
bbodance

Specification

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

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

**Level 3 Certificate in
Graded Examination in
Dance: Grade 8 (Tap)**

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

**Level 3:
Tap**

(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 new 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 candidates who do not wish to take formal examinations. Information on all qualifications and awards can be found on our website (www.bbo.dance).

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.

bbodance is a trading name for The British Ballet Organization Ltd., a Charity registered in England (No. 277177) and a Company Limited by Guarantee (No. 1402656).

bbodance 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; Jazz	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 Certificate
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, 8 and Intermediate in Tap are aligned with Level 3 of the Regulated Qualifications Framework (Ofqual 2016) and lead to a Level 3 Certificate.
- ii)** Grades 6, 7 and 8 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 Tap dance vocabulary and requires more intensive study than Grades 6-8. 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.
- 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 subsequent Vocational Graded Examinations at Level 4 (Advanced 1 and Advanced 2)
- iv)** 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.

c) Aims

- i)** The aims of the Level 3 Graded and Vocational Graded Examinations in Tap are to:
 - promote the study of 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) bbdance 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 or Vocational 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 a wide range of dance vocabulary with a 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 (Tap)

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • Develop detailed knowledge and understanding of the tap dance vocabulary and technical principles 	<ul style="list-style-type: none"> • Perform complex movement phrases and sequences with secure use of tap dance technique

	<ul style="list-style-type: none"> perform longer movement sequences with strength, stamina and accuracy
<ul style="list-style-type: none"> Understand the complex relationship between music and tap 	<ul style="list-style-type: none"> Demonstrate a clear understanding of a range of musical rhythms, and styles Demonstrate a sensitive interpretation of musical quality, phrasing and narrative
<ul style="list-style-type: none"> Use an appropriate range of technique and performance skills in an extended tap dance sequence 	<ul style="list-style-type: none"> Present a technically sound and assured tap dance performance which engages with an audience

d) Grade 7 Examination (Tap)

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> Develop in-depth knowledge and understanding of tap dance 	<ul style="list-style-type: none"> Perform complex movement sequences, using a wide tap-based vocabulary Perform with technical security, control and an element of confidence
<ul style="list-style-type: none"> Develop a secure understanding of musicality in tap dance 	<ul style="list-style-type: none"> Demonstrate a confident and personal interpretation of musical accompaniment Perform to a range of musical rhythms, dynamics and styles
<ul style="list-style-type: none"> Integrate a range of knowledge and skills in order to present an informed and assured tap dance performance 	<ul style="list-style-type: none"> Demonstrate a secure sense of tap dance performance and artistry with an appropriate sense of style

e) Grade 8 Examination (Tap)

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> Develop an assured range and depth of knowledge and understanding in tap dance, 	<ul style="list-style-type: none"> Demonstrate a broad range of tap dance vocabulary across historical and choreographic styles

including complex nuances in style	<ul style="list-style-type: none"> • Demonstrate sustained technical accuracy • Perform tap dance sequences set by the Examiner • Answer theory questions on technical issues in tap dance
<ul style="list-style-type: none"> • Consolidate the range and nuance of their musicality 	<ul style="list-style-type: none"> • Demonstrate a consolidated sense of musicality with some detailed nuances of phrasing
<ul style="list-style-type: none"> • Synthesise practical and theoretical learning to perform complex and extended tap dance sequences with confidence 	<ul style="list-style-type: none"> • Demonstrate confidence as a performer with a clear sense of style • Demonstrate confidence in performing alone and with others

f) Intermediate Examination (Tap)

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • Develop an assured range and depth of knowledge and understanding in the tap dance genre 	<ul style="list-style-type: none"> • Demonstrate an extensive range of tap dance vocabulary • Demonstrate sustained technical accuracy with confidence • Perform complex and previously unseen tap dance sequences set by the Examiner
<ul style="list-style-type: none"> • Consolidate the range and nuance of their musicality 	<ul style="list-style-type: none"> • Demonstrate musicality and secure musical phrasing in both learned and 'unseen' tap dance sequences • Demonstrate contrasting musical and movement dynamics
<ul style="list-style-type: none"> • Synthesise practical and theoretical learning to perform complex and extended tap dance sequences with confidence 	<ul style="list-style-type: none"> • Demonstrate a clear sense of performance and artistic style • Perform alone and with others with equal confidence

	<ul style="list-style-type: none"> • Perform with an element of individual interpretation and artistry
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- g)** In the examination candidates will be assessed on their ability to
- i)** Perform a series of prepared tap dance 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
 - ii)** dance, throughout the examination, in time to the music and show responsiveness to the music
 - iii)** dance, throughout the examination, with expression and communication
 - iv)** perform a dance/dances which requires the integration of all the above aspects of technique, musicality and performance
 - v)** respond verbally to theory questions asked by the examiner
- h)** For Level 3 qualifications, candidates are expected to demonstrate a broad knowledge of dance vocabulary, technical principles and performance styles (as defined in the examination content), with an increasing sense of identity as a performer. Control of the body is reflected in the ability to co-ordinate complex movement phrases with refinement and appropriate artistic quality. Candidates are expected to demonstrate knowledge and understanding of safe dance practice by performing within the range of their physical capacity.
- i)** 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 perform with others, and responsiveness to an audience.

