



# **Specification**

**Pre-Primary in Dance Class Award**

**Primary in Dance Class Award**

**RAD Entry Level Award in Graded Examination in Dance:  
Primary in Dance**

This Specification is valid from 1 January 2016 to 31 December 2016 (or until further notice)

The Royal Academy of Dance (RAD) is an international teacher education and awarding organisation for dance. Established in 1920 as the Association of Operatic Dancing of Great Britain, it was 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 is recognised internationally for the highest standards of teaching and learning. As the professional membership body for dance teachers it inspires and empowers 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 from [www.rad.org.uk](http://www.rad.org.uk)

# I Summary, objectives, aims, and learning outcomes

## I.1 Summary

- I.1.1 Pre-Primary in Dance and Primary in Dance are the introductory levels of the RAD's graded examination syllabus. They follow on from the 'Dance to Your Own Tune' Curriculum and provide a pathway into Grade I and above.
- I.1.2 Pre-Primary in Dance is offered as a class award.
- I.1.3 Primary in Dance is offered as a class award and examination.
- I.1.4 The Primary in Dance examination is recognised by Ofqual and Qualifications Wales as a regulated qualification. The Pre-Primary in Dance and Primary in Dance class awards are not regulated qualifications. See *Examinations Information Rules and Regulations* (Section 2) for more details.

## I.2 Objectives

- I.2.1 The knowledge and skills gained through successful completion of these levels provide a basis for progression to subsequent examinations in dance (Grades I-8).
- I.2.2 Graded examinations, solo performance awards, and vocational graded examinations in dance are progressive structured assessments which ultimately lead to recognised achievement at a high level in dance performance. The higher level qualifications are accepted as benchmarks of achievement by vocational schools, attended by most 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 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.
- I.2.3 Achievement in dance contributes to the development of a range of competencies and life skills, such as motor control, health and safety awareness, self-expression, physical fitness and stamina, discipline, mental ability and confidence.

## I.3 Aims

- I.3.1 Pre-Primary in Dance and Primary in Dance develop students' physical skills, stamina, creativity, expression, and musicality using a range of sounds and musical styles. This foundation prepares students for the transition to ballet and other dance genres at higher levels.

- 1.3.2 These levels are appropriate for students between the ages of five and eight years.
- 1.3.3 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, in 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.
- 1.3.3 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 **Learning outcomes**

- 1.4.1 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.
- 1.4.2 On successful completion of a course of study based on Pre-Primary in Dance and Primary in Dance, students, through participation and practice, will be able to
- articulate parts of the body
  - demonstrate awareness of positions of the body
  - perform with an awareness of space
  - demonstrate control
  - demonstrate co-ordination
  - demonstrate elevation
  - demonstrate use of appropriate movement dynamics
  - respond to the elements of music
  - perform expressively

- perform a sequence of simple steps to depict a story
- confidently recall the settings.

## 1.5 Fitness for purpose

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

- validity
- reliability
- comparability
- manageability
- minimising bias.

1.5.2 The RAD aims to meet 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 regular training seminars, organising individual standardisation visits and frequent moderation exercises and producing performance reviews 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 equality and diversity 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.

Further information on the above matters can be found in the document *Examinations Information, Rules and Regulations*, relevant policies and procedures, and elsewhere on [www.rad.org.uk](http://www.rad.org.uk).

## 1.6 Required knowledge, skills and understanding

1.6.1 No previous attainment or experience in dance is necessary in order to enter for these class awards or the examination.

1.6.2 An indication of required knowledge, skills and understanding is provided by the content of the preceding level in the Graded structure: i.e. the 'Dance to your Own Tune' curriculum for Pre-Primary in Dance; and the Pre-Primary in Dance class award for the Primary in Dance examination and class award.

**1.7 Further information**

- 1.7.1 Further information about RAD examinations can be found in the document *Examinations Information, Rules and Regulations*, available from [www.rad.org.uk](http://www.rad.org.uk).

