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# **bbodance**

## **Specification**

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**Level 3 Certificate in  
Graded Examination in  
Dance: Grade 6 (Jazz)**

**Level 3 Certificate in  
Graded Examination in  
Dance: Grade 7 (Jazz)**

**Level 3 Certificate in  
Vocational Graded  
Examination in Dance:  
Intermediate (Jazz)**

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**Level 3:  
Jazz**

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*(Qualifications regulated in England and Wales)*

This Specification is valid from 1 August 2016 to 1 August 2019 (or until further notice)

\*bbodance is the trading name for the British Ballet Organization which was set up in 1930 to improve standards of dance teaching. Our mission is to inspire excellence and promote the education, training and enjoyment of dance. We are an inclusive, innovative and dynamic organisation which supports its members through a lifelong partnership.

bbodance is accredited by the Council for Dance Education and Training (CDET) and offers examinations in Ballet, Tap, Jazz and Modern which are regulated by Ofqual and Qualifications Wales. These examinations are delivered both nationally and internationally.

In addition to regulated qualifications, bbodance offers Performance Awards and Freestyle Dance Awards for students who do not wish to take formal examinations. Information on all qualifications and awards can be found on our website.

This Specification sets out the aims, objectives, assessment criteria and content for the named qualification/s. The document contains a summary of the examined dance content: a more detailed syllabus can be found on the website and downloaded for fuller reference.

## Dance Qualifications at a Glance

### Regulated Qualifications (RQF 2016)

Examination	Genre/s	Level/Award
Grade 1	Ballet; Tap; Modern; Jazz; Musical Theatre	Level 1 Award
Grade 2	Ballet; Tap; Modern; Jazz	Level 1 Award
Grade 3	Ballet; Tap; Modern; Jazz	Level 1 Award
Grade 4	Ballet; Tap; Modern; Jazz	Level 2 Award
Grade 5	Ballet; Tap; Modern; Jazz	Level 2 Award
Grade 6	Ballet; Tap; Modern; Jazz	Level 3 Certificate
Grade 7	Ballet; Tap; Modern; Jazz	Level 3 Certificate
Grade 8	Ballet; Tap; Modern	Level 3 Certificate
Intermediate Foundation	Ballet; Tap; Modern; Jazz	Level 2 Certificate
Intermediate	Ballet; Tap; Modern; Jazz	Level 3 Certificate
Advanced 1	Ballet; Tap; Modern; Jazz	Level 4 Certificate
Advanced 2	Ballet; Tap; Modern	Level 4 Diploma
L4 Diploma in Dance Teaching	Student's own choice	Level 4 Diploma
L5 Diploma in Dance Teaching	Student's own choice	Level 5 Diploma
L6 Diploma in Dance Teaching	Student's own choice	Level 6 Diploma
L6 Extended Diploma in Dance Teaching	Student's own choice	Level 6 Extended Diploma

\*available from September 2016

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## **1) Summary, objectives, aims and philosophy**

### **a) Summary**

- i)** Grades 6, 7 and Intermediate in Jazz are aligned with Level 3 of the Regulated Qualifications Framework (Ofqual 2016) and lead to a Level 3 Certificate. bbdance does not currently offer Grade 8 examination in Jazz dance.
- ii)** Grades 6 and 7 are conceived as a linear progression which covers an extended dance vocabulary at an achievable pace for the average student attending two or more dance class per week. Candidates are advised to complete each Grade in numerical order.
- iii)** The Intermediate examination covers a more extensive range of Jazz dance vocabulary and requires more intensive study than Grades 6 and 7. This is reflected in the Total Qualification Time allocation (see Section 7).
- iv)** All bbdance Level 3 qualifications carry UCAS points (see Section 8)