3) Syllabus content

a) General

- i)** Grades 6, 7, 8 and Intermediate in Tap are regulated qualifications in England and Wales.
- ii)** Detailed descriptions of the set work for each examination are published online and available for download free of charge.
- iii)** The examination content for Grades 6-8 and Intermediate in Tap is the same for male and female candidates. bbodance upholds the rights of candidates to be examined in their preferred gender identity.

b) Graded examinations

- i) Candidates will be examined through the performance of the prescribed examination content. All exercises should be prepared, and dances chosen from the options available for the Grade, as shown in the following tables.

c) Grade 6 Content (Tap)

Barre Work
<ol style="list-style-type: none">1. Heel Shuffles2. Toe and Heel Crawl3. Wing Toe Tap4. Wing Change Kick
Floor Patterns and Turning Steps
<ol style="list-style-type: none">5. Travel and Turn6. Turning Exercise7. Quarter Turns and Pick Ups
Steps
<ol style="list-style-type: none">8. Amalgamation No 19. Amalgamation No 210. Amalgamation No 311. Time Steps and Breaks12. Rhythm Claps
Dance

d) Grade 7 Content (Tap)

Warm Up
<ol style="list-style-type: none">1. Heel Shuffles2. Riff Exercise3. Hop Shuffles
Barre Work
<ol style="list-style-type: none">4. Hop Flap Heel5. Wing Toe Tap6. Pick Ups
Steps
<ol style="list-style-type: none">7. Alternating Turns on the Diagonal

8. Diagonal Trenches 9. Rhythmical Brush
Turning Step
10. Tap Spring Turns
Time Steps
11. Wing Time Step 12. Preparation for Single Wing Time Step
Rhythmic Response
13. Choreographed by the teacher or candidate OR
Dance
14. 32 Bar Dance choreographed by the teacher

e) Grade 8 Content (Tap)

Warm Up
1. Walking Sequence 2. Nerve Taps 3. Step Pick-Up Spring Step
Barre Work
4. 7 Beat Riff 5. 11 Beat Riff 6. 6 Beat Cramp Roll 7. Pendulum Wings
Floor Patterns
8. Alternating Turns on the Diagonal 9. Heel Hits 10. Pick-Up and Wing 11. Jeté Turn
Steps
12. 12 Bar Pick-Ups 13. 74 Sequence 14. Simultaneous Actions 15. Pick-Up & Shuffle Pick-Up Change
Turning Step

16.3 Beat Riff Turning
Rhythmic Response
17. Choreographed by the teacher or candidate OR
Dance
18.32 Bar Dance choreographed by the teacher

f) Intermediate Content (Tap)

Amalgamations
<ol style="list-style-type: none"> 1. Amalgamation No 1: Slow Blues 2. Amalgamation No 2: Strong Tango 3. Amalgamation No 3: Lyrical 4. Amalgamation No 4: With Speed 5. Amalgamation No 5: With Speed
Turning Step
6. Turns on the Diagonal
Wings
7. Wing Amalgamation
Dance
8. 32 Bar Dance

4) Duration of Examinations

a) The timing of examinations for Grades 6-8 in Tap is shown in the following table:

Grade 6	Number of Candidates	Timing (in minutes)
	1	30 minutes
	2	40 minutes
	3	55 minutes
	4	55 minutes
Grades 7 and 8	1	30 minutes
	2	40 minutes
	3	45 minutes

	4	45 minutes
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b) The timing for examinations for Intermediate in Tap is shown in the following table:

Intermediate	Number of Candidates	Timing (in minutes)
	1	30 minutes
	2	45 minutes
	3	60 minutes
	4	60 minutes

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, 7, 8 and Intermediate: Mark Scheme

Examination Content	Marks
Technique	
Posture and Alignment	10
Footwork	20
Clarity of Tapping	10
Co-ordination	10
Spatial Awareness	10
Theory/Knowledge	10
Musicality	
Musical Phrasing	10
Musical Dynamics	10
Performance	
Performance Quality	10

5) 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 centre and floor work. 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.

6) 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, 7 and 8 is 130 hours. 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 Hours are 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).

7) UCAS Tariff Points

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

Examination (all genres)	Award	UCAS Points
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