



Introduction to the Grades 4-5 syllabi Teachers' Courses

Course Guidelines

For

Teachers

Effective from January 2014

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Course Guidelines for Teachers

Grades 4 and 5

I. Course Aims

The Grade 4-5 course is designed to:

- Provide an overview of the two new syllabi launched in January 2014 and equip teachers with a secure base from which they can expand and develop their knowledge in relation to the syllabus content
- Exemplify the required movements as notated in “The Foundations of Classical Ballet Technique” book
- Clarify the process, methodology, music and development of the vocabulary and choreography found in the syllabus
- Provide an opportunity for teachers to understand the Markscheme and how these apply to the preparation of students for assessment: Examinations, Class Awards and Solo Performance Awards.
- Enable teachers to experience movements appropriate for the development of the technique, artistry and musicality required for the Dances.

This syllabus provides opportunities for new developments in dance training.

Attendees at the course will be better able to understand the 'how' of teaching the syllabus and the role of the dance educator in nurturing and developing thinking, intelligent dancers. It is essential that teachers have the knowledge of the content (WHAT) but also have an in-depth understanding of the methodology (HOW) with equal emphasis on the development of musicality and artistry.



2. COURSE CONTENT

The course lasts 3 days split as follows:

Day 1: Grade 4

Day 2: Grade 4/ Grade 5

Day 3: Grade 5

Each day will last:

7 hours with 1-hour lunch break

OR

7.5 hours with 1-hour lunch break and 2 x 15 min breaks

3. ESSENTIAL MEDIA FOR TEACHERS

Essential reading for Teachers:

- Set Exercises and Dances Grade 4 Ballet
- Set Exercises and Dances Grade 5 Ballet
- Specification for Grade 4 and Grade 5 Ballet
- The Foundations of Classical Ballet Technique (TFCBT).
- Examinations Information, Rules and Regulations
(NB. Versions of the Specification and Examinations Information, Rules and Regulations for (i) England, Wales and Northern Ireland and (ii) Scotland are available. Outside the UK, the England / Wales / Northern Ireland version should be used.)
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Essential Viewing for Teachers:

- Grade 4-5 Ballet DVD

Essential Listening for Teachers:

- Grade 4-5 Ballet CD

4. SYLLABUS OVERVIEW

As with the current syllabus, the new work is not a training programme but a comprehensive examination syllabus; i.e one of a staged series of assessments. Put another way, the syllabus is the **outcome** of a training programme which teachers need to devise and implement themselves, based on the guidelines given in this course.

The underlying philosophy of these levels is to expand upon the foundations nurtured in Pre-Primary and Primary in Dance and Grades 1-3, providing students and teachers with a sequential syllabus that will promote a developmentally appropriate and sound technique for ballet. The focus has been on arranging content to allow for the necessary development of skills that underpin secure technique including core stability, weight placement, turn out and line, while continuing to nurture the students' awareness of artistry, musicality and dynamics.

The learning of Grades 4 and 5 can often correspond with a time in a young person's life when they are forming their own opinions, beliefs, likes and dislikes about themselves and their surroundings. Understanding and valuing the young person's growing individuality the creative team have provided a wide selection of dances in order to match the young students increasing needs and preferences. The varied range of styles, music and artistic content ensures that there is something there to suit all!

Musically inspired exercises and dances will motivate students to acquire a well rounded understanding of ballet and character and promote joy in movement, sense of dance and performance quality. The music for the syllabi is a glorious collection of three centuries of dance music, including recordings made exclusively for the RAD by the Orchestra of English National Ballet conducted by Gavin Sutherland.

5. SYLLABUS AIMS

The aims of the graded syllabus qualifications are to:

- promote the study of ballet and related dance disciplines as a leisure and/or vocational activity;
- provide a means of measuring the acquisition of technical, musical and performance skills in ballet and related dance disciplines;
- promote and encourage enjoyment of movement as a form of physical exercise;
- provide all children and young people, with an opportunity of experiencing dance accompanied by live and or recorded music;
- encourage personal self-confidence and group awareness through the experience of dancing solo, in 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 measure the individual progress of their students.
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A course of study based on these qualifications is intended to provide students with:

- an increasing ability to demonstrate practical knowledge of the dance disciplines of ballet and character;
- a graduated measure of attainment against specific criteria;
- increasing self-confidence through the learning, memorising and performing of prescribed sequences of movement, studies and dances;
- an awareness and understanding of working with others;
- an appreciation, through practical experience, of contrasting dance disciplines with their accompanying music.