### **b) Objectives**

- i)** To provide access to nationally recognised examinations in dance which, at the higher level, are accepted by the industry as benchmarks of achievement and taken into account by universities and other Higher Education (HE) institutions offering degree courses and programmes in dance and dance teacher education. Graded and Vocational Graded examinations at Level 3 also aid progression to workplace opportunities such as: professional dancer, teacher, examiner, choreographer, notator, historian, lecturer and community practitioner.
- ii)** To contribute 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.
- iii)** To provide a sound platform in dance knowledge and skills for progression to the workplace and/or Vocational Graded Examinations at Level 4.
- iv)** All Level 3 qualifications carry UCAS points as shown at the end of this document

### **c) Aims**

- i)** The aims of the Level 3 Graded and Vocational Graded Examinations in Dance (Jazz) are to:
  - promote the study of Jazz dance as a leisure and/or vocational activity

- provide a means of measuring the acquisition of technical, musical and dance performance skills
- promote and encourage enjoyment of dance as a form of physical exercise
- provide all candidates, particularly children and young people, with an opportunity of experiencing dance accompanied by live or 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 candidates 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 develop and monitor the individual progress of students and candidates
- reward achievement and motivate further learning

**d) Fitness for purpose**

**i) A qualification will only be fit for purpose if it secures the requirements of**

- Validity
- Reliability
- Comparability
- Manageability
- Minimising bias

**ii) bbodance aims to meet these requirements through a rigorous internal Quality Assurance Framework which includes:**

- identifying and mitigating conflicts of interest in the delivery of dance examinations
- Adopting policies and procedures which encourage access to examinations, minimise or remove barriers, and treat all candidates without bias.
- providing initial examiner training which includes seminars, 'shadowing' existing examiners and a mentoring support scheme
- Providing on-going training for examiners and monitoring their work through annual seminars, moderation exercises, standardisation and performance reviews
- Undertaking regular reviews of syllabus content, examination procedures and marking methodologies in order to meet regulatory requirements and the needs of examination 'users'

- Undertaking statistical analysis of marks and adjustment where appropriate
- Monitoring the use of Reasonable Adjustments and Special Considerations procedures and sharing best practice with other dance Awarding Organisations
- Maintaining an appropriately skilled, competent and dedicated team of staff to design, deliver and quality assure dance examinations

#### e) Entry Criteria

- No previous dance qualifications are necessary in order to enter for Graded Examinations.
- For the Intermediate examination, candidates must have gained Level 2 equivalent knowledge, understanding and skills.

### 2) Learning Outcomes, and Assessment Criteria

- The learning outcomes and assessment criteria for Grades 6, 7, 8 and Intermediate are given below.
  - Learning outcomes** describe in broad terms what a candidate should know, understand or be able to demonstrate during the examination. Each dance examination is underpinned by a set of learning outcomes which are appropriate for the level of the award.
  - Assessment criteria** specify the standard a candidate is expected to meet in order to demonstrate that the learning outcomes have been achieved. Each dance examination is marked according to a series of assessment criteria which reflect the level of the award.

#### b) Level 3 Descriptor

- Candidates who have successfully completed a Level 3 qualification will have demonstrated an extensive range of dance vocabulary with a consistently secure technical foundation. They will be able to perform complex movements with a clear and sustained sense of co-ordination and alignment. Their musicality is sound and forms part of a clearly discernible sense of performance which includes some aspects of individuality.

**c) Grade 6 Examination (Jazz)**

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<ul style="list-style-type: none"> <li>• Develop detailed knowledge and understanding of the jazz dance vocabulary and technical principles</li> </ul>	<ul style="list-style-type: none"> <li>• Perform complex movement phrases and sequences with secure use of jazz dance technique</li> <li>• perform longer movement sequences with accuracy</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the complex relationship between music and jazz dance</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a clear understanding of a range of musical rhythms, and styles</li> <li>• Demonstrate a sensitive interpretation of musical quality, phrasing and narrative</li> </ul>
<ul style="list-style-type: none"> <li>• Use an appropriate range of technique and performance skills in an extended jazz dance enchaînement, variation or set dance</li> </ul>	<ul style="list-style-type: none"> <li>• Present a technically sound and assured jazz dance performance which engages with an audience</li> </ul>

