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# Specification

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**Level 1 Award in Graded  
Examination in Dance:  
Grade 1**

**Level 1 Award in Graded  
Examination in Dance:  
Grade 2**

**Level 1 Award in Graded  
Examination in Dance:  
Grade 3**

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**Level 1**

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bbodance<sup>1</sup> (formally the British Ballet Organization) was established 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, Drama and Musical Theatre (CDMT) and offers examinations in Ballet, Tap, Jazz, Modern, Musical Theatre and Contemporary. Recognised under the Regulated Qualifications Framework (RQF), these examinations are regulated by Ofqual and Qualifications Wales. The examinations are delivered both nationally and internationally.

In addition to regulated qualifications, bbodance offers Graded Assessments<sup>2</sup> and Dance Awards<sup>3</sup> for students who do not wish to take formal examinations. Information on all qualifications and awards can be found on our website (<https://bbo.dance>).

This Specification sets out the aims, objectives, assessment criteria and content for the named qualification/s. Detailed genre specific syllabi can be found on the website and can be downloaded for free (bbodance Registered Teachers and Associate Members only) or purchased from our online shop.

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<sup>1</sup> 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).

<sup>2</sup> Formally Performance Dance Awards. Graded Assessments commence from September 2019

<sup>3</sup> Formally Freestyle Dance Awards. Dance Awards commence from September 2019

## bbodance Qualifications at a Glance

Qualification		Genre/s	Level/Award
Graded	Grade 1	Ballet; Tap; Jazz; Modern; Musical Theatre; Contemporary	Level 1 Award
Graded	Grade 2	Ballet; Tap; Jazz; Modern; Musical Theatre; Contemporary	Level 1 Award
Graded	Grade 3	Ballet; Tap; Jazz; Modern; Musical Theatre; Contemporary	Level 1 Award
Graded	Grade 4	Ballet; Tap; Jazz; Modern; Musical Theatre	Level 2 Award
Graded	Grade 5	Ballet; Tap; Jazz; Modern; Musical Theatre	Level 2 Award
Vocational	Intermediate Foundation	Ballet; Tap; Jazz; Modern	Level 2 Certificate
Graded	Grade 6	Ballet; Tap; Jazz; Modern	Level 3 Certificate
Graded	Grade 7	Ballet; Tap; Jazz; Modern	Level 3 Certificate
Graded	Grade 8	Ballet; Tap; Modern	Level 3 Certificate
Vocational	Intermediate	Ballet; Tap; Jazz; Modern	Level 3 Certificate
Vocational	Advanced 1	Ballet; Tap; Jazz; Modern	Level 4 Certificate
Vocational	Advanced 2	Ballet; Tap; Modern	Level 4 Diploma
Teacher Training	L4 Diploma in Dance Teaching	Unspecified	Level 4 Diploma
Teacher Training	L5 Diploma in Dance Teaching	Unspecified	Level 5 Diploma
Teacher Training	L6 Diploma in Dance Teaching	Unspecified	Level 6 Diploma

Teacher Training	L6 Extended Diploma in Dance Teaching	Unspecified	Level 6 Extended Diploma
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# 1. Summary, Objectives, Aims and Philosophy

## Qualification Titles and Numbers

Qualification Title	Ofqual Qualification Number	Qualification Wales Approval/Designation No.
BBO Level 1 Award in Graded Examination in Dance: Grade 1	600/3139/6	C00/1719/1
BBO Level 1 Award in Graded Examination in Dance: Grade 2	600/3140/2	C00/1719/7
BBO Level 1 Award in Graded Examination in Dance: Grade 3	600/3168/2	C00/1719/2

## Summary

Grades 1, 2 and 3 are aligned with Level 1 of the Regulated Qualifications Framework (Ofqual 2016). These examinations are offered in a range of genres (see the table on page 3) and are available to any candidate, with or without previous dance experience. Successful candidates receive a Level 1 Award in Graded Examination in Dance.

Candidates may choose to do one or more examinations at Level 1 in various genres. The content of Grades 1-3 is conceived as a linear progression and candidates are advised to follow the numerical order.

## Objectives

The objectives of Level 1 Graded Examinations in Dance are 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
- provide a broad education in and through dance which is accessible for all children, young people and adults, with or without prior dance experience
- 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
- provide a sound platform in dance knowledge and skills for progression to subsequent Graded and/or Vocational Graded Examinations at Level 2 (Grades 4 and 5 and Intermediate Foundation).

# Aims

The aims of Level 1 Graded Examinations in Dance 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 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 or 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 develop and monitor the individual progress of their students
- reward achievement and motivate further learning.