6. LEARNING OUTCOMES AND ASSESSEMNT CRITERIA

Learning outcomes describe what a learner should know, understand or be able to do on completion of a learning process, defined in terms of knowledge, skills and competence

Assessment criteria specify the standard a learner is expected to meet in order to demonstrate that the learning outcomes have been achieved.

Grade 4

Learning outcomes	Assessment criteria
<p>The learner will:</p> <ul style="list-style-type: none"> able to perform movement sequences showing an awareness of technique in ballet 	<p>The learner can:</p> <ul style="list-style-type: none"> demonstrate secure technical skills demonstrate a clear knowledge and understanding of the vocabulary of ballet
<ul style="list-style-type: none"> be able to perform movement sequences demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an understanding of a range of rhythmical sounds, accents and timings demonstrate an understanding of musical interpretation including: phrasing, dynamics, atmosphere
<ul style="list-style-type: none"> be able to show an sense of performance in ballet 	<ul style="list-style-type: none"> demonstrate a the use of expression and performance skills appropriately communicate appropriately with the audience

Grade 5

Learning outcomes	Assessment criteria
<p>The learner will:</p> <ul style="list-style-type: none"> able to perform movement sequences showing an understanding of technique in ballet 	<p>The learner can:</p> <ul style="list-style-type: none"> demonstrate sound and secure technical skills demonstrate a sound knowledge and understanding of the vocabulary of ballet
<ul style="list-style-type: none"> be able to perform movement sequences showing an understanding musicality in ballet 	<ul style="list-style-type: none"> demonstrate an understanding of a range of rhythmical sounds, accents and timings demonstrate a clear understanding of musical interpretation including: phrasing, dynamics, atmosphere
<ul style="list-style-type: none"> be able to show an sense of performance in ballet 	<ul style="list-style-type: none"> demonstrate appropriately the secure use of expression and performance skills communicate confidently and appropriately with the audience

In progressing through the graded syllabus candidates are expected to demonstrate an increasing vocabulary of steps, and an increasing awareness and mastery of dance technique. Candidates are expected to demonstrate knowledge of vocabulary as defined by the syllabus content. An understanding of technique is reflected in the ability to co-ordinate movements to produce combinations of steps with appropriate quality of movement within the range of the candidates' physical capacity.

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.

7 MARKSCHEMES AND DEFINITIONS

GRADE 4 EXAMINATION MARKSCHEME

EXAMINATION CONTENT		COMPONENT MARKS
SECTION 1 EXERCISES		
Technique 1: All Barre		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Technique 2: Port de bras / Centre Practice / Adage / Transfer of Weight		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Technique 3 : Sautés, échappés sautés and changements / Jetés ordinaire and pas de chats / Assemblés and temps levés		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Technique 4: Turns / Grand Allegro		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Music		10
Timing	Responsiveness to music	
Performance		10
Expression Interpretation	Projection Communication	
SECTION 2 DANCES		
Classical Dance A, B or C (Technique)		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Classical Dance A, B or C (Music & Performance)		10
Timing Responsiveness to music Expression	Interpretation Projection Communication	
Character Dance D E or F (Technique) Révérence:		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Character Dance D E or F (Music & Performance) Révérence:		10
Timing Responsiveness to music Expression	Interpretation Projection Communication	
TOTAL		100

GRADE 5 EXAMINATION MARKSCHEME

EXAMINATION CONTENT		COMPONENT MARKS
SECTION 1 EXERCISES		
Technique 1: All Barre		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Technique 2: Port de bras / Centre Practice / Pirouettes / Adage / Transfer of Weight		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Technique 3 : Petit Allegro/ Glissades and sissonnes / Sissonnes ordinaires and pas de valse		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Technique 4: Turns / Grand Allegro		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Music		10
Timing	Responsiveness to music	
Performance		10
Expression Interpretation	Projection Communication	
SECTION 2 DANCES		
Classical Dance A, B or C (Technique)		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Classical Dance A, B or C (Music & Performance)		10
Timing Responsiveness to music Expression	Interpretation Projection Communication	
Character Dance D E or F (Technique) Révérence:		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
Character Dance D E or F (Music & Performance) Révérence:		10
Timing Responsiveness to music Expression	Interpretation Projection Communication	
TOTAL		100

