



Grades 1-3

**Course Guidelines
for
Teachers**

Effective from January 2012
A charity registered in England and Wales No 312826

Statement to applicants:

All teachers' courses, including syllabus courses such as this one, have an intrinsic value: they may form part of an Accreditation of Prior Experiential Learning (APEL) portfolio, which could lead to exemption from future learning on formal programmes of study. Looking forward, the RAD will launch its Continuing Professional Development (CPD) scheme in July 2013. From 1 July 2013 all RAD CPD activities will have an attached value - stated in either 'credits' (in line with more formal learning) or 'hours' (in line with more practical / experiential learning). In the meantime, the current courses do not carry any 'bankable' credits or hours against future mandatory CPD requirements.

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1. Course Aims

The Grade1-3 courses are designed to:

- Provide an overview of the three new syllabi launched in January 2012 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 Marking Scheme and how these apply to the preparation of students for assessment: Examinations, Class Awards and Solo Performance Awards

2. Course Content

The course is three days long with each day lasting seven hours (inclusive of 1 hour lunch).

The RAD recognises that some teachers may only teach an individual Grade, but as some of the concepts apply equally to all Grades, and the content of Grades 1–3 increases progressively, the course does not naturally lend itself to a day per Grade.

Over the three days the course will cover:

- Aims of the syllabi
- Learning outcomes and assessment criteria
- Choreographic content Grades 1-3
- Guidelines on how to further develop technique, artistry, musicality and creativity in students in relation to the syllabi content
- Teaching methods
- Advice on preparation and procedures for Grades 1-3 Examinations, Class Awards and Solo Performance Awards

3. Syllabus Overview

As with the current syllabus, the new work is not a training programme but a comprehensive examination syllabus; ie. a staged series of assessments. The underlying philosophy of these levels is to expand upon the foundations nurtured in Pre-Primary and Primary in Dance, providing students and teachers with a sequential syllabus that will promote a developmentally appropriate and sound technique for ballet.

As with Pre-Primary in Dance and Primary in Dance, Grades 1-3 will promote ‘feeling before form’ and advocate the creation of learning environments that are open, dynamic and empowering. The focus will be on identifying the necessary skills that underpin secure technique, while continuing to nurture the students’ awareness of artistry and dynamics. 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.

4. 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.

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.

5. Learning Outcomes

A candidate, who has successfully completed a course of study based on Grades 1-3 will be able to:

Technique

- demonstrate knowledge and understanding of the fundamental and relevant technique required at Level 1
- demonstrate co-ordination, control and accuracy in a range of sequences
- perform with an awareness of line
- perform with spatial awareness of the body in travelling movements and turning actions
- demonstrate an awareness of the appropriate dynamic values in the performance of the vocabulary

Music

- perform with correct and accurate timing and appropriate response to the music

Performance

- perform with expression and communication.

In the examination, candidates will be assessed on their ability to:

- 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
- dance, throughout the examination, in time to the music and show responsiveness to the music
- dance, throughout the examination, with expression and communication
- perform two Dances which require the candidate to demonstrate all the above aspects of Technique, Music and Performance.

In progressing through these Level 1 qualifications, 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 (ie. 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 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.

6. Assessment Formats

Examination Format

Grade 1 Content	Format (with four candidates)
Technique 1 Warm up Legs and arms	all together two at a time
Technique 2 Port de bras Demi-pliés Transfer of weight Walks	all together all together two at a time two at a time continuously
Technique 3 Sautés Petit jetés and spring points Galops	all together two at a time two at a time or all together twice through
Technique 4 Springs Step hop and parallel assemblé	two at a time one at a time continuously
Dance: A or B	one at a time
Character Dance: C or D	one at a time
Révérence	all together

Grade 2 Content	Format (with four candidates)
Technique 1	
Pliés	all together
Battements tendus	all together
Preparation for grands battements	all together
Technique 2	
Port de bras	two at a time
Fondus	two at a time continuously
Transfer of weight	two at a time or all together twice through
Adage	two at a time
Technique 3	
Sautés and soubresauts	two at a time
Echappés sautés and petits jetés	two at a time
Galops	two at a time or all together twice through
Technique 4	
Turns and parallel assemblés	one at a time continuously
Grand allegro	two at a time continuously
Dance: A or B	one at a time
Character Dance: C or D	one at a time
Révérence	all together

Grade 3 Content	Format (with four candidates)
Technique 1	
Pliés	all together
Battements tendus and battements glissés	all together
Battements fondus and développés devant	all together
Grands battements A – devant OR Grands battements B – second and derrière	all together
Technique 2	
Port de bras	two at a time
Ronds de jambe à terre	all together
Transfer of weight	two at a time or all together twice through
Adage	two at a time
Technique 3	
Sautés and changements	two at a time
Glissades, sissonnes and assemblés	two at a time
Posés and temps levés	two at a time
Technique 4	
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 or E	one at a time

Class Award Format

The content for Class Awards is the same as for Graded Examinations (see above) except that candidates present one dance rather than two. Class Awards are conducted by the teacher or an assistant.

Teachers should arrange candidates in groupings that are appropriate for the studio space, allow the Examiner to clearly see all the candidates and fit within the allocated time frame.

The Dance should be shown two at a time and any continuous diagonals two by two.

Solo Performance Award Format

Candidates can be entered in sets of up to four.

Candidates are required to present three dances, each shown as a solo. Two of these must be taken from the corresponding Graded Examination syllabus. The third dance may be **either**:

- (a) also taken from the corresponding graded syllabus; or
- (b) a free choice, in any dance genre or style.

7. Resources

Word notes / Benesh notation

Code	Description
100G123	Grades 1-3: Set Exercises and Dances (includes full word notes and Benesh notation for all examination content)

Music

Code	Description
200G123	Grades 1-3: Printed music: Set Exercises and Dances
300G123	Grades 1-3: Set of 3 CDs, each containing orchestral (for examination) and piano (for rehearsal) versions of the music.

DVD

Code	Description
330G123	Grades 1-3: Set Exercises and Dances