## 2 Syllabus content

### 2.1 General

- 2.1.1 Detailed descriptions of the set exercises and dances for each level are published in the *Exercises and Dances* book, formerly known as the Syllabus (see Section 4, *Resources* below) available from [www.radenterprises.co.uk](http://www.radenterprises.co.uk)
- 2.1.2 For more information about preparation, requirements and procedures, see *Examinations Information, Rules and Regulations*, Sections 4 and 5.

### 2.2 Class awards

- 2.2.1 Class awards are conducted by the teacher. A maximum of eight candidates can be presented at any one time. Male and female candidates are presented together.
- 2.2.2 The class award should not exceed the maximum time allowed for the number of candidates presented (see *Examinations Information, Rules and Regulations*, Section 4.4).
- 2.2.3 All candidates perform the syllabus content as detailed in the *Exercises and Dances* book.
- 2.2.4 The formats for the class awards are set out below and are also listed in the *Exercises and Dances* book. All exercises, and the imaginative movement sequence / dance, should be prepared.
- 2.2.5 For the Pre-Primary in Dance class award, the imaginative movement sequence is performed. For the Primary in Dance class award, only **one** dance is required (e.g. **either** the Bouncing ball dance **or** the Dressing-up dance).
- 2.2.7 **Pre-Primary in Dance class award: content (format)**

Content	1-4 candidates	5-8 candidates
Warm-up	all together	
Legs and feet	all together	
Fingers and hands	all together	
Walks	all together or two groups	
Run and balance	one group	two groups
Bounce and jump	one group	two groups
Bend and spin	all together	
Picked-up galops	all together	
Claps and jumps	one at a time following on continuously	
Skips	one group	two groups
Imaginative movement sequence	all together	
Cool-down	all together	

## 2.2.8 Primary in Dance class award: content (format)

Content	1-4 candidates	5-8 candidates
Warm-up	all together	all together
Legs and feet	all together	all together
Arms and head	all together	all together
Bend and run	all together	all together
Bend and point	all together	all together
Transfer of weight	one group	two groups
Marches	all together	all together
Jumps	one group	two groups
Springs	one group	two groups
Hops, jumps and springs	one group	two groups
Galops and skips	one group	two groups
Run and leap (one diagonal only)	one at a time following on continuously	two at a time following on continuously
Bouncing ball dance * (Dance A)	one group	two groups
Dressing-up dance * (Dance B)	one group	two groups
Cool-down	all together	all together

\* Only ONE of these dances should be performed.

## 2.3 Examination

2.3.1 The examination is available for Primary in Dance only.

2.3.2 The examination is conducted by the examiner.

2.3.3 A maximum of four candidates can be examined at one time. Male and female candidates are examined together.

2.3.4 The candidates perform all the exercises and their choice of dance as detailed in the *Exercises and Dances* book. Only one dance is required.

2.3.5 Candidates should be prepared to dance solo and in combinations as indicated.

2.3.6 Where a set consists of three candidates, for items to be danced in pairs, two candidates dance as a pair and one dances solo. In these cases teachers may organise candidates into pre-determined groups. One candidate can dance twice to create two pairs, but the candidate chosen to do so should be varied during the examination. If teachers feel their students may not remember the pre-determined groups, brief notes of the arrangements can be given to the examiner. When the teacher has not arranged pre-determined groups, the examiner will arrange the groups.

2.3.7 Refer to Section 5.3 of *Examinations Information, Rules and Regulations* and the explanatory notes in the *Exercises and Dances* book.

### 2.3.8 Primary in Dance examination: content (format)

Content	Format
<b>Technique 1</b>	
Warm-up	all together
Legs and feet	two at a time (3 candidates all together)
Arms and head	two at a time (3 candidates all together)
<b>Technique 2</b>	
Bend and run	two at a time (3 candidates all together)
Bend and point	two at a time (3 candidates all together)
<b>Technique 3</b>	
Transfer of weight	two at a time
Marches	all together (can be seen twice)
<b>Technique 4</b>	
Jumps	two at a time
Springs	two at a time
Hops, jumps and springs	two at a time
<b>Technique 5</b>	
Galops and skips	all together with or without a partner (can be seen twice)
Run and leap	one at a time continuously (both diagonals)
<b>Dance</b>	
Bouncing ball dance * (Dance A)	two at a time
Dressing-up dance * (Dance B)	two at a time
Cool-down and révérence	all together