**d) Grade 7 Examination (Jazz)**

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<ul style="list-style-type: none"> <li>• Develop in-depth knowledge and understanding of jazz dance including but not limited to the jazz dance lexicon</li> </ul>	<ul style="list-style-type: none"> <li>• Perform complex movement sequences, using a wide movement vocabulary relevant to the chosen dance genre</li> <li>• Perform with technical security and an element of confidence</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a secure understanding of musicality in jazz dance</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a confident and personal interpretation of musical accompaniment</li> <li>• Perform to a range of musical rhythms, dynamics and styles</li> </ul>
<ul style="list-style-type: none"> <li>• Integrate a range of knowledge and skills in order to present an informed and assured jazz dance performance</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a secure sense of jazz dance performance and artistry with an appropriate sense of style</li> </ul>

**e) Intermediate Examination (Jazz)**

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<ul style="list-style-type: none"> <li>• Develop an assured range and depth of knowledge and understanding in the jazz dance genre</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an extensive range of jazz dance vocabulary across choreographic styles</li> <li>• Demonstrate sustained technical accuracy with confidence</li> <li>• Demonstrate a secure basis for pointe work (ballet only)</li> <li>• Perform complex and previously unseen jazz sequences set by the Examiner</li> </ul>
<ul style="list-style-type: none"> <li>• Consolidate the range and nuance of their musicality</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate musicality and secure musical phrasing in both learned and 'unseen' jazz dance sequences</li> <li>• Demonstrate contrasting musical and movement dynamics</li> </ul>
<ul style="list-style-type: none"> <li>• Synthesise practical and theoretical learning to perform complex and extended jazz dance sequences with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a clear sense of performance and artistic style</li> <li>• Perform alone and with others with equal confidence</li> <li>• Perform with an element of individual interpretation and artistry</li> </ul>

f) In the examination candidates will be assessed on their ability to

- i) Perform a series of prepared Jazz dance exercises with a basic level of technical proficiency in relation to posture, weight placement, co-ordination of the whole body, control, line, spatial awareness and dynamic values
- ii) dance, throughout the examination, in time to the music and show responsiveness to the music
- iii) dance with expression and performance quality, although this may not always be sustained
- iv) verbally respond to basic theory questions asked by the examiner

- g) For Level 3 qualifications, candidates are expected to demonstrate an increasing vocabulary of ballet steps, and an increasing awareness and mastery of ballet technique. Candidates are expected to demonstrate knowledge of vocabulary as defined by the syllabus content. In-depth understanding of ballet technique is reflected in the ability to co-ordinate movements to produce combinations of steps with appropriate quality of movement (i.e. precision and control), within the range of the candidates' physical capacity.
- h) 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 spatial awareness, an ability to work with others, and responsiveness to an audience.

### 3) Syllabus content

#### a) General

- i) Grades 6, 7 and Intermediate in Jazz are examinations leading to qualifications that are regulated in England and Wales.
- ii) Detailed descriptions of the syllabus work for each examination are published online and available for download free of charge.
- iii) For Grades 6 and 7 in Jazz, male and female candidates follow the same syllabus and are examined together. bbodance upholds the candidate's right to be examined in his/her chosen gender identity.

#### b) Grade 6 Content (Jazz)

<b>Centre</b>
<ol style="list-style-type: none"> <li>1. Warm Up</li> <li>2. Tendu with Plié and Extension</li> <li>3. Contraction</li> <li>4. Isolations</li> <li>5. Port de Bras in <math>\frac{3}{4}</math></li> <li>6. Exercise for Attitude</li> </ol>
<b>Floor Work</b>
<ol style="list-style-type: none"> <li>7. Abdominal Exercise</li> <li>8. Spiral and Hip Roll</li> <li>9. Leg Stretching</li> <li>10. Spiral and Side Stretching</li> <li>11. Grand Battement and Spinal Stretch</li> <li>12. Back Exercise</li> </ol>
<b>Centre</b>

