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# **bbodance** **Specification**

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**Level 2 Award in  
Graded Examination in  
Dance: Grade 4  
(Classical Ballet)**

**Level 2 Award in  
Graded Examination in  
Dance: Grade 5  
(Classical Ballet)**

**Level 2 Certificate in  
Vocational Graded  
Examination in  
Dance: Intermediate  
Foundation (Classical  
Ballet) (male and  
female candidates)**

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**Level 2:  
Classical Ballet**

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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 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 and recognised under the Regulated Qualifications Framework (RQF). 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 ([www.bbo.dance](http://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 detailed syllabus can be found on the website and can be downloaded for fuller reference.

## bbodance 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 4 and 5 are Graded Examinations in Dance aligned with Level 2 of the Regulated Qualifications Framework (Ofqual 2016). Successful candidates receive a Level 2 Award in Graded Examination in Dance.
- ii)** The Intermediate Foundation examination is a Vocational Graded Examination aligned with Level 2 of the RQF. Successful candidates receive a Level 2 Certificate in Vocational Graded Examination in Dance.
- iii)** Grades 4 and 5 are conceived as a progression which covers a basic dance vocabulary at an achievable pace for the average student attending one or two dance classes per week. Candidates are advised to complete each Graded Examination in succession.
- iv)** Intermediate Foundation marks the beginning of the Vocational Graded Examination route which differs in the volume of work from Graded Examinations at the same level.

### **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 Graded and/or Vocational Graded Examinations at Level 3.

### **c) Aims**

- i)** The aims of Level 2 Graded Examinations in Dance (Classical Ballet) are to:
  - promote the study of ballet as a leisure and/or vocational activity
  - provide a means of measuring the acquisition of technical, musical and ballet performance skills
  - promote and encourage enjoyment of ballet as a form of physical exercise
  - provide all candidates, particularly children and young people, with an opportunity of experiencing ballet 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 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

**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 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 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 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 or Vocational Graded Examinations at Level 2.

## 2) Learning Outcomes, and Assessment Criteria

- a) The learning outcomes and assessment criteria for Grades 4, 5 and Intermediate Foundation are given below.
- i) **Learning outcomes** describe what a student or learner should know, understand or be able to do on completion of a period of learning. These outcomes are defined in terms of knowledge, skills and competence. Each bbodance Graded Examination syllabus is underpinned by a set of learning outcomes which are appropriate for the level of the examination and award
- ii) **Assessment criteria** specify the standard a student or learner is expected to meet in order to demonstrate that the learning outcomes have been achieved. Each bbodance Graded Examination is marked according to a series of assessment criteria which reflect the level of the examination and award.

### b) Level 2 Descriptor

- i) Candidates who have successfully completed a Level 2 Award have demonstrated sound knowledge and understanding of the movement vocabulary set for a Level 2 Award (Grades 4-5) or Level 2 Certificate (Intermediate Foundation) in a selected dance genre. They have shown technical proficiency throughout, although there may still be some areas in need of development. Spatial awareness is clearly evident in floor patterns and in accommodating other candidates. There is clear understanding of a range of musical rhythms and dynamics as the basis for expressive movement. At this level, candidates can demonstrate a clear sense of performance, although this may not always be fully sustained.

### c) Grade 4 Examination (Classical Ballet)

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> <li>perform a range of selected dance vocabulary with secure technical facility</li> <li>perform some complex steps and movement sequences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a range of dance vocabulary</li> <li>demonstrate sound technical skills</li> <li>demonstrate sound co-ordination of the whole body</li> </ul>
<ul style="list-style-type: none"> <li>refine their understanding of the relationship between music and dance</li> </ul>	<ul style="list-style-type: none"> <li>perform with musicality and appropriate dynamics</li> <li>perform to complex dance rhythms</li> </ul>
<ul style="list-style-type: none"> <li>develop individual expressive qualities in dance performance</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a variety of expressive movement qualities</li> </ul>

	<ul style="list-style-type: none"> <li>perform for an 'audience' with spatial awareness and confidence</li> </ul>
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**d) Grade 5 Examination (Classical Ballet)**

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> <li>perform a range of selected dance vocabulary, including some complex sequences of steps</li> <li>perform some complex steps and movement sequences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a range of dance vocabulary</li> <li>demonstrate sound technical skills</li> <li>demonstrate sound co-ordination of the whole body</li> </ul>
<ul style="list-style-type: none"> <li>refine their understanding of the relationship between music and dance</li> </ul>	<ul style="list-style-type: none"> <li>perform with musicality and appropriate dynamics</li> <li>perform to complex dance rhythms</li> </ul>
<ul style="list-style-type: none"> <li>develop artistic and expressive qualities in dance performance</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a variety of expressive movement qualities</li> <li>perform for an audience' with spatial awareness and confidence</li> </ul>