*\* Only ONE of these dances should be performed.*

### 3 Marking, awarding and reporting

#### 3.1 Class awards

3.1.1 Candidates are assessed, through the performance of the entire class award content, on the following criteria:

Section	Key features	Definition
Technique	Stability	Demonstrating control and co-ordination
Music	Timing / dynamics	Showing correct timing and appropriate reaction to the style of the music
Performance	Expression	Maintaining appropriate expression through face and body
Imaginative movement sequence / dance	Confidence / creativity	Expressing a story through movement with confidence and creativity

#### 3.1.2 Class Award attainment descriptors

Attainment	Descriptor
Not shown	The elements to be assessed were not shown
Occasionally	The candidate showed an ability to achieve the required assessment criteria <b>some of the time</b>
Generally	The candidate showed an ability to achieve the required assessment criteria <b>more than half of the time</b>
Frequently	The candidate showed an ability to achieve the required assessment criteria <b>almost all of the time</b>

#### 3.2 Examination

3.2.1 The learning outcomes and assessment criteria detailed in Section 1 are differentiated across the examination via three related assessment areas - technique, music and performance.

3.2.2 Technique, music and performance are assessed using a markscheme which comprises ten component marks, applied to the various examination requirements. Some are applied to one particular section of the examination (e.g. 'Dance A or B') while others are generic to a number of sections, as indicated in the table below.

3.2.3 The component marks are awarded through the assessment of related 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 and weight placement. Definitions of the terms used are given in Section 3.3 below.

3.2.4 In the examination, the examiner awards a mark of between 0 and 10 for each component. 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 the section of the examination relating to that component. The table in section 3.5 below explains the standard which the candidate needs to demonstrate in order to achieve these marks.

### 3.3 Primary in Dance examination: markscheme

*Warm-up and cool-down / révérence should be presented but are not assessed.*

Examination content	Marks
<b>EXERCISES</b>	
<b>1. Technique 1:</b> Legs and feet / Arms and head <ul style="list-style-type: none"> <li>• Correct posture and weight placement</li> <li>• Co-ordination</li> <li>• Control</li> </ul>	10
<ul style="list-style-type: none"> <li>• Line</li> <li>• Spatial awareness</li> <li>• Dynamic values</li> </ul>	
<b>2. Technique 2:</b> Bend and run / Bend and point <ul style="list-style-type: none"> <li>• Correct posture and weight placement</li> <li>• Co-ordination</li> <li>• Control</li> </ul>	10
<ul style="list-style-type: none"> <li>• Line</li> <li>• Spatial awareness</li> <li>• Dynamic values</li> </ul>	
<b>3. Technique 3:</b> Transfer of weight / marches <ul style="list-style-type: none"> <li>• Correct posture and weight placement</li> <li>• Co-ordination</li> <li>• Control</li> </ul>	10
<ul style="list-style-type: none"> <li>• Line</li> <li>• Spatial awareness</li> <li>• Dynamic values</li> </ul>	
<b>4. Technique 4:</b> Jumps / Springs / Hops / Jumps and springs <ul style="list-style-type: none"> <li>• Correct posture and weight placement</li> <li>• Co-ordination</li> <li>• Control</li> </ul>	10
<ul style="list-style-type: none"> <li>• Line</li> <li>• Spatial awareness</li> <li>• Dynamic values</li> </ul>	
<b>5. Technique 5:</b> Galops and skips / Run and leap <ul style="list-style-type: none"> <li>• Correct posture and weight placement</li> <li>• Co-ordination</li> <li>• Control</li> </ul>	10
<ul style="list-style-type: none"> <li>• Line</li> <li>• Spatial awareness</li> <li>• Dynamic values</li> </ul>	
<b>6. Music</b> <ul style="list-style-type: none"> <li>• Timing</li> </ul>	10
<ul style="list-style-type: none"> <li>• Dynamics</li> </ul>	
<b>7. Performance</b> <ul style="list-style-type: none"> <li>• Expression</li> </ul>	10
<ul style="list-style-type: none"> <li>• Communication</li> </ul>	
<b>DANCE: A OR B</b>	
<b>8. Technique</b> <ul style="list-style-type: none"> <li>• Correct posture and weight placement</li> <li>• Co-ordination</li> <li>• Control</li> </ul>	10
<ul style="list-style-type: none"> <li>• Line</li> <li>• Spatial awareness</li> <li>• Dynamic values</li> </ul>	
<b>9. Music and performance</b> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Expression</li> </ul>	10
<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Communication</li> </ul>	
<b>RECALL</b>	
<b>10. Recall</b> <ul style="list-style-type: none"> <li>• Secure recall of content</li> </ul>	10
<b>TOTAL</b>	<b>100</b>

