Performance Expression and communication	10
ALL THREE DANCES	
10. Recall	10
TOTAL	100

4.6 Definitions of terms used in the markscheme

4.6.1 Technique

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

4.6.2 Music

Term	Definition
Timing	The steps performed in time with the music, ie. on the correct beat
Responsiveness to music	The ability to respond to rhythm, phrasing (musical punctuation), dynamics (volume and musical highlights) and atmosphere (the style and mood of the music)

4.6.3 Performance

Term	Definition
Expression	Expression reflected in face, body and dynamics of the movement
Communication	Appropriate engagement with the audience and partners

4.6.4 Recall²

Term	Definition
Recall	Confident recall of content

² Solo Performance Award only

4.7 Attainment descriptors

The descriptors below are used generically for Technique, Music and Performance:

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

4.8 Class Awards

4.8.1 Elements to be assessed

Component	Key features	Definition
Exercises (Technique)	Stability	Demonstrating control and co-ordination
Music	Timing / response	Showing correct timing and appropriate response to the music
Performance	Expression	Maintaining appropriate expression through face and body
Dance	Stability / timing / response / expression	Demonstrating control and co-ordination Showing correct timing and appropriate response to the music Maintaining appropriate expression through face and body

4.8.2 Attainment descriptors

Attainment	Descriptor
Never	The elements to be assessed were not shown
Occasionally	The candidate was able to demonstrate the elements to be assessed some of the time
Generally	The candidate was able to demonstrate the elements to be assessed more than half of the time
Frequently	The candidate was able to demonstrate the elements to be assessed almost all of the time

5 Awarding and reporting

5.1 Marks and attainment bands

5.1.1 For the Examinations, Candidates receive both a final mark (expressed as a percentage) and an attainment band. There are three attainment bands: Pass, Pass with Merit, and Pass with Distinction. Candidates who do not achieve the standard required for a Pass will receive the result of Standard Not Attained.

5.1.2 Each classification covers a band of marks, as follows:

Pass with Distinction	75% - 100%
Pass with Merit	55% - 74%
Pass	40% – 54%
Standard Not Attained	0% – 39%

5.1.3 There is no requirement to pass any specific section of the examination; the marks required to pass may come from any section.

5.2 Attainment band descriptors

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

5.3 Result forms, Certificates, Medals and Bars

5.3.1 All candidates who enter for an Examination will receive a Result Form. In addition, candidates who achieve a Pass, Pass with Merit or Pass with Distinction will receive a Certificate, specifying the Grade, attainment band, and other qualification information, and a Medal, specifying the attainment band.

- 5.3.2 All candidates who enter for a Class Award will receive an Assessment Report. In addition, candidates who achieve at least 'occasionally' in each component will receive a Certificate and a Medal.
- 5.3.3 All candidates who enter for a Solo Performance Award will receive a Result Form. In addition, candidates who achieve a Pass, Pass with Merit or Pass with Distinction will receive a Certificate, specifying the Grade and attainment band, and a Bar.

6 Resources

6.1 Word notes / Benesh notation

Code	Description
100G123	Grades 1-3: Set Exercises and Dances (includes full word notes and Benesh notation for all examination content)

6.2 Music

6.2.1 The examination content (with the exception of the third dance in the Solo Performance Award, where this is a free choice dance) must be danced to the official music published by the Royal Academy of Dance. There are two options:

- (a) live piano
- (b) CD (orchestral tracks only)

Options (a) and (b) above may be used interchangeably throughout the examination at the discretion of the teacher.

Use of the piano tracks on the CD is not permitted in the Examination, Class Award or Solo Performance Award. These are provided for rehearsal purposes only.

6.2.2 For further information and guidance about the use of music in examinations, please see *Examinations Information, Rules and Regulations*, Section 4.7.

6.2.3 Music resources available are as follows:

Code	Description
200G123	Grades 1-3: Printed music: Set Exercises and Dances
300G123	Grades 1-3: Set of 3 CDs, each containing orchestral (for examination) and piano (for rehearsal) versions of the music.