## Fitness for purpose

A qualification will only be fit for purpose if it secures the requirements of:

- validity
- reliability
- comparability
- manageability
- minimising bias

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 students and 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, standardisation exercises 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 Adjustment and Special Consideration 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.

## **Entry Criteria**

No previous dance qualifications are necessary in order to enter for Level 1 Graded Examinations.

Graded Examinations are open to candidates of any age, although bbodance recommends that candidates should be aged 7 or above before undertaking the Grade 1 examination.

For students who wish to undertake an examination at an earlier age, we offer Introduction to, Pre-Syllabus, Pre-Primary and Primary in Dance examinations in multiple genres. These examinations can help prepare candidates for Level 1 Awards and recognise achievement at earlier stages of learning.

## 2. Learning Outcomes and Assessment Criteria

**Learning outcomes** describe in broad terms what a candidate should know, understand or be able to demonstrate during the examination. Each bbodance 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 bbodance examination is marked according to a series of assessment criteria which reflect the level of the award.

### Level 1 Descriptor

Candidates who have successfully completed a Level 1 qualification will have demonstrated a basic knowledge of a chosen dance genre with some basic technical skills. They will be able to perform simple movements with co-ordination and correct alignment. Their musicality is not yet developed but they are able to keep time with the music and express a basic awareness of musical rhythm. They are able to express some aspects of performance but this may not always be sustained. At Grade 3, candidates can demonstrate some secure technique, with growing confidence in musicality and expressive performance.

### Grade 1 Examination Learning Outcomes and Assessment Criteria

<b>Learning Outcomes: the candidate will;</b>	<b>Assessment Criteria: the candidate can;</b>
<ul style="list-style-type: none"><li>perform basic dance vocabulary with sufficient technical facility</li></ul>	<ul style="list-style-type: none"><li>demonstrate knowledge and understanding of some basic dance vocabulary</li><li>demonstrate some basic technical skills</li></ul>
<ul style="list-style-type: none"><li>perform with basic awareness of musical rhythm and tempo</li></ul>	<ul style="list-style-type: none"><li>demonstrate some aspects of musical timing</li></ul>
<ul style="list-style-type: none"><li>develop some artistic and expressive qualities in dance performance</li><li>develop basic spatial awareness in relation to the body</li></ul>	<ul style="list-style-type: none"><li>demonstrate some expressive movement qualities</li><li>demonstrate basic awareness of performing for an audience</li><li>demonstrate some basic floor patterns</li></ul>

## Grade 2 Examination Learning Outcomes and Assessment Criteria

Learning Outcomes: the candidate will;	Assessment Criteria: the candidate can;
<ul style="list-style-type: none"> <li>perform basic dance vocabulary with sufficient technical facility</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a basic dance vocabulary</li> <li>demonstrate a basic technical foundation</li> </ul>
<ul style="list-style-type: none"> <li>perform with basic awareness of musical rhythm and tempo</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate understanding of musical rhythm and timing</li> </ul>
<ul style="list-style-type: none"> <li>develop artistic and expressive qualities in dance performance</li> <li>develop spatial awareness in relation to the body and performance space</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a range of expressive movement qualities</li> <li>demonstrate different floor patterns</li> <li>demonstrate awareness of an audience</li> </ul>

## Grade 3 Examination Learning Outcomes and Assessment Criteria

Learning Outcomes: the candidate will;	Assessment Criteria: the candidate can;
<ul style="list-style-type: none"> <li>perform basic dance vocabulary with sufficient technical facility</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a basic dance vocabulary</li> <li>demonstrate a consistent technical foundation</li> </ul>
<ul style="list-style-type: none"> <li>perform with basic awareness of musical rhythm and tempo</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a consistent understanding of musical rhythm and timing</li> <li>respond to expressive qualities in music or other stimuli</li> </ul>
<ul style="list-style-type: none"> <li>develop artistic and expressive qualities in dance performance</li> <li>develop spatial awareness in dance</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an appropriate performance style</li> <li>perform with a clear sense of direction and personal space</li> </ul>

## Grade 1-3 Assessment

In the examinations candidates will be assessed on their ability to:

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

For Level 1 qualifications, candidates are expected to demonstrate a basic knowledge of dance vocabulary and increasing control of the body. Co-ordination during simple movements is secure and candidates are able to dance safely within their physical capacity.

Candidates are required to communicate an element of confidence in their performance. Musical awareness is evident, although not always sustained and there is a clear understanding of performing within the dimensions of the space.

## 3. Syllabus Content

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A detailed genre-specific syllabus for each examination can be found on the website and can be downloaded for free (bbodance Registered Teachers and Associate Members only) or purchased from our online shop.

Candidates will be examined through the performance of the prescribed Examination Content as set out in the genre-specific syllabi. The Examination is mainly practical in nature, with the inclusion of theory questions which the examiner will ask, related to vocabulary covered in the syllabi; both verbal and physical demonstration responses are acceptable.