13. Small Jumps
14. Jumps
15. Chainée Turns
16. Dance Movement 1: Stylized Walks
17. Dance Movement 2: Combination in 4/4
18. Dance Movement 3: Runs in 4/4
19. Dance Movement 4: Travelling Combination
20. Dance Movement 5: Jumps on Diagonal
21. Ragtime Dance
22. Dance in 4/4
23. Bow
24. NB: candidates are required to perform only one floor exercise of their choice from the available six (exercises 7-12)

**c) Grade 7 Content (Jazz)**

<b>Centre</b>
<ol style="list-style-type: none"> <li>1. Warm Up (parts 1-4)</li> <li>2. Tendu with Plié and Spiral</li> <li>3. Isolations</li> <li>4. Port de Bras and Adage</li> <li>5. Chainée Turns</li> </ol>
<b>Floor Work</b>
<ol style="list-style-type: none"> <li>6. Abdominal Exercise</li> <li>7. Spiral and Hip Roll</li> <li>8. Stretching in 2nd</li> <li>9. High Arch and Spinal Stretch</li> <li>10. Back Exercise</li> </ol>
<b>Centre</b>
<ol style="list-style-type: none"> <li>11. Kick Exercise</li> <li>12. Jumps</li> <li>13. Sissone</li> <li>14. Dance Movement 1: Stylized Walks</li> <li>15. Dance Movement 2: Stylized Walks on Diagonal</li> <li>16. Dance Movement 3: Combination in 4/4</li> <li>17. Dance Movement 4: Jazz Runs and Slides</li> <li>18. Dance Movement 5: Layout Combination in 8 and 3 counts</li> <li>19. Dance Movement 6: Jumps in 2nd</li> <li>20. Solo Dance 1950s</li> <li>21. Solo Dance in 4/4</li> <li>22. Bow</li> <li>23. NB: Candidates are required to perform only one exercise of their choice from the available</li> </ol>

five (exercises 6-10). Candidates are required to perform only one of the two dances (Solo Dance 1950s or Solo Dance in 4/4).

#### d) Intermediate Content (Jazz)

<b>Centre</b>
<ul style="list-style-type: none"> <li>1) Warm Up (Pars 1-4)</li> <li>2) Tendu with Plié and Spiral</li> <li>3) Isolations</li> <li>4) Port de Bras and Adage</li> <li>5) Chainée Turns</li> </ul>
<b>Floor Work</b>
<ul style="list-style-type: none"> <li>6) Abdominal Exercise</li> <li>7) Spiral and Hip Roll</li> <li>8) Stretching in 2<sup>nd</sup></li> <li>9) High Arch and Spinal Stretch</li> <li>10) Back Exercise</li> </ul>
<b>Centre</b>
<ul style="list-style-type: none"> <li>11) Kick Exercise</li> <li>12) Jumps</li> <li>13) Sissone</li> <li>14) Dance Movement 1: Stylised Walks</li> <li>15) Dance Movement 2: Stylised Walks on Diagonal</li> <li>16) Dance Movement 3: Combination in 4/4</li> <li>17) Dance Movement 5: Layout Combination in 8 and 3 counts</li> <li>18) Dance Movement 6: Jumps in 2<sup>nd</sup></li> <li>19) Solo Dance 1950s</li> <li>20) Solo Dance in 4/4</li> </ul>
<b>Bow</b>
21) Bow

#### 4) Duration of Examinations

a) The timings for Grades 6 and 7 in Jazz are as follows:

Grades 6 and 7	Number of Candidates in a Set	Timings (in minutes)
	1	60 minutes
	2	60 minutes
	3	70 minutes
	4	70 minutes

**b) The timings for Intermediate in Jazz are as follows:**

Intermediate	Number of Candidates in a Set	Timing (in minutes)
	1	75
	2	75
	3	80
	4	75

**5) How marks are awarded**

**a) Overview of the mark scheme**

- i) The learning outcomes and assessment criteria detailed in Section 2 above are differentiated across the examination via three related assessment areas – Technique, Musicality and Performance
- ii) Technique, Musicality and Performance are assessed using a mark scheme which comprises a total of 100 marks, applied to the various elements as shown in the box below.

