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# Specification

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**Level 2 Award in Graded  
Examination in Dance  
(Musical Theatre): Grade 4**

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**bbodance**

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*Qualifications regulated in England and Wales*

This specification is valid from January 2019 to January 2023

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, Contemporary, Tap, Jazz, Modern and Musical Theatre. 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 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 (<https://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 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).

## bbodance Qualifications at a Glance

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

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# 1. Summary, Objectives, Aims and Philosophy

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## Summary

Grade 4 is a Graded Examination 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.

Grade 4 is 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.

## Objectives

- 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.
- 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.
- 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.
- To provide a sound platform in dance knowledge and skills for progression to subsequent Graded and/or Vocational Graded Examinations at Level 3.

## Aims

The aims of Level 2 Graded Examinations in Dance (Musical Theatre) are to:

- promote the study of dance (Musical Theatre) as a leisure and/or vocational activity
- provide a means of measuring the acquisition of technical, musical, vocal and dance performance skills
- promote and encourage enjoyment of Musical Theatre as a form of physical exercise
- provide all candidates, particularly children and young people, with an opportunity of experiencing Musical Theatre accompanied by live or recorded music and including vocal work
- encourage personal self-confidence and group awareness through the experience of performing solo, with partners or in small groups
- aid the development of a general appreciation of music through performing in a variety of Musical Theatre styles

- motivate students by providing a series of clearly defined goals which have been structured to reflect the principles of safe dance and performance 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 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 2 Graded Examinations in Dance (Musical Theatre).

## 2. Learning Outcomes and Assessment Criteria

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The learning outcomes and assessment criteria for Grade 4 is given below.

**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.

**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.

### Level 2 Descriptor

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 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.

### Grade 4 Examination Learning Outcomes and Assessment Criteria

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>

- develop individual expressive qualities in dance performance

- demonstrate a variety of expressive movement qualities
- perform with spatial awareness and confidence

## Grade 4 Assessment

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

- perform a series of prepared Musical Theatre 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
- dance, throughout the examination, in time to the music and show responsiveness to the music
- dance, throughout the examination, with expression and communication
- verbally respond to basic theory questions asked by the examiner

For Level 2 qualifications, candidates are expected to demonstrate an increasing vocabulary of Musical Theatre and an increasing awareness and control of Musical Theatre technique. Candidates are expected to demonstrate knowledge of vocabulary as defined by the syllabus content. A secure understanding of Musical Theatre 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.

Candidates are required to communicate an increasing confidence in performance. They should be able to respond to 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

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### General

Grade 4 in Musical Theatre is an examination leading to regulated qualifications in England and Wales.

Detailed descriptions of the syllabus for each examination are published online and available for download free of charge.

In all dance genres, the examination content for Grade 4 is gender neutral. bbodance upholds the rights of candidates to be examined in their preferred gender identity.

### Graded examinations

Candidates will be examined through the performance of the prescribed Examination Content as set out below.

### Grade 4 Content (Musical Theatre)

Exercises	
1	Warm Up
2	Footwork
3	Port De Bras
4	Isolations
5	Floorwork
6	Travel Amalgamation
7	Adage
8	Kick Exercise
9	Turning Exercise

10	Jumping Exercise
11	Amalgamation 1
12	Amalgamation 2
13	Rhythm
<b>Set Dances</b>	
A	'Wouldn't it be Lovely' – <i>My Fair Lady</i>
B	'Voulez-Vous' – <i>Mamma Mia</i>
	Bow

## 4. Duration of Examinations

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Number of Candidates	Timing (in minutes)
1	45 minutes
2	45 minutes
3	55 minutes
4	55 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 box below.

### Grade 4 Mark Scheme

Examination Content	Marks
Coordination & Control	10
Elevation	10
Extension	10
Footwork	10
Interpretation	10
Musicality	10
Performance Quality	10
Posture, Placing & Alignment	10
Spatial Awareness	10
Theory/knowledge	10

## Mark Descriptors (out of 10)

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 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
9-10	Indicates an outstanding 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

Very good 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 with a confident and individual performance style.

## Merit

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

The TQT for Grade 4 is 95 hours with 75 hours of Guided Learning and 20 hours of Other Learning.

**Guided Learning** is the time set aside for teaching or supervising learners, 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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The regulated uniform for Grade 4 Musical Theatre is as follows:

- Black sleeveless leotard
- Black shorts
- Black jazz shoes

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 <http://bbo.dance/shop>

## 8. Teaching Resources

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The following resources are available for teachers entering candidates for Musical Theatre:

- Teacher's Handbook
- Specification
- Syllabus Transcript
- Syllabus Film

These resources are available to download from the bbodance website at <https://bbo.dance>