**e) Intermediate Foundation Examination (Classical Ballet)**

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> <li>perform a range of selected dance vocabulary with secure technical skills</li> <li>perform complex steps and movement sequences with other candidates and by themselves</li> <li>perform a limited selection of pointe work (Ballet only)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of a range of dance vocabulary</li> <li>demonstrate a consistent technical foundation</li> <li>perform with a clear sense of direction and personal space</li> </ul>

<ul style="list-style-type: none"> <li>• refine their understanding of the relationship between music and dance</li> <li>• develop different skills needed for faster/slower movement styles</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate consistent musicality across a range of musical tempos and rhythms</li> </ul>
<ul style="list-style-type: none"> <li>• develop artistic and expressive qualities in dance performance</li> </ul>	<ul style="list-style-type: none"> <li>• interpret expressive qualities in music or other stimuli</li> <li>• perform with confidence</li> </ul>

- f)** In the examination candidates will be assessed on their ability to
- i)** Perform a series of prepared ballet 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)** verbally respond to basic theory questions asked by the examiner
- g)** For Level 2 qualifications, candidates are expected to demonstrate an increasing vocabulary of ballet steps, and an increasing awareness and control of ballet technique. Candidates are expected to demonstrate knowledge of vocabulary as defined by the syllabus content. A secure 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.
- d)** 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 work with others, and responsiveness to an audience.

### 3) Syllabus content

#### a) General

- i) Grades 4, 5 and Intermediate Foundation in Classical Ballet are examinations leading to regulated qualifications in England and Wales.
- ii) Detailed descriptions of the syllabus for each examination are published online and available for download free of charge.
- iii) All Graded Examinations in Classical Ballet are for male or female candidates. For Vocational Graded Examinations, beginning with Intermediate Foundation, male candidates have a different syllabus but are subject to the same learning outcomes and assessment criteria.

#### b) Graded examinations

- i) Candidates will be examined through the performance of the prescribed examination content. All Barre and Centre work should be prepared as shown in the following tables.

#### c) Grade 4 Content (Classical Ballet)

Barre Work
<ul style="list-style-type: none"><li>1. Plié</li><li>2. Battement Tendu</li><li>3. Battement Glissé</li><li>4. Rond de Jambe à Terre</li><li>5. Battement Frappé</li><li>6. Petit Battement</li><li>7. Retiré and Preparation for Pirouette</li><li>8. Grand Battement (Sideways to the Barre)</li><li>9. Grand Battement (Facing the Barre)</li><li>10. Développé</li><li>11. Foot Exercise</li><li>12. Grand Battement en Clôche</li><li>13. Relevé en Demi-Pointe (Girls)</li></ul>
Centre Work
<ul style="list-style-type: none"><li>14. Battement Tendu</li><li>15. Polonaise with Ports de Bras</li><li>16. Preparation and Pirouettes (Girls)</li><li>17. Temps Lié</li><li>18. Adage (Girls)</li><li>19. Sauté (Girls)</li><li>20. Glissade and pas de Bourrée</li><li>21. Petit Allegro (Girls)</li></ul>

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| <ul style="list-style-type: none"> <li>22. Pas de Basque and Pivots</li> <li>23. Grand Allegro 1</li> <li>24. Grand Allegro 2</li> <li>25. Ports de Bras and Révérence</li> </ul> |
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**d) Grade 5 Content (Classical Ballet)**

<b>Barre Work</b>
<ul style="list-style-type: none"> <li>1. Plié</li> <li>2. Battement Tendu</li> <li>3. Battement Glissé</li> <li>4. Rond de Jambe à Terre</li> <li>5. Battement Frappé</li> <li>6. Petit Battement</li> <li>7. Retiré and Balancé</li> <li>8. Grand Battement</li> <li>9. Développé</li> <li>10. Grand Battement en Clôche</li> <li>11. Pas de Bourrée Piqué and Fouetté Raccourci (Girls)</li> <li>12. Échappé (Girls)</li> </ul>
<b>Centre Work</b>
<ul style="list-style-type: none"> <li>13. Battement Tendu</li> <li>14. Port de Bras</li> <li>15. 1<sup>st</sup> Pirouette Exercise (Girls)</li> <li>16. Temps Lié</li> <li>17. Adage</li> <li>18. Sauté (Girls)</li> <li>19. Polonaise and Pas de Bourré</li> <li>20. Pas de Chat and Pas de Basque (Girls)</li> <li>21. Petit Allegro</li> <li>22. Allegro</li> <li>23. Grand Allegro (Girls)</li> <li>24. Port de Bras and Révérence</li> </ul>

**e) Intermediate Foundation Content (Females) (Classical Ballet)**

**Barre**

1. Plié
2. Battement Tendu
3. Battement Glissé
4. Rond de Jambe à Terre
5. Rond de Jambe en L'air
6. Fondu and Retiré
7. Battement Frappé
8. Preparation for Fouetté Rond de Jambe
9. Petit Battement
10. Grand Battement
11. Développé and Ballotté
12. Demi-Grand Rond de Jambe and Pivots
13. Foot Exercise
14. Grand Battement en Clôche

