



Specification

Graded Examination in Dance: Grade 6 (Ballet) at SCQF Level 6

Graded Examination in Dance: Grade 7 (Ballet) at SCQF Level 6

Graded Examination in Dance: Grade 8 (Ballet) at SCQF Level 6

(Qualifications accredited in Scotland)

Grades 6-8 Presentation Classes

This Specification is valid from 8 February 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

I Summary, objectives, aims, and philosophy

I.1 Summary

- I.1.1 These graded examinations constitute SCQF Level 6 of the RAD's graded syllabus provision in the performance of ballet. They are the last three in a suite of eight grades. An entry pathway to Grade 1 is provided by the RAD's Primary in Dance syllabus.
- I.1.2 Grades 6-8 are offered as an examination and a presentation class. Only the examinations are accredited by SQA Accreditation on the Scottish Credit and Qualifications Framework.

I.2 Objectives (Graded examinations)

- I.2.1 Following on from Grades 4-5, the knowledge and skills gained through completion of these qualifications provide a basis for progression to further personal development, lifelong learning and further and higher education opportunities. They also prepare candidates for RAD vocational graded examinations, and for vocational graded examinations in a range of dance genres offered by other awarding organisations.
- I.2.2 Graded and vocational graded examinations in dance are progressive, structured assessments which 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 young dancers intending to enter the profession. They are 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). The exams 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 wide 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 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.

1.3.2 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 **Fitness for purpose**

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

- validity
- reliability
- comparability
- manageability
- minimising bias

1.4.2 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 regular training seminars, organising individual standardisation visits and frequent moderation exercises, and producing an 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 .

1.5 Required knowledge, skills and understanding

- 1.5.1 No previous attainment in dance is necessary in order to enter for the examinations or Presentation Classes.
- 1.5.2 An indication of required knowledge, skills and understanding is provided by the content of the preceding level in the graded structure: i.e. Grade 5 for Grade 6; Grade 6 for Grade 7; and Grade 7 for Grade 8. Please consult the relevant Specifications for more information.

1.6 Further information

- 1.6.1 Further information about RAD examinations can be found in the document *Examinations Information, Rules & Regulations*, available from 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 which comprise each graded examination.

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 6 examination

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform complex movement sequences showing an understanding, and secure use of technique in ballet 	<ul style="list-style-type: none"> demonstrate a detailed knowledge and understanding of the vocabulary of ballet demonstrate sound, secure and confident technical skills
<ul style="list-style-type: none"> be able to perform complex movement sequences showing an understanding of musicality in ballet 	<ul style="list-style-type: none"> demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings demonstrate a sensitive musical interpretation including: phrasing, dynamics, atmosphere
<ul style="list-style-type: none"> be able to present an assured performance in ballet 	<ul style="list-style-type: none"> demonstrate a personal sense of style and confidence in performance use varied expression and a range of performance skills with appropriate engagement with the audience

2.3 Grade 7 examination

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform complex movement sequences showing an understanding, and secure use of technique in ballet 	<ul style="list-style-type: none"> demonstrate a detailed and thorough knowledge and understanding of the vocabulary of ballet demonstrate confident and assured technical skills
<ul style="list-style-type: none"> be able to perform complex movement sequences showing an understanding of musicality in ballet 	<ul style="list-style-type: none"> demonstrate a secure understanding of a range of complex rhythmical sounds, accents and timings demonstrate a confident and sensitive musical interpretation including: phrasing, dynamics, atmosphere

/cont.

<ul style="list-style-type: none"> • be able to present an assured performance in ballet 	<ul style="list-style-type: none"> • demonstrate an assured personal sense of style and confidence in performance • use varied expression and a range of performance skills confidently with appropriate engagement with the audience
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2.4 Grade 8 examination

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • be able to perform complex movement sequences showing an understanding, and secure use of technique in ballet 	<ul style="list-style-type: none"> • demonstrate a consolidated knowledge and understanding of the vocabulary of ballet • demonstrate consolidated technical skills
<ul style="list-style-type: none"> • be able to perform complex movement sequences showing an understanding of musicality in ballet 	<ul style="list-style-type: none"> • demonstrate a consolidated understanding of a range of complex rhythmical sounds, accents and timings • demonstrate a confident, sensitive and varied musical interpretation including: phrasing, dynamics, atmosphere
<ul style="list-style-type: none"> • be able to present an assured performance in ballet 	<ul style="list-style-type: none"> • demonstrate a mature personal sense of style and confidence in performance • use varied expression and a range of performance skills confidently and consistently with appropriate engagement with the audience