### 3.4 Definitions of terms used in the markscheme

#### 3.4.1 Technique

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

#### 3.4.2 Music

Term	Definition
<b>Timing</b>	The steps performed in time with the music, i.e. on the correct beat
<b>Dynamics</b>	The ability to respond to volume and musical highlights

#### 3.4.3 Performance

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

#### 3.4.4 Recall

Term	Definition
<b>Recall</b>	Secure recall of content (irrespective of syllabus accuracy)

### 3.5 Attainment descriptors

The descriptors below are used generically for technique, music and performance:

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

### 3.6 Marking and attainment bands

3.6.1 For the examination, candidates receive both a final mark (expressed as a percentage) and an attainment band. There are three attainment bands: pass, merit, and distinction. Candidates who do not achieve the standard required for a pass will receive the result of 'standard not attained'.

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

3.6.3 Marks are aggregated to arrive at an overall total which corresponds to the following result classifications:

Result classification	Total marks	Medal classification
Standard not attained	0 – 39	
Pass	40 – 54	Bronze
Merit	55 – 74	Silver
Distinction	75 – 100	Gold

### 3.7 Result forms, assessment reports, certificates, and medals

3.7.1 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.

3.7.2 All candidates who enter for an examination will receive a result form. In addition, candidates who achieve a pass, merit or distinction will receive a certificate and medal, specifying the level and attainment band.

## 4 Resources

### 4.1 Printed book

Code	Description
100PPD	<i>Exercises and Dances</i> for Pre-Primary in Dance Class Award and Primary in Dance Examination and Class Award. Contains detailed descriptions of syllabus content.

### 4.2 Music

4.2.1 The music for these syllabi has been devised to allow maximum flexibility for the teacher. Music resources are available as follows:

- audio CDs (2 CD set). CD 1 contains all the music for the exercises and dances at both levels; CD 2 contains a range of music for use in the imaginative movement sequence at Pre-Primary in Dance level, and backing-track versions of selected music from the exercises and dances
- printed music book - contains keyboard versions of the music for the exercises and dances
- keyboard music for the imaginative movement sequence is available in the supplementary volume *Dance Class Tune Book: Making Music for Children's Dance Classes*.

4.2.2 Teachers can choose between the two contrasting pieces of music (A and B) supplied for each exercise (with the exception of cool down at both levels and the dances for Primary in Dance). The purpose of two choices is to help develop the student's ability to adapt movement to a variety of musical accompaniments in different ways with imagination. We would advise that the same music is played for each side of an exercise in the examination and class award.

4.2.3 The class award or examination may be conducted with live music, recorded music, or a mixture of both.

For class awards, the following options are permitted:

- CD only
- piano only
- piano only, with percussion accompaniment options on suggested exercises
- a combination of the above.

For the imaginative movement sequence in Pre-Primary in Dance, the following options are permitted:

- the musical excerpts provided on the CD 2
- his/her own recorded music
- a combination of both
- improvised music by the pianist
- a selection of appropriate pieces from existing repertoire by the pianist.

For the Primary in Dance examination, the following options are permitted:

- the CD only
- piano only
- a combination of the above.

4.2.4 The RAD's publication *Dance Class Tune Book: Making Music for Children's Dance Classes* provides piano scores of some of the music used on the imaginative movement sequence CD. It also contains helpful suggestions for accompanying children's classes, particularly at Pre-Primary in Dance and Primary in Dance levels, advice from experienced professionals on subjects such as improvisation, using music technology in the dance studio, and creative dance accompaniment for children.