**Centre**

1. Battement Tendu
2. 1st Port de Bras
3. 2nd Port de Bras
4. Temps Lié
5. Preparatory Exercise for Pirouette (1 and 2)
6. 1st Pirouette en Dehors
7. 2<sup>nd</sup> Pirouette en Dehors
8. Pirouette en Dedans
9. Preparatory Exercise for Posé Turn
10. 1st Adage
11. 2nd Adage
12. Petit Allegro Warm-Up
13. Petit Sauté
14. Preparatory Exercise for Petit Allegro
15. Petit Allegro 1
16. Petit Allegro 2
17. Pas de Basque Enchaînement
18. Waltz Enchaînement
19. Batterie Warm-Up
20. Batterie Enchaînement 1
21. Batterie Enchaînement 2
22. Grand Allegro 1
23. Grand Allegro 2

<b>Pointe Work</b>
<p>Barre</p> <ol style="list-style-type: none"> <li>1. Demi-Plie and Rise</li> <li>2. Relevé in 1<sup>st</sup> 2<sup>nd</sup> and 5<sup>th</sup></li> <li>3. Echappé to 2<sup>nd</sup>, Relevé in 5<sup>th</sup> and Retiré</li> <li>4. Posé Piqué and Bourrée</li> <li>5. Temps Li é and Emobité</li> <li>6. Pas Couru</li> </ol> <p>Centre</p> <ol style="list-style-type: none"> <li>7. Relevé in 2<sup>nd</sup></li> <li>8. Temps Lié and Emboité</li> <li>9. Pas Couru</li> </ol>
<b>Révérance</b>
10. Révérance

**f) Intermediate Foundation Content (Males) (Classical Ballet)**

<b>Barre</b>
<ol style="list-style-type: none"> <li>1. Plié</li> <li>2. Battement Tendu</li> <li>3. Battement Glissé</li> <li>4. Rond de Jambe à Terre</li> <li>5. Rond de Jambe en L'air</li> <li>6. Battement Fondu</li> <li>7. Battement Frappé</li> <li>8. Preparation for Fouetté Rond de Jambe</li> <li>9. Petit Battement</li> <li>10. Grand Battement</li> <li>11. Développé and Ballotté</li> <li>12. Demi-Grand Rond de Jambe and Pivots</li> <li>13. Foot Exercise</li> <li>14. Grand Battement en Clôche</li> </ol>
<b>Centre</b>
<ol style="list-style-type: none"> <li>1. Battement Tendu</li> <li>2. Port de Bras</li> <li>3. Temps Lié</li> <li>4. 1st Pirouette en Dehors</li> <li>5. 2<sup>nd</sup> Pirouette en Dehors en Diagonale</li> <li>6. Pirouette en Dedans</li> </ol>

7. Adage
8. Petit Allegro Warm-Up
9. Petit Sauté
10. Allegro
11. Pas de Basque Enchaînement
12. Waltz Enchaînement
13. Batterie Warm-Up
14. Batterie Enchaînement
15. Tour en L'air
16. Grand Allegro
17. Révérence

**4) Duration of Graded Examinations in Classical Ballet (Grades 4 and 5)**

**a) The timing for examinations for Grades 4 and 5 in Classical Ballet is shown in the following table:**

Grades 4 and 5	Number of Candidates	Timing (in minutes)
	1	45 minutes
	2	45 minutes
	3	55 minutes
	4	55 minutes

**b) The timing for Intermediate Foundation examination in Classical Ballet is shown in the following table:**

Intermediate Foundation	Number of Candidates	Timing (in minutes)
	1	75 minutes
	2	75 minutes
	3	90 minutes
	4	90 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, music and performance
- ii) Technique, music 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 4, 5 and Intermediate Foundation: Mark Scheme

<b>Examination Content</b>	<b>Marks</b>
<b>Technique</b>	
Posture and Alignment	10
Turnout	10
Footwork/pointework	10
Co-ordination	10
Elevation	10
Turns	10
Theory/knowledge	10
<b>Music</b>	
Musicality	10
<b>Performance</b>	
Spatial Awareness	10
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	Indicates an excellent ability to achieve
9	Indicates an outstanding ability to achieve
10	Indicates an outstanding ability to achieve

### b) Achievement Categories

Category of Achievement	Overall Mark
Standard Not Yet Achieved (SNYA)	<b>0 – 39</b>
Pass (P)	<b>40 – 54</b>
Merit (M)	<b>55 – 69</b>
Distinction (D)	<b>70 - 100</b>

### c) Achievement Descriptors

#### i) Distinction

Excellent in most aspects of technique with consistency across barre and centre 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.

## 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 4 and 5 is 95 hours with 75 hours of Guided Learning and 20 hours of Other Learning. The TQT for Intermediate Foundation is 275 hours with 150 hours of Guided Learning and 125 hours of Other Learning.
- c) Guided Learning is 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).