**b) Grades 6 and 7 and Intermediate: Mark Scheme**

<b>Examination Content</b>	<b>Marks</b>
<b>Technique</b>	
Posture and Alignment	10
Footwork	10
Co-ordination	10
Isolations	10
Turns	10
Elevation	10
Theory/Knowledge	10
<b>Musicality</b>	
Musical Phrasing	10
Musical Dynamics	10
<b>Performance</b>	
Performance Quality	10

## 6) Marks and Achievement Descriptors

### a) Mark Descriptors

Mark	Descriptor
0	The candidate did not attend the examination or did not show the work required
1	Indicates an extremely limited ability to achieve
2	Indicates a very limited ability to achieve
3	Indicates a limited ability to achieve
4	Indicates an acceptable ability to achieve
5	Indicates a good ability to achieve
6	Indicates a very good ability to achieve
7	Indicates an excellent ability to achieve
8-10	Indicates an outstanding ability to achieve

### b) Achievement Categories

Category of Achievement	Overall Mark
Distinction (D)	70 - 100
Merit (M)	55 - 69
Pass (P)	40 - 54
Standard Not yet Achieved (SNYA)	0 - 39

### c) Achievement Descriptors

#### i) Distinction

Excellent in most aspects of technique with consistency across all aspects of examined content. The quality of performance and musicality is also well developed with demonstration of a range of dynamics. At the upper end of the mark range for Distinction, the candidate demonstrates an outstanding or exceptional overall achievement.

#### ii) Merit

Good in most aspects of technique with some very good areas of ability. Some aspects of performance quality and musicality are well developed but may lack consistency. At the upper end of the mark range for Merit is work which is very good overall.

#### iii) Pass

Acceptable or adequate in the control of technique with some inconsistency across the full range of examined work. Some musical

awareness and sense of performance is demonstrated but not fully developed. Some areas of the work examined show limited ability but overall the learning outcomes for the level have been met.

#### iv) Standard Not Yet Achieved

Limited technical ability with insufficient strength or control. Musical awareness is not clearly demonstrated and there is a lack of performance style. Whilst there may be some potential ability, the learning outcomes have not been met, further study is required.

### 7) Total Qualification Time (TQT)

- a) TQT is a measure of the time taken for an average learner to complete a qualification. This figure is for guidance only and does not mean that all learners must undertake a specified number of hours before undertaking examination. The introduction of TQT follows the Raising the Participation Age (RPA) legislation which will require all young people to prove that they are in full-time education until they are 18.
- b) The TQT for Grades 6 and 7 is 130 hours (per grade). This figure comprises 90 Guided Learning Hours and 40 hours of 'Other Learning'.
- c) The TQT for Intermediate is 275 hours. This figure comprises 150 Guided Learning Hours and 125 hours of 'Other Learning'.
- d) Guided Learning is the time set aside for teaching or supervising learners, including weekly lessons, additional coaching and rehearsals.
- e) Other Learning includes a diverse range of activities which support or extend the learning in class. These activities might include 'homework' tasks such as online research on dance, reading books on dance technique, seeing a live dance performance or viewing a filmed extract online.
- f) Following consultation with Awarding Organisations the figures for TQT were approved by the Council for Dance Education and Training (April 2016).

### 8) UCAS Tariff Points

All bbodance Level 3 Graded and Vocational Graded Examinations carry UCAS points as follows:

<b>Examination (all genres)</b>	<b>Award</b>	<b>UCAS Points</b>
Intermediate	Distinction	20
Intermediate	Merit	14
Intermediate	Pass	8

Grade 8	Distinction	20
Grade 8	Merit	18
Grade 8	Pass	16
Grade 7	Distinction	16
Grade 7	Merit	14
Grade 7	Pass	12
Grade 6	Distinction	12
Grade 6	Merit	10
Grade 6	Pass	8