6.3 DVD

Code	Description
330G123	Grades 1-3: Set Exercises and Dances

6.4 Uniform

For full information about uniform, please see *Examinations Information, Rules and Regulations*, Section 5.5.

6.4.1 Ballet

Female	Male
<p>Sleeveless or short sleeved scooped neck leotard in Pink, Lilac, Marine Blue, Mulberry, Lavender or Navy, with matching elasticated belt.</p> <p>Pink soft ballet shoes in satin, canvas or leather, with pink elastic or ribbons. (Split sole shoes are permitted.)</p> <p>Option of short pink socks or pink nylon tights.</p>	<p>White short sleeved leotard or well-fitted T-shirt with Navy Lycra or cotton shorts. Navy stirrup tights may be worn instead of shorts.</p> <p>White ballet shoes in canvas or leather, with white elastic.</p> <p>Short white socks.</p>

6.4.2 Character

Female	Male
<p>Character skirts should be in black cotton material, with braiding which complements the colour of the leotard, and either circular in style or gathered at the waist, although the former is preferable. The hem of the skirt should be approximately 3 inches (7.6cm) below the knee.</p> <p>Character shoes must be worn and should ideally be black canvas. These are available in two heel sizes - low heel in sizes 3 - 7 (including half sizes) and Cuban in sizes 2 - 8 (including half sizes). The Cuban heel should ideally be worn from Grade 3 onwards.</p> <p>Standard black leather Character shoes are acceptable as an alternative. Other colours may be worn.</p> <p>Pink elastic should be worn across the arch.</p>	<p>The male uniform remains the same throughout all Examinations / Class Awards / Solo Performance Awards except for the shoes.</p> <p>Laced up Character shoes should be worn.</p>

6.5 Props

All props shown below are *required* for the chosen dances. For Transfer of Weight (Grade 1), the indicated props are *optional*. At all levels, alternative dances are available for which props are not required.

Grade	Exercise / Dance	Props
Grade 1	Transfer of Weight Dance B Character Dance C	Flag, soft fabric on a stick, scarf or ribbon (optional) Short stick with two ribbons attached or two ribbons held in the hand (length of ribbons approx 0.5m) Watering can. Any small watering can is acceptable but it must have two handles, one at the side for the watering movements (used with one hand) and a fixed handle over the top (held with both hands)
Grade 2	Character Dance C (Female) Character Dance C (Male)	Garland of flowers, approx 1 metre in length Scarf, approx 1.25m in length and 0.25m wide (exact measurements depend on size of candidate). Should have the appearance of Hungarian (folk) style, any material, perhaps with braid trimming

Grade 3	Character Dance D (Female)	Flowered head band with ribbons attached (not bunched by the ears) but hanging down the back: approx 6 ribbons, each 0.3cms wide, length to just below knees (length depends on height of candidate). The frame should be a circle covered by ribbon to fit the head, with flowers attached to the top part to just above the ears at both sides, and then the ribbons attached to the lower half of the circle in a line slightly overlapping. Small folk drum (carried).
	Character Dance D (Male)	

6.6 Outlets and stockists

- 6.6.1 The *Set Exercises and Dances* book, printed music books, CD and DVD, as well as some props and coloured badges, are available from:

Royal Academy of Dance Enterprises Ltd
 36 Battersea Square
 London SW11 3RA
 ☎ 0207 326 8080
 📠 020 7228 628
 🌐 www.radenterprises.co.uk
 online, by post or in person

and other Academy branch outlets.

- 6.6.2 All uniform is available to Registered Teachers through the RADE Uniform Direct promotion from:

Freed of London
 62-64 Well Street
 London E9 7PX
 Freephone 0800 975 5981 (UK)
 ☎ 020 8510 4700
 📠 020 8510 4750
 🌐 <http://www.radefreed.com>
 online, by post or in person

and other stockists.