



Advanced Foundation (Male and Female)

Course Guidelines For **Teachers**

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Course Guidelines for Teachers Advanced Foundation (Male & Female)

I. COURSE AIMS

The Advanced Foundation course is designed to:

- Provide an overview of the new syllabi launched in September 2013 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* and *The Progressions of Classical Ballet Technique*
- Clarify the process, methodology and development of the choreography and vocabulary found in the syllabus
- Provide an opportunity for teachers to understand the marking criteria and how these apply to the preparation of students for examinations
- Enable teachers to experience movements appropriate for the development of the technique, performance skills and musicality required for the Variations.

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 performance skills.

2. COURSE CONTENT

Each course is twelve hours, consisting of two days of six hours.

The course is divided into four parts:

DAY ONE	
Introduction to Course: outline of the two day course	5 minutes
Overview <ul style="list-style-type: none"> • Ethos • Aims • Learning Objectives • Methodology Objectives • Assessment Criteria • Music Information • Examination Format • Essential Resources 	15 minutes
Practical Discussion: Assessment Criteria Female and Male Content – <ul style="list-style-type: none"> • Barre 	8 minutes
TEA BREAK	15 minutes
<ul style="list-style-type: none"> • Port de Bras • Centre Practice and pirouettes • Pirouette enchaînement 	25 minutes
	20 minutes
	20 minutes

BREAK (LUNCH)	60 minutes
<ul style="list-style-type: none"> • Variation 1 Female • Adage 	<p>70 minutes</p> <p>20 minutes</p>
TEA BREAK	15 minutes
<ul style="list-style-type: none"> • Allegro 1 • Variation 1 Male 	<p>10 minutes</p> <p>65 minutes</p>
DAY TWO	
<ul style="list-style-type: none"> • Allegro 2 • Allegro 3 • Allegro 4 • Free enchaînement 	<p>20 minutes</p> <p>20 minutes</p> <p>20 minutes</p> <p>40 minutes</p>
TEA BREAK	15 minutes
<ul style="list-style-type: none"> • Variation 2 Male 	65 minutes
BREAK (LUNCH)	60 minutes
<ul style="list-style-type: none"> • Variation 2 Female • Allegro 5 and 6 male 	<p>70 minutes</p> <p>25 minutes</p>
TEA BREAK	15 minutes
<ul style="list-style-type: none"> • Pointe • Révérence 	<p>50 minutes</p> <p>5 minutes</p>
Examination information, recap, summing up and questions	15 minutes

3. ESSENTIAL MEDIA FOR TEACHERS

Essential reading for Teachers:

- Set Exercises and Variations – Advanced Foundation
- Specification for Advanced Foundation, Advanced 1 and Advanced 2
- *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.)

- *The Foundations of Classical Ballet Technique*
- *Progressions of Classical Ballet Technique*

Essential Viewing for Teachers:

- Advanced Foundation DVD

Essential Listening for Teachers:

- Advanced Foundation 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 this level is to expand upon embodied knowledge and understanding of ballet technique nurtured in the Intermediate Foundation & Intermediate syllabi. The syllabus will challenge and inspire students technically, artistically, musically and creatively, and help them to become 'thinking dancers'. Alongside a strong technical base, students following a course of study based on this syllabus will develop a greater sense of theatre, movement dynamics and musical interpretation.

Music, as always, is central to the identity of this syllabus. At times the creative team has let the characteristics of individual pieces inspire them to particular choreographic responses; at others, music has been chosen especially to reflect the dynamics and expression required by the movement. There is a clear progression in the content of the Enchaînements and Variations from Intermediate to Advanced Foundation. One free Enchaînements is included in the Allegro section.

The ethos is to provide a ballet syllabus that challenges and inspires students technically, artistically, musically and creatively with exercises and variations that encourages critical thinking and physical fitness while developing a sense of theatre, movement dynamics and musical interpretation; and to uphold all the elements of traditional ballet as well as including ballet movement aligned with the changing styles of today.

5. SYLLABUS AIMS

The aims of the Vocational Graded Syllabus qualifications are to:

- provide a means of measuring the acquisition of technical, musical and performance skills in ballet;
- provide candidates with a sound ballet base in preparation for further training and/or a career in dance or dance related subjects;
- provide a progressive measure of attainment in ballet against specific criteria;
- provide candidates with a series of clearly defined goals, which reflect the principles of safe dance practice;
- provide candidates with an opportunity to gain internationally recognised ballet qualifications to an advanced level.

A course of study based on these qualifications aims to provide students with an increasing ability to demonstrate in-depth knowledge and practical skills in ballet.

6. LEARNING OUTCOMES AND ASSESSMENT 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> • apply and demonstrate through performance a sound and established knowledge and understanding of the fundamental and relevant technique and vocabulary of ballet 	<ul style="list-style-type: none"> • apply and demonstrate a sound, established and detailed knowledge and understanding of the mechanics and purpose of the required vocabulary • respond to and interpret direction in a mature and considered way
<ul style="list-style-type: none"> • perform a range of complex movement sequences showing sound and secure technical skills in ballet 	<ul style="list-style-type: none"> • demonstrate technical skills in a confident manner showing appropriate physical awareness, strength and stamina • demonstrate a disciplined, mature and considered approach in a range of technical skills including: spatial awareness, control, co-ordination
<ul style="list-style-type: none"> • perform a range of complex movement sequences showing an understanding of musicality in ballet 	<ul style="list-style-type: none"> • demonstrate a sound, secure and established understanding of a more complex range of rhythmical sounds, accents and timings • demonstrate a sound, secure and established understanding of musical interpretation within more complex sequences including: phrasing, dynamics, atmosphere
<ul style="list-style-type: none"> • apply and demonstrate a range of performance skills with assurance in ballet 	<ul style="list-style-type: none"> • demonstrate the ability to engage with an audience in a mature and appropriate way • demonstrate an established awareness of the subtleties of performance including: expression, communication, projection

In this qualification, 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 demonstrate that they can confidently communicate to an audience. They are able to interpret music and display sensitivity to the musical content and style of the movements.

