
bbodance

Specification

**Level 1 Award in
Graded Examination in
Dance: Grade 1
(Modern)**

**Level 1 Award in
Graded Examination in
Dance: Grade 2
(Modern)**

**Level 1 Award in
Graded Examination in
Dance: Grade 3
(Modern)**

**Level 1:
Modern**

(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.

Dance Qualifications at a Glance

Regulated Qualifications (RQF 2016)

Examination	Genre/s	Award/Level
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 1, 2 and 3 are aligned with Level 1 of the RQF. These examinations are offered in a range of genres and are available to any candidate, with or without previous dance experience.
- ii)** Candidates may choose to do one or more examinations at Level 1. The content of Grades 1-3 is conceived as a linear progression and candidates are advised to follow the numerical order.

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

c) Aims

- i)** The aims of level 1 Graded Examinations in Modern dance are to:
 - promote the study of Modern 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 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

i) No previous dance qualifications are necessary in order to enter for Graded Examinations.

ii) 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.

2) Learning Outcomes, and Assessment Criteria

- a) The learning outcomes and assessment criteria for Grades 1-3 are given below.
- i) **Learning outcomes** describe in broad terms what a candidate should know, understand or be able to demonstrate during the examination. Each bbo dance examination is underpinned by a set of learning outcomes which are appropriate for the level of the award.
- ii) **Assessment criteria** specify the standard a candidate is expected to meet in order to demonstrate that the learning outcomes have been achieved. Each bbo dance examination is marked according to a series of assessment criteria which reflect the level of the award.

b) Level 1 Descriptor

- i) Candidates who have successfully completed a Level 1 qualification will have demonstrated a basic knowledge of a chosen dance vocabulary 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.

c) Grade 1 Examination (Modern)

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

d) Grade 2 Examination (Modern)

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

e) Grade 3 Examination (Modern)

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

- f) In the examination candidates will be assessed on their ability to
- i) Perform a series of prepared 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) respond to theory questions asked by the examiner
- g) 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.
- h) 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

a) General

- i) Grades 1-3 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) In all dance genres, the examination content for Grades 1-3 is the same for male and female candidates. bbdance 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 Barre, Floor and Centre work should be prepared, and dances chosen from the options available for the Grade, as shown in the following tables.

c) Grade 1 Content (Modern)

Barre
1. Foot Positions and Lowering the Heel 2. Bounces and Rises 3. Footplay 4. Low Leg Swings
Centre
1. Arm Positions 2. Preparation for Head Roll 3. Side Bend 4. Table Top 5. Lunge and Limber
Floor
1. Leg Stretch 2. Abdominal Exercise 3. Preparation for Contraction 4. Back Exercise and Kicks
Steps
1. Drag Runs 2. Step Ball Change 3. Hip Swings 4. Jumps 5. Optional Lyrical Amalgamation

6. Musical Theatre
Dance

d) Grade 2 Content (Modern)

Barre
<ol style="list-style-type: none"> 1. Positions of the Feet with Half Bend 2. Lunge and Stretch 3. Table Top and Foot Positions 4. Leg Swings
Centre
<ol style="list-style-type: none"> 1. Arm positions 2. Head Rolls 3. Isolations 4. Achilles Stretch 5. Forward Stretch
Floor
<ol style="list-style-type: none"> 1. Leg Stretch and Spine Strengtheners 2. Leg Kicks and Abdominal Exercise 3. Forward Stretch 4. Preparation for Contraction
Amalgamations (choose 4 out of 6)
<ol style="list-style-type: none"> 1. Amalgamation 1 2. Amalgamation 2 3. Amalgamation 3 4. Amalgamation 4 5. Amalgamation 5 6. Amalgamation 6
Dance

e) Grade 3 Content (Modern)

Barre
<ol style="list-style-type: none"> 1. Positions with Knee Bend and Rise 2. Forward and Side Lunges 3. Contraction and Back Stretch 4. Foot Flexes 5. Leg Swings
Centre
<ol style="list-style-type: none"> 1. Arm Exercise

2. Head Rolls 3. Isolations 4. Side Stretch and Roll 5. Forward Stretch
Floor
1. Leg Lift and Stretch 2. Diaphragm Exercise 3. Forward Stretch in 2 nd 4. Back Exercise
Amalgamations (choose 4 out of 6)
1. Amalgamation 1 2. Amalgamation 2 3. Amalgamation 3 4. Amalgamation 4 5. Amalgamation 5 6. Amalgamation 6
Dance

4) Duration of Examinations

- a) The timings of Grades 1-3 examinations in Modern are shown in the following table:

Grades 1-3	Number of Candidates in a Set	Timings (in minutes)
	1	30
	2	30
	3	35
	4	35

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 1-3 Mark Scheme

Examination Content	Marks
Technique	
Posture and Alignment	10
Turnout	10
Footwork/pointework	10
Co-ordination	10
Elevation	10
Spatial Awareness	10
Turns	10
Musicality	
Musical Phrasing	10
Musical Dynamics	10
Performance	
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
13	Indicates an extremely limited ability to achieve
24	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
Standard Not Yet Achieved (SNYA)	0 – 39
Pass (P)	40 – 54
Merit (M)	55 – 69
Distinction (D)	70 - 100

c) Achievement Descriptors

i) Distinction

Excellent in most aspects of technique with consistency across all aspects of the 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 the examination.
- b) The TQT for Level 1 qualifications is 70 hours. This figure comprises 60 Guided Learning Hours and 10 hours of 'Other Learning'.
- c) Guided Learning Hours are the time set aside for teaching or supervising learners, including weekly lessons, additional coaching and rehearsals.
- d) 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.
- e) Following consultation with Awarding Organisations, the figures for TQT were approved by the Council for Dance Education and Training (April 2016).