
bbodance

Specification

**Level 4 Certificate in
Vocational Graded
Examination in Dance:
Advanced 1
(Classical Ballet)**

**Level 4 Diploma in
Vocational Graded
Examination in Dance:
Advanced 2
(Classical Ballet)**

**Level 4:
Classical Ballet**

(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 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)** Vocational Grades Advanced1 and Advanced 2 are aligned with Level 4 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 4. The content of Vocational Grades Advanced 1 and Advanced 2 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 vocational training for aspiring dance students for entry to a career in dance and/or progression to further study at Level 5
- 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.

c) Aims

- i)** The aims of Level 4 Vocational Graded Examinations in Dance (Classical Ballet) are to:
 - promote the vocational study of dance in preparation for a professional career
 - provide a means of measuring the acquisition of technical, musical and dance performance skills at an elite/professional level
 - promote and encourage dance as a theatre art
 - provide all candidates with an opportunity of experiencing dance accompanied by live or recorded music
 - encourage personal self-confidence in dance performance
 - encourage creative artistry in the unique relationship between dance and music
 - provide vocational training which reflect the principles of safe dance practice
 - provide teachers with a means by which to develop and monitor the individual progress of vocational students and candidates
 - reward achievement and motivate career aspirations

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) bboardance 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 Vocational Graded Examinations.

ii) Candidates for Advanced 2 should have knowledge, understanding and skills equivalent to Advanced 1.

2) Learning Outcomes, and Assessment Criteria

a) The learning outcomes and assessment criteria for Vocational Grades Advanced 1 and Advanced 2 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 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 dance examination is marked according to a series of assessment criteria which reflect the level of the award.

b) Level 4 Descriptor

- i) Candidates have demonstrated extensive breadth and depth of knowledge and understanding in a selected dance genre. They have performed with mastery of the technique combined with an inherent expressive quality which is the mark of a professional dancer. Their physical stamina, strength and control has been maintained throughout the complex movement material: they are able to perform at speed and at a sustained, lyrical pace. Candidates at this level have demonstrated artistic versatility in engaging with a variety of performance styles from the past and present dance repertoire.

c) Vocational Grade Advanced 1 Examination (Classical Ballet)

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • perform an extensive range of dance vocabulary with technical precision and command • perform on pointe with secure and safe footwork • perform across diverse artistic styles from past and current repertoire • sustain a high level of performance throughout the examination 	<ul style="list-style-type: none"> • demonstrate breadth and depth of knowledge in a selected dance genre • undertake significant independent study to enhance their own progress • integrate theoretical and practical learning in their performance
<ul style="list-style-type: none"> • consolidate their understanding of the relationship between music and dance 	<ul style="list-style-type: none"> • perform to a range of musical tempos and rhythms with sustained focus
<ul style="list-style-type: none"> • develop individual expressive qualities and artistic integrity 	<ul style="list-style-type: none"> • demonstrate individuality and audience awareness in dance performance • demonstrate some qualities which are at or near the level of a professional dancer

d) Vocational Grade Advanced 2 Examination (Classical Ballet)

Learning Outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • perform an extensive range of dance vocabulary with technical precision and command • perform on pointe with secure and safe footwork • perform across diverse artistic styles from past and current repertoire • sustain a high level of performance throughout the examination 	<ul style="list-style-type: none"> • demonstrate breadth and depth of knowledge in a selected dance genre • undertake significant independent study to enhance their own progress • integrate theoretical and practical learning in their performance
<ul style="list-style-type: none"> • consolidate their understanding of the relationship between music and dance 	<ul style="list-style-type: none"> • perform with musicality and appropriate dynamics • perform complex dance rhythms
<ul style="list-style-type: none"> • develop individual expressive qualities and artistic integrity 	<ul style="list-style-type: none"> • demonstrate individuality and artistic integrity in dance performance • perform consistently at or near the level of a professional dancer

e) In the examination candidates will be assessed on their ability to

- i)** Perform a series of prepared dance exercises with an advanced 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, with musicality and some original interpretation of music content
 - iii)** Dance with individual expression and performance quality, sustained throughout the examination.
 - iv)** Perform a complex and demanding set dance/s or enchaînement/ which requires the integration of all the above aspects of technique, music and performance at an advanced level.
- f)** For Level 4 qualifications, candidates are expected to demonstrate an advanced knowledge of dance vocabulary, to sustain control of the body during complex movements, and to dance safely within their physical capacity.
- g)** Candidates are required to communicate a confident and mature performance. Musicality is evident throughout the performance and there is a clear understanding of artistic integrity.