GRADES 4-5 SOLO PERFORMANCE AWARD MARKSCHEME

EXAMINATION CONTENT		COMPONENT MARKS
DANCE 1		
1. Technique		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
2. Music		
Timing	Responsiveness to music	10
3. Performance		10
Expression Interpretation	Projection Communication	
DANCE 2		
4. Technique		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
5. Music		
Timing	Responsiveness to music	10
6. Performance		10
Expression Interpretation	Projection Communication	
DANCE 3		
7. Technique		10
Correct posture and weight placement Co-ordination Control	Line Spatial awareness Dynamic values	
8. Music		
Timing	Responsiveness to music	10
9. Performance		10
Expression Interpretation	Projection Communication	
ALL THREE DANCES		
10. Recall		10
Secure recall of content		
TOTAL		100

GRADES 4-5 CLASS AWARD MARKSCHEME

Class Awards are conducted by the teacher or an assistant, with the Examiner assessing the class. A maximum of eight candidates can be presented at any one time.

The formats for Class Awards are as follows for both levels:

Technique 1	All exercises listed for the Examination
Technique 2	All exercises listed for the Examination except Candidates have a choice of showing either the Adage or the Transfer of Weight.
Technique 3	All exercises listed for the Examination except Candidates have a choice of showing either the 2nd or 3rd allegro
Technique 4	Candidates have choice of showing either the Turns or the Grand Allegro
Dances	Candidates should select one Dance from the following list: Dance A, B, C, Character Dance D, E or F

Elements to be assessed:

Component	Key features	Definition
Exercises (Technique)	Stability	Demonstrating control and co-ordination
Music	Timing / response	Showing correct timing and appropriate reaction to the style of the music
Performance	Expression	Maintaining appropriate expression through face and body
Dance	Stability / timing / response / expression	Demonstrating control and co-ordination Showing correct timing and appropriate response to the music Maintaining appropriate expression through face and body

Attainment descriptors:

Attainment	Descriptor
Never	The elements to be assessed were not shown
Occasionally	The candidate was able to demonstrate the elements to be assessed some of the time
Generally	The candidate was able to demonstrate the elements to be assessed more than half of the time
Frequently	The candidate was able to demonstrate the elements to be assessed almost all of the time

DEFINITIONS OF TERMS USED IN THE MARKSCHEME

Technique

Explanations of the elements that are assessed for Technique are given below:

Secure posture	Secure use of torso (refer to Page 8 of <i>The Foundations of Classical Ballet Technique</i>)
Correct weight placement	The body weight centred over one or two legs or transferring with ease from one to two legs and two to one leg <i>sur place</i> or in travelling movements.
Co-ordination of the whole body	The harmonious relationship of torso, limbs, head and eye focus in movement.
Control	Sustained and balanced movements, achieved through strength and correct use of turnout.
Line	The ability to demonstrate a range of harmonious lines through the whole body.
Spatial awareness	Effective use of peripheral space and performance space, also the ability to move through space.
Dynamic values	The ability to perform the range of movement dynamics appropriate to each step, achieved through the co-ordinated use of feet, legs and arms.

Music

Explanations of the elements that are assessed for Music are given below:

Timing	The steps performed in time with the music i.e. on the correct beat.
Responsiveness to music	The ability to respond to phrasing (musical punctuation), dynamics (volume and musical highlights), atmosphere (the style and mood of the music) and the varying accents and the 'shape' of different time signatures and dance rhythms.

Performance

Explanations of the elements that are assessed for Performance are given below:

Expression	Expression reflected in face, body and dynamics of the movement.
Interpretation	Dancing with understanding and intelligent response to what one is dancing about i.e. the motivation for the movement.
Communication	Appropriate engagement with the audience.
Projection	The ability to project expression, feelings and emotions to an audience.
Recall	Confident recall of content (Solo Performance Award only).