2.5 A candidate who has successfully completed a course of study based on Grades 6-8 will be able to:

Technique

- demonstrate secure posture and correct weight placement in the performance of a wide range of more complex movements
- demonstrate the ability to perform a wide range of complex movements with co-ordination of the whole body, well stretched legs and articulated footwork
- demonstrate line through the body and use of épaulement
- demonstrate the ability to perform more complex movements with accurate alignment and use of space
- demonstrate well co-ordinated turning actions with correct use of supporting leg and placement of working leg
- demonstrate elevation with controlled landings in a wide range of more complex steps.

Music

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

Performance

- perform with expression and communication.

- 2.6 In progressing through these Level 3 qualifications, candidates are expected to demonstrate a comprehensive knowledge and understanding of the vocabulary of a particular style through the wide range of movements performed with technical strength. Along with confidence, candidates will convey self-awareness, resulting in a sensitive personal responsiveness to the musical mood.
- 2.7 Candidates will demonstrate a mature awareness of audience as well as subtleties of performance combined with expression and fluidity of movement involving dynamics and use of space.

3 Syllabus content

3.1 General

- 3.1.1 Grades 6-8 are offered as an examination and a presentation class. Only the examinations are accredited by SQA Accreditation.
- 3.1.2 Detailed descriptions of the set exercises and dances for each grade are published in the relevant *Set Exercises, Studies and Dances* book, formerly known as the Syllabus (see Section 6, *Resources* below) which may be purchased from www.radenterprises.co.uk
- 3.1.3 Male and female candidates are examined or presented together.
- 3.1.4 For more information about preparations, requirements and procedure, see *Examinations Information, Rules and Regulations*, Sections 4 and 5.

3.2 Graded examinations

- 3.2.1 Candidates will be examined through the performance of the prescribed examination content, all of which should be prepared except where choices are indicated. Examiners will request a selection of exercises.
- 3.2.2 Candidates are normally seen in groups of four; however if the total number being entered for any one grade is not divisible by four, smaller groups will be accepted.
- 3.2.3 Candidates should be prepared to dance solo and in combinations as indicated.
- 3.2.4 For Grades 6 and 7, 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 pairs, but the candidate chosen to do this should be varied during the examination. If teachers feel their students may not remember their pre-determined groups, brief notes of the arrangements can be given to the examiner. When the teacher has not arranged the pre-determined groups the examiner will arrange the groups.
- 3.2.5 Candidates may offer a simple verbal 'thank you' to the examiner after the reverence.

3.3 Presentation classes

- 3.3.1 Presentation classes are not assessed. Grades 6 and 7 are conducted by the teacher or an assistant, with the examiner viewing the class. The Grade 8 Presentation Class is conducted by the examiner. A maximum of eight candidates for Grades 6-7, or four candidates for Grade 8, can be presented at any one time.

- 3.3.2 For Grades 6-7 teachers may present exactly the same work as the corresponding examination syllabus, although some exercises may be omitted because of limitations of time. The choice of exercises is at the discretion of the teacher, providing that the work is chosen from the three sections of the syllabus and no exercise is chosen from a different level. Studies and character dances may be presented.
- 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. Dances at Grades 6-7 should be shown two at a time and continuous diagonals two by two (where necessary, three candidates can be arranged as a two and a one; see 3.2.4 above). Refer to the explanatory notes in the *Exercises and Dances* book.
- 3.3.4 For Grade 8, the content of the presentation class is exactly the same as for the examination.

3.4 Grade 6: examination content (format)

All exercises should be prepared, except that there is a choice of classical, free movement or character dance.