4.2.5 Resources available:

Code	Description
200PPD	Printed music book: music (piano and percussion) to accompany <i>Exercises and Dances</i>
200PPDT	<i>Dance Class Tune Book</i> : as described in 4.2.4
300PPDCD	<b>Set of two CDs:</b> <b>CD 1:</b> Two musical selections (Music A and B) for each exercise at each level <b>CD 2:</b> Over 30 tracks for use as resources for the imaginative movement sequence in the Pre-Primary in Dance class award and play-along backing tracks for exercises at both levels

### 4.3 DVD

Code	Description
330PPDVD	<b>DVD 1:</b> exercises and dances for Pre-Primary in Dance class award with in-depth demonstration of selected exercises and including two sample Imaginative Sequences <b>DVD 2:</b> exercises and dances for Primary in Dance examination and class award with in-depth demonstration of selected exercises All DVD exercises are shown using both Music A and B <b>Also includes DVD extras</b> Subtitled in: English, French, German, Mandarin, Italian, Greek, Japanese, Spanish and Portuguese

### 4.4 App

4.4.1 The app content replicates that of the DVDs. Each grade can be purchased separately within the free 'container' application and is priced individually. Video content is downloaded to your device, for viewing offline at your leisure.

4.4.2 Apps are available via iTunes App Store and the Google Play Store.

	Description
RAD Video App	Set Exercises and Dances: Primary in Dance and Pre-Primary in Dance

## 4.5 Uniform

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

4.5.2 Details of regulation uniform for Pre-Primary in Dance and Primary in Dance are as follows:

Female	Male
Short sleeved leotard pink, lilac or marine blue (e.g. Chloe style)	Blue or white t-shirt
Georgette wrap over skirt – colour to match leotard	Navy or black polycotton / lycra shorts
Pink socks	White socks
Pink soft toe ballet shoes - satin or leather	White or black shoes - canvas or leather
<i>Available from the following manufacturers: Freed of London, Mondor of Canada, Tunics Adagio and Coppelia</i>	

## 4.6 Props

4.6.1 Teachers are encouraged to use a wide range of props such as feathers, wrist bands, pom-poms and percussive instruments to aid learning in all areas.

4.6.2 Pre-Primary in Dance class award

The use of props is optional. While a number of exercises suggest the use of various props during classes, it is not necessary or advised, due to time restraints, to use props for ALL those exercises during the class award itself.

Exercise	Props
Warm-up	Wrist bands with ribbons / streamers or finger bands with ribbons / streamers
Fingers and hands	Feathers, suitable flower petals or pom-poms (small)
Walks	Suitable percussion instruments and/or relevant prop
Run and balance	Wings composed of a soft suitable material that can be attached around the neck /shoulder and to the wrist or finger
Bounce and jump	Suitable percussion instruments, wristbands with ribbons / streamers or finger bands with ribbons / streamers, hand held pom-poms
Claps and jumps	Chalk or non-slip suitable floor markers

*/cont.*

Imaginative movement sequence	Any prop that will help in the understanding of the story. Small pieces of costume may be worn, for example hat, crown, scarf, cloak, belt ( <i>avoid masks as the candidate's face should be seen at all times</i> )
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#### 4.6.3 Primary in Dance class award and examination

Exercise	Props
Marches	Hand held pom poms or flags
Dressing-up dance	A small trunk, suitcase or box with a hinged lid (containing costume item), one per candidate. Any suitable items of costume that can be easily worn and taken off, e.g. hat, crown, scarf, cloak, belt ( <i>avoid masks as the candidate's face should be seen at all times</i> )

### 4.7 Supplier details

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

Royal Academy of Dance Enterprises Ltd (online, by post or in person)  
[www.radenterprises.co.uk](http://www.radenterprises.co.uk)

36 Battersea Square  
 London SW11 3RA  
 Tel 020 7326 8080  
 Fax 020 7228 628

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

Freed of London (online, by post or in person)  
[www.radefreed.com](http://www.radefreed.com)

62-64 Well Street  
 London E9 7PX  
 Freephone 0800 975 5981 (UK)  
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