8. EXAMINATION FORMAT GRADE 4

Grade 4 Content	Format (with four candidates)
Barre	
Pliés	all together
Battements tendus and battements glissés	all together
Battements fondus and ronds de jambe à terre	all together
Développés	all together
Grands battements	all together
Centre	
Port de bras	two at a time
Centre practice	two at a time
Adage	two at a time
Transfer of weight	two at a time
Allegro	
Echappés sautés and changements	two at a time continuously
Jetés ordinaires and pas de chat	two at a time
Assemblés and temps levés	two at a time
Turns	one at a time continuously
Grand Allegro	one at a time continuously
Dance: A, B or C	one at a time
Character Dance: D, E or F	one at a time
Révérence	all together

8. EXAMINATION FORMAT GRADE 5

Grade 5 Content	Format (with four candidates)
Barre	
Pliés	all together
Battements tendus and battements glissés	all together
Ronds de jambe à terre and battements fondus	all together
Développés	all together
Grands battements	all together
Centre	
Port de bras	two at a time
Centre practice	two at a time
Pirouettes	one at a time
Adage	two at a time
Transfer of weight	two at a time
Allegro	
Petit allegro	two at a time continuously
Glissades and sissonnes	two at a time
Sissonnes ordinaires and pas de valse	two at a time
Turns	one at a time continuously
Grand allegro	one at a time continuously
Dance: A, B or C	one at a time
Character Dance: D, E or F	one at a time
Révérance	all together

9. RESOURCES

Listed below are the teacher resources for essential reading, playing and listening.

ITEM	DESCRIPTION
Printed Book Code: 100G4 Code: 100G5	Graded Examinations in Dance Grade 4 Graded Examinations in Dance Grade 5 <i>Set Exercises and Dances including BMN</i>
Printed Music Book Code: 200G45	Graded Examinations in Dance Grade 4-5 <i>Set Exercises and Dances</i>
CD Code: 300G45	Graded Examinations in Dance Grade 4 Graded Examinations in Dance Grade 5
DVD Code: 330G45 330G45A (NTSC version)	Graded Examinations in Dance Grade 4 Graded Examinations in Dance Grade 5
Printed Book Code: 100FCBT	The Foundations of Classical Ballet Technique
On-line document	Specification: Graded Examinations in Dance: Level 2
On-line document	Examination Information and Rules & Regulations

Set exercises and dances printed books

All exercises and variations including the Benesh notation and guidelines to reading Benesh are detailed within the publication for each Grade.

Music for set exercises and Dances

The scores for all the exercises and dances are provided within this publication

DVD

The examination content is available on DVD. Teachers need to be aware that the DVDs are intended to provide guidance for the examination only. Teachers are encouraged **not** to provide classes that work only towards the examination content as depicted on the DVD, otherwise there is a danger of 'prescription' rather than an independent, creative, student-centred approach.

CD

There is one CD for each Grade.

The Foundations of Classical Ballet Technique (TFCBT)

This book presents the foundations of classical ballet technique. It defines the basic elements, positions and movements of Classical technique. *TFCBT* should be taken with you for reference for all technical clarifications and definitions.

Specification Documentation

The Specifications outline the syllabus content, aims, learning outcomes, assessment criteria, markscheme and required resources for each examination.

The Specification Documentation may be downloaded from the Academy's website at: www.rad.org.uk > Examinations > Rules Regulations and Specifications. There are eleven language variants: Traditional Chinese, simple Chinese, Italian, Spanish, Latin American Spanish, Portuguese, Latin American Portuguese, Japanese, Greek, German and English.

Examination Information and Rules & Regulations

This is your first stop for official information and guidelines about everything from registration and entry procedure at one end to results and certification at the other, via such matters as equality of opportunity, malpractice, examination procedure, centre / venue requirements, uniform and resources, fees, withdrawals and refunds, and a host of other essential information. The Examinations Rules and Regulations Documentation can be downloaded from the Academy's website at: www.rad.org.uk > Examinations > Rules Regulations and Specifications.