Content	Format
Barre <ul style="list-style-type: none"> • Pliés • Battements tendus and battements glissés • Ronds de jambe à terre and battements fondus • Battements frappés or demi-point enchaînement (examiner's choice) • Exercise for ronds de jambe en l'air with port de bras • Adage • Grands battements and battements en cloche • Demi-pointe enchaînement or battements frappés. (female only: examiner's choice) 	all together (all exercises)
Centre <ul style="list-style-type: none"> • 1st Port de bras or 2nd Port de bras • Pirouette en dehors • Pirouette en dedans • Adage study 	two at a time two at a time two at a time two at a time (female and male candidates perform separately)
Allegro <ul style="list-style-type: none"> • Soubresauts and échappés sautés to 4th position • Pas de bourrées • Petit allegro 	two at a time continuously two at a time (female only) two at a time (female and male candidates perform separately)
Waltz enchaînement	one at a time (teacher's / candidate's choice of side)
Classical dance (if chosen)	one at a time
Free movement sequences <ul style="list-style-type: none"> • Exercise for upper back • Exercise for elevation and use of space 	two at a time (female and male candidates perform separately) one at a time or two at a time continuously (teacher's / candidate's choice)
Free movement dance (if chosen)	one at a time
Character enchaînements (Polish) <ul style="list-style-type: none"> • Polonaise • Polish Mazurka and Pas Marché • Krakoviak 	two at a time two at a time two at a time
Character dance: Polish mazurka (if chosen)	two at a time or one at a time (teacher's / candidate's choice) - a duet on opposite sides or a solo
Character révérence	all together (female and male candidates perform separately)

Props required: Long silk scarf (female) or cloak (male) for free movement.

3.5 Grade 7: examination content (format)

All exercises should be prepared, except that there is a choice of classical, free movement or character dance.

Content	Format
Barre <ul style="list-style-type: none"> • Pliés • Battements tendus and battements glissés • Ronds de jambe à terre and battements fondus • Battements frappés • Ronds de jambe en l'air • Adage study • Grands battements and battements en cloche • Coupé fouetté raccourci (female only) 	all together (all exercises)
Centre <ul style="list-style-type: none"> • Port de bras • Pirouette enchaînement • Adage 	two at a time (female and male candidates perform separately) two at a time two at a time (female and male candidates perform separately)
Allegro <ul style="list-style-type: none"> • Petit allegro • Allegro 	two at a time continuously two at a time (female and male candidates perform separately)
Grand allegro	one at a time (teacher's / candidate's choice of side)
Classical dance (if chosen)	one at a time
Free movement sequences <ul style="list-style-type: none"> • Study in stillness and gravity • Study for upper back 	all together or two at a time two at a time (female and male candidates perform separately)
Free movement dance (if chosen)	one at a time
Character enchaînements (Hungarian court) <ul style="list-style-type: none"> • Letjö and promenades • Cabrioles and quick letjö • Retirés and pas de bourrées 	two at a time continuously two at a time two at a time
Character dance: Czardas (if chosen):	one at a time or two at a time (to be performed as a duet on opposite sides or as a solo)
Character révérence	all together

Props required: Long silk scarf (female) or cloak (male) for free movement.

3.6 Grade 8: examination content (format)

Grade 8 develops solo performance as a culmination of the graded examination syllabus. Candidates are required to perform solos in the three genres previously studied - classical, free movement and character - preceded by a short warm up barre.

The first dance (Etude Lyrique) is compulsory, but in all other sections there is a choice of dance.

Content	Format
Barre <ul style="list-style-type: none"> • Pliés • Battements tendus and battements glissés • Ronds de jambe à terre and battements fondus • Battements frappés • Adage • Grands battements 	all together (all exercises)
Entrée Polonaise	all together
Classical solos <ul style="list-style-type: none"> • Etude Lyrique • Valse Printemps or Demi-caractère (female candidates) • Valse Automne (male candidates) 	one at a time one at a time one at a time
Free movement solos (one to be selected) <ul style="list-style-type: none"> • Mouvement Libre Poétique • Mouvement Libre Dramatique 	one at a time one at a time
Character solos (one to be selected) <ul style="list-style-type: none"> • Mazurka de Salon • Danse Russe 	one at a time one at a time
Finale Polonaise and révérence	all together

Props required: Long silk scarf (female) or cloak (male) for free movement; small handkerchief for Danse Russe.