In Tap, Jazz, Modern, Musical Theatre and Contemporary, the examination content for Grades 1-3 is gender neutral. bbodance upholds the rights of candidates to be examined in their preferred gender identity.

## 4. Duration of Examinations

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Ballet, Tap, Modern, Musical Theatre and Contemporary

Number of Candidates	Duration
1	30 minutes
2	30 minutes
3	35 minutes
4	35 minutes

Jazz

Number of Candidates	Duration (Grade 1)	Duration (Grade 2)	Duration (Grade 3)
1	30 minutes	30 minutes	45 minutes
2	30 minutes	30 minutes	45 minutes
3	35 minutes	35 minutes	50 minutes
4	35 minutes	35 minutes	50 minutes

# 5. Marks and Achievements

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## Overview of the Mark Scheme

The Learning Outcomes and Assessment Criteria detailed in Section 2 are differentiated across the examination via three related assessment areas: technique, musicality and performance.

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 tables below.

Where genre-specific criteria differ, the mark scheme below denotes

## Grades 1-3 Mark Scheme

Ballet, Modern, Musical Theatre and Contemporary

Examination Content	Marks
Co-ordination	10
Elevation	10
Extension	10
Footwork	10
Interpretation	10
Musicality	10
Performance Quality	10
Posture & Placing	10
Spatial Awareness	10
Theory/Knowledge	10

## Tap

Examination Content	Marks
Clarity of Tapping	10
Co-ordination & Balance	10
Footwork	10
Interpretation	10
Legwork & Alignment	10
Musicality	10
Performance Quality	10
Posture & Placing	10
Spatial Awareness	10
Theory/Knowledge	10

## Jazz

Examination Content	Marks
Co-ordination	10
Elevation	10
Extensions & Isolations	10
Footwork	10
Interpretation	10
Musicality	10

Performance Quality	10
Posture & Placing	10
Spatial Awareness	10
Theory/Knowledge	10

## Mark Descriptors

Mark	Descriptor
1	The candidate did not show the work required
2	Indicates an extremely limited ability to achieve
3	Indicates a limited ability to achieve
4	Indicates an acceptable ability to achieve
5	Indicates some good ability to achieve
6	Indicates a consistently good ability to achieve
7	Indicates a very good ability to achieve
8	Indicates an excellent ability to achieve
9	Indicates an outstanding ability to achieve
10	Indicates an exceptional ability to achieve

# Achievement Categories

Category of Achievement	Overall Mark
Standard Not Yet Achieved (SNYA)	0-39
Pass (P)	40-54
Merit (M)	55-69
Distinction (D)	70-84
Distinction* (D*)	85-100

## Achievement Descriptors

### Distinction \*

An excellent performance of the examined dance material, with some outstanding achievement in technique, musicality and performance quality. Candidates demonstrate an exceptional degree of technical control and spatial awareness with assured musical phrasing throughout. Artistic interpretation is outstanding and candidates demonstrate a distinctive personal style and sense of performance. Overall, candidates in this category surpass all expectations for the level.

### Distinction

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

### 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.

### 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.

### 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 quality. Whilst there may be some potential ability, the learning outcomes have not been met, further study is required.

## 6. Total Qualification Time (TQT)

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TQT is a measure of the time taken for an average student to complete a qualification. This figure is for guidance only and does not mean that all students must undertake a specified number of hours before undertaking examination.

The TQT for Level 1 is 70 hours with 60 hours of Guided Learning and 10 hours of Other Learning.

**Guided Learning** is the time set aside for teaching or supervising students, including weekly lessons, additional coaching and rehearsals.

**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 dance research, reading books on dance technique, seeing a live dance performance or viewing a filmed extract online.

Following consultation with Awarding Organisations the figures for TQT were approved by the Council for Dance, Drama and Musical Theatre (April 2016).

## 7. Uniform

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Recommended uniform for each genre is detailed in the bbodance Teachers' Handbook.

Hair should be secured neatly away from the face. Candidates should not wear watches or jewellery in the examination room.

Uniforms may be obtained from any dancewear supplier, however, for information on the bbodance approved stockist go to <https://bbo.dance/shop>.

## 8. Teaching Resources

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The following resources are available for Teachers entering candidates for Level 1 Award in Graded Examination in Dance: Grades 1-3:

- Specification
- Syllabus Transcript
- Syllabus Film (where available)
- Teachers' Handbook
- Continuing Professional Development offered throughout the year by bbodance

These resources are available on the website and can be downloaded for free (bbodance Registered Teachers and Associate Members only) or the syllabi transcript can be purchased from our online shop.