3) Syllabus content

a) General

- i) Vocational Grades Advanced 1 and Advanced 2 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 Vocational Grades Advanced 1 and Advanced 2 in Ballet is different for male and female candidates. bbodance upholds the rights of candidates to be examined in their preferred gender identity.

b) Vocational 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, as shown in the following tables.

c) Vocational Grade Advanced 1 Content (Classical Ballet)

Barre Work
1. Pliés
2. Slow Battement Tendu
3. Quick Battement Tendu
4. Attitude and Grand Rond de Jambe
5. Battement Glissé
6. Rond de Jambe à Terre
7. Fondu
8. Rond de Jambe en L'air
9. Battement Frappé
10. Petit Battement
11. Retiré
12. Grand Battement
13. Développé 1*
14. Développé 2*
15. Foot Exercise
16. Grand Battement en Clôche

Centre Work

17. Battement Tendu
18. Port de Bras 1*
19. Port de Bras 2*
20. Pirouette en Dehors
21. Pirouette en Dedans
22. Temps Lié
23. Pirouette Enchaînement
24. Adage 1*
25. Adage 2*
26. Sauté
27. Petit Allegro 1
28. Pas de Bourrée Enchaînement
29. Waltz Enchaînement
30. Fouetté Rond de Jambe en Tournant
31. Brisé Enchaînement
31. Grand Allegro 1*
- 32 Grand Allegro 2*

Pointe Work

Barre Work

33. Echappé and Relevé in 5th
34. Demi Plié and Full Plie on Pointe
35. Quick Rise on Pointe
36. Echappé and Relevé from One Foot
37. Port de Bras and Bourrée

Centre Work

38. Echappé Exercise
39. Pas Marché and Bourrée
40. Echappé and Relevé from One Foot
41. Relevé from One Foot and Fouetté Raccourci
42. Pirouette en Diagonale
43. Pirouette en Dedans
44. Fouetté Raccourci, Petit Pas de Basque Pose
Turn and Chainée
45. Port de Bras and Révérence

N.B. * All exercises have to be learned and the examiner will choose which exercise is performed as part of the examination.

d) Vocational Grade Advanced 2 Content (Classical Ballet)

Barre Work
1. Mobility Exercise 2. Study 1 3. Study 2 4. Study 3 5. Study 4 6. Study 5 7. Study 6 8. Study 7 9. Study 8 10. Study 9 11. Study 10
Centre Work
12. Study 1 13. Study 2 14. Study 3 15. Study 4 16. Study 5 17. Study 6 18. Study 7d 19. Study 8 20. Study 9 21. Study 10 22. Study Révérence

4) Duration of Examinations

- a) The timing for Advanced 1 examinations in Classical Ballet is shown in the following table:

Advanced 1	Number of Candidates in a Set	Timing (in minutes)
	1	75 minutes
	2	75 minutes
	3	90 minutes
	4	90 minutes

- b) The timing for Advanced 2 examination in Classical Ballet is shown in the following table:

Advanced 2	Number of Candidates in a Set	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, 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) Vocational Grades Advanced 1 and Advanced 2 Mark Scheme

Examination Content	Marks
Technique	
Posture and Alignment	10
Turnout	10
Footwork/pointework	10
Co-ordination	10
Turns	10
Elevation	10
Batterie	10
Musicality	
Musicality	10
Mastery	
Mastery	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
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
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 examination.
- b) The TQT for Advanced 1 (Level 4 Certificate) in Classical Ballet is 325 hours. This figure comprises 150 Guided Learning Hours and 175 hours of 'Other Learning'.
- c) The TQT for Advanced 2 (Level 4 Diploma) in Classical Ballet is 375 hours. This figure comprises 150 Guided Learning Hours and 225 hours of 'Other Learning'.
- d) Guided Learning is 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).