4 How marks are awarded

4.1 Overview of the markscheme (examinations)

- 4.1.1 The learning outcomes and assessment criteria detailed in Section 2 above are differentiated across the examination via three related assessment areas - technique, music and performance.
- 4.1.2 Technique, music and performance are assessed using a markscheme which comprises ten (for Grades 6-7) or eight (for Grade 8) component marks, applied as appropriate to the various examination requirements. Some are applied to one particular section of the exam (e.g. 'waltz enchaînement') while others are generic to a number of sections, as indicated in the tables below.
- 4.1.3 The component marks are awarded through the assessment of interrelated elements which contribute to the skill and ability of the dancer. All elements require a sound classical technique incorporating correct posture, weight placement and (for ballet only) use of turnout. Definitions of the terms used are given in Section 4.4 below.
- 4.1.4 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 exam relating to that component. The table in Section 4.5 below explains the standard which the candidate needs to demonstrate in order to achieve these marks.

4.2 Grades 6 and 7 examinations: markscheme

Examination content	Component marks
CLASSICAL EXERCISES	
1. Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
2. Technique 2: Port de bras, centre practice <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
3. Technique 3: Allegro <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
4. Waltz enchaînement / Grand allegro <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
5. Music <ul style="list-style-type: none"> • Timing 	10
<ul style="list-style-type: none"> • Responsiveness to music 	
6. Performance <ul style="list-style-type: none"> • Expression • Communication 	10
<ul style="list-style-type: none"> • Interpretation • Projection 	
FREE MOVEMENT AND CHARACTER EXERCISES	
7. Free movement exercises <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
<ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression • Communication • Interpretation • Projection 	
8. Character exercises <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control • Line • Spatial awareness • Dynamic values 	10
<ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression • Communication • Interpretation • Projection 	
DANCE (CLASSICAL, FREE MOVEMENT OR CHARACTER)	
9. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	
10. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music • Expression 	10
<ul style="list-style-type: none"> • Communication • Interpretation • Projection 	
TOTAL	100

4.3 Grade 8 examination: markscheme

The Barre, the Entrée Polonaise and the Finale Polonaise are not marked. Candidates are required to pass each dance in order to pass the examination as a whole.

Examination content	Component marks		
ETUDE LYRIQUE			
1. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10	
		20	
2. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<ul style="list-style-type: none"> • Expression • Communication 	10	
VALE PRINTEMPS / VALE AUTOMNE / DEMI-CARACTERE			
3. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10	
		20	
4. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<ul style="list-style-type: none"> • Expression • Communication 	10	
MOUVEMENT LIBRE POETIQUE / MOUVEMENT LIBRE DRAMATIQUE			
5. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10	
		20	
6. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<ul style="list-style-type: none"> • Expression • Communication 	10	
MAZURKA DE SALON / DANSE RUSSE			
7. Technique <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	<ul style="list-style-type: none"> • Line • Spatial awareness • Dynamic values 	10	
		20	
8. Music and performance <ul style="list-style-type: none"> • Timing • Responsiveness to music 	<ul style="list-style-type: none"> • Expression • Communication 	10	
		20	
TOTAL		(scaled to 100)	80
			80

4.4 Definitions of terms used in the markscheme

4.4.1 Technique

Term	Definition
Correct posture and weight placement	Secure use of torso (refer to Page 8 of <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
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

4.4.2 Music

Term	Definition
Timing	The steps performed in time with the music, i.e. on the correct beat
Responsiveness to music	The ability to respond to phrasing (musical punctuation), dynamics (volume and musical highlights), atmosphere (the style and mood of the music) and the varying accents and 'shape' of different time signatures and dance rhythms

4.4.3 Performance

Term	Definition
Expression	Expression reflected in face, body and dynamics of the movement
Projection	The ability to project expression, feelings and emotions to an audience
Interpretation	Dancing with understanding and intelligent response to what one is dancing about, i.e. the motivation for the movement
Communication	Appropriate engagement with the audience and partners

4.5 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 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

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, merit, and distinction. Candidates who do not achieve the standard required for a pass will receive the result of 'standard not attained'.

Each classification covers a band of marks, as follows:

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

- 5.1.2 For Grades 6-7, there is no requirement to pass any specific section of the examination; the 40% marks required to pass may come from any section.
- 5.1.3 For Grade 8, candidates are required to achieve a minimum of 40% (i.e. 8 marks out of 20) for each dance in order to pass overall. (*Note:* there is no requirement to pass both the technique and the music and performance sections in order to pass the dance as a whole). Candidates who achieve a mark of 40% or above but have not reached the pass mark in one or more of the dances, will receive a 'standard not attained' result.