7. 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.

8. EXAMINATION FORMAT

Share this information with teachers at the beginning, throughout or at the end of the course. Candidates should prepare all the content listed.

Female

Content	Format with four candidates
BARRE	
Pliés Battements tendus Battements glissés and battements jetés Ronds de jambe à terre Battements fondus and ronds de jambe en l'air Battements frappés and petits battements serrés Adage Grands battements and grands battements en cloche	All together (all exercises)
CENTRE	
Port de bras Centre Practice and pirouettes Pirouette enchaînement Adage Allegro 1 Allegro 2 Free enchaînement Allegro 3 Allegro 4	In pairs In pairs Solo In pairs In pairs In pairs In pairs In pairs Solo
POINTE WORK	
Barre: Rises Relevés and posés Centre: Echappés relevés and emboîtés Coursus and posés Pirouettes	All together (all exercises) In pairs In pairs Solo
VARIATION	
Variation 1 or 2	Solo
RÉVÉRENCE	
Révérance	All together

Male

Content	Format with four candidates
BARRE	
Pliés Battements tendus Battements glissés and battements jetés Ronds de jambe à terre Battements fondus and ronds de jambe en l'air Battements frappés and petits battements serrés Adage Grands battements and grands battements en cloche	All together (all exercises)
CENTRE	
Port de bras Centre Practice and pirouettes Pirouette enchaînement Adage Allegro A Allegro 1 Allegro 2 Free enchaînement Allegro 3 Allegro 4 Allegro B Allegro 5 Allegro 6	In pairs In pairs Solo In pairs In pairs In pairs In pairs In pairs Solo In pairs Solo
VARIATION	
Variation 1 or 2	Solo
RÉVÉRENCE	
Révérence	All together

Male & Female

Content	Format with four candidates
BARRE	
Pliés Battements tendus Battements glissés and battements jetés Ronds de jambe à terre Battements fondus and ronds de jambe en l'air Battements frappés and petits battements serrés Adage Grands battements and grands battements en cloche	All together (all exercises)
CENTRE	
Port de bras Centre Practice and pirouettes Pirouette enchaînement Adage Allegro 1 Allegro 2 Free enchaînement Allegro 3 Allegro 4	In pairs In pairs Solo In pairs In pairs In pairs In pairs Solo
POINTE WORK: Barre (Female)	
Rises Relevés and posés	All together (all exercises)
ALLEGRO (Male)	
Allegro 5 Allegro 6	In pairs Solo
POINTE WORK: Centre (Female)	
Echappés relevés and emboîtés Courus and posés Pirouettes	In pairs In pairs Solo
VARIATION	
Variation 1 or 2 (Male & Female)	Solo (Males perform first)
RÉVÉRENCE (ALL)	

9. RESOURCES

Listed below for your information are the resources for essential reading, playing and listening in order to gain an understanding of these qualifications, should any teacher require clarification.

ITEM	DESCRIPTION
Printed Book Code: 100ADF	Vocational Graded Examinations in Dance: Advanced Foundation: Set exercises and variations
Printed Music Book Code: 200ADF	Vocational Graded Examinations in Dance: Advanced Foundation: Music for Set exercises and variations
CD Code: 300ADF	Vocational Graded Examinations in Dance: Advanced Foundation: Music for Set exercises and variations
DVD Code: 330ADF	Vocational Graded Examinations in Dance: Advanced Foundation: Set exercises and variations.

Set Exercises and Variations printed books

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

Music printed book

The scores for all the Exercises and Variations are provided in the publication for each level along with extra music for use in class work.

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 at each level with the examination content and additional music for class work.

ITEM	DESCRIPTION
Printed Book Code: 100FCBT	The Foundations of Classical Ballet Technique
Printed Book Code: 100PCBT	Progressions of Classical Ballet Technique

The Foundations of Classical Ballet Technique

This book presents the foundations of classical ballet technique. It defines what the basic elements, positions and movements are.

Progressions of Classical Ballet Technique

This book is a perfect companion to *the Foundations of Classical Ballet Technique* and picks up where the first left off.

ITEM	DESCRIPTION
On-line checked	Specification: Advanced Foundation, Advanced 1 and Advanced 2
On-line	Examination Information, Rules & Regulations

Specifications

The Specification documentation may be downloaded from the Academy's website at: www.rad.org.uk/examinations > specifications .

There is an over-arching document called *Examinations Information, Rules & Regulations* as well as individual Specifications for the exams according to qualification level.

Examinations Information, Rules & Regulations 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 Specifications outline the syllabus content, aims and objectives, learning outcomes and assessment criteria, assessment methodology, and required resources for each examination.

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.