5.2 Attainment band descriptors

Attainment band	Descriptor
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.
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 **Results, certificates and medals**

- 5.3.1 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, specifying the grade, attainment band, and other qualification information, and a medal, specifying the attainment band.
- 5.3.2 Successful examination candidates are eligible to apply for affiliate membership of the Royal Academy of Dance.
- 5.3.3 All candidates who enter for a presentation class will receive a certificate of participation.

6 Resources

6.1 Word notes / Benesh notation¹

Code	Description
I00NGS6	Graded Examinations in Dance & Presentation Classes – Grade 6
I00NGS7	Graded Examinations in Dance & Presentation Classes – Grade 7 (Female)
I00NGS7M	Graded Examinations in Dance & Presentation Classes – Grade 7 (Male)
I00NGS8	Graded Examinations in Dance & Presentation Classes – Grade 8 (Female)

6.2 Music

6.2.1 The examination content must be danced to the official piano music, which may be purchased from www.radenterprises.co.uk. Live or recorded music may be used.

6.2.3 Music resources available are as follows:

Code	Description
5055190400111	Printed music book: original music for the set exercises, studies and dances for Grade 6
200NGM7	Printed music book: original music for the set exercises, studies and dances for Grade 7
5055190400166	Printed music book: original music for the set exercises, studies and dances for Grade 8
5055190400012	CD of music for Grade 6 and Grade 7

6.3 DVDs

Code	Description
330DVD6	Grade 6 (female): DVD
330DVD7	Grade 7 (female): DVD
330DVD8M	Grade 8 (male): DVD
330DVD8	Grade 8 (female): DVD

6.4 Apps

6.4.1 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.

¹ Benesh notation is not included for Grade 7.

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

	Description
RAD Video App	Set Exercises and Dances: Grade 4
RAD Video App	Set Exercises and Dances: Grade 5

6.5 **Uniform**

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

6.5.1 Ballet

Female	Male
<p>Any classic style of leotard in matt fabric in any colour, but in particular the following are recommended: black, navy blue, royal blue, lavender, red, burgundy or mulberry</p> <p>The skirt (worn after the barre work) should be in a soft, flimsy, lightweight material, such as georgette or chiffon and approximately mid-calf length, and in any colour. Circular skirts are the most flattering, but gathered at the waist is acceptable</p> <p>A short skirt may also be worn for the barre work of Grade 8 exams, if candidates prefer</p> <p>A light silk scarf of no more than 1m x 2m of any colour. The colour of the leotard, skirt and scarf should match or tone with each other</p> <p>Pink soft satin, canvas or leather shoes with either elastic or ribbons, split sole shoes are allowed. (Soft pointe shoes should not be worn)</p> <p>Candidates may perform the free movement exercises and study in either ballet shoes or bare feet.</p>	<p>Short sleeved or sleeveless white matt fabric leotard (or well-fitting white t-shirt if leotard felt to be unsuitable). Navy stirrup tights</p> <p>White ballet shoes in canvas or leather with white elastic</p> <p>Short white socks</p> <p>Candidates may perform the free movement exercises and study in either ballet shoes or bare feet</p> <p>The 'cloak' for free movement is represented by a piece of light cotton material, similar in size and shape to the silk used by female candidates. It can be any colour.</p>

6.4.2 Character

Female	Male
<p>Character skirts should be black, 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 below the knee</p> <p>Character shoes must be worn from Grade 1 and should ideally be black canvas. These are available in two heel sizes - low heel in sizes 3 - 7 (including half sizes) and the 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>Shoes should be fitted with pink elastic.</p>	<p>The male uniform remains the same throughout all examinations and presentation classes except for the shoes</p> <p>Lace up character shoes should be worn.</p>

6.5 Outlets and stockists

6.5.1 The printed book, music books, CD and DVD, as well as coloured badges, are available from:

Royal Academy of Dance Enterprises Ltd
www.radenterprises.co.uk

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

and other Academy branch outlets.

6.5.2 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)
Tel 020 8510 4700
Fax 020 8510 4750

online, by post or in person

and other stockists.