



# SYLLABUS OUTLINE OF DISCO/FREESTYLE FACULTY QUALIFICATIONS

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## General Information

Dancesport examinations cover Modern Ballroom, Latin American, Sequence, Disco Freestyle, Street Dance, Rock 'n' Roll, Country/Western and Authentic and Emerging Dance. These dance genres provide a wide diversity in both teaching and learning in dance education. On one level they form the basis of what may sometimes be referred to as 'social' dancing, and there are a range of examinations that provide those learning to dance as a recreational activity the scope to develop quality within performance. At other levels students may pursue their training further through the range of examinations in order to develop the higher artistic and technical skills necessary for competition dancing, stage performance and dance teaching. The examinations offered in the Dancesport genres enable teachers in differing situations to provide a safe and structured programme for pupils of all ages and abilities.

These examinations include:

<b>Amateur Medal Tests</b>	<b>Introductory Tests</b> <b>One Dance Tests</b> <b>Medal Series – Bronze, Silver, Gold</b> <b>Supplementary and Higher Awards</b>
<b>Graded and Vocational Graded Examinations</b>	<b>Grades 1-6 and Intermediate</b>
<b>Professional Examinations</b>	<b>Student Teacher</b> <b>Associate</b> <b>Diploma in Dance Instruction</b> <b>Diploma in Dance Education</b>
<b>Higher Professional Examinations</b>	<b>Licentiate</b> <b>Fellowship</b> <b>Professional Dancing Diplomas</b>

This syllabus outline gives information about the examination structure for Disco/Freestyle examinations only. Syllabi for the other Dancesport genres are obtainable from ISTD Headquarters. Separate syllabi are available for the Diploma in Dance Instruction and Diploma in Dance Education.

### Examination Entry – All Levels

1. Teachers entering candidates for ISTD examinations in Dancesport should hold the appropriate ISTD teaching qualifications. Further information can be obtained either from the UK Examinations Department or International Examinations department as appropriate.
2. Application forms for UK examination sessions are available from ISTD Headquarters or downloadable from the website at [www.istd.org/examinations/ukexaminations](http://www.istd.org/examinations/ukexaminations) They should be received at Headquarters at least 12 weeks prior to the date required.
3. There must be an interval of at least 3 months from the date of the original examination if the candidate wishes to retake it for any reason.



## Amateur Medal Tests

Medal tests and awards in Disco/Freestyle are designed to be accessible to any age group and seek to:

- promote an appreciation and enjoyment of Disco/Freestyle Dance, with a view to developing technical and artistic qualities
- introduce an understanding of the various styles of the Disco/Freestyle dances, the different rhythmic expressions and characterisations
- motivate candidates and build self-confidence by providing carefully staged goals
- provide a structured approach for teachers to measure the progress of individual candidates

Medal tests and awards build up progressively, ensuring that steps and skills learned at lower levels prepare for more complex and higher quality movements as the candidate makes progress. The earlier tests start at Under 6 and go through to Pre-Bronze. One Dance Tests are available at Pre-Bronze level and at Bronze, Silver, and Gold levels. The medal series then progress from Bronze through to Gold. Candidates who are successful in Gold can supplement their achievement by taking the Gold Stars 1, 2 and 3, the Imperial Dance Awards 1, 2 and 3, Supreme Award and Peggy Spencer Award. Successful candidates at Supreme Award level can progress to the Annual Award.

An outline of the different levels is given below and further detail is given in the Syllabus Content

<p><b>Introductory Tests</b>            Under 6 Test 1, 2, 3, 4            Under 8 Test 1, 2, 3, 4            Social Dance Test 1, 2, 3, 4            Pre Bronze Dance Test 1, 2, 3, 4</p> <p><b>Medal Series</b>            Bronze            Silver            Gold</p> <p><b>Supplementary and Higher Awards</b>            Gold Stars 1, 2, 3            Imperial Dance Awards 1, 2, 3            Supreme Award            Peggy Spencer Award            Annual Award</p>	<p><b>One Dance Tests</b></p> <p>Social Dance Test            Pre Bronze Dance Test</p> <p>Bronze            Silver            Gold</p> <p>Gold Star 1,2,3</p>
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## Entry Conditions And General Information

### Age divisions

Tests are conducted in 7 divisions:

1. Under 6
2. Under 8
3. Juvenile division for candidates under 12 years of age
4. Junior division for candidates of 12 and under 16 years of age

5. Adult division for candidates of 16 and under 50 years of age
6. Senior division for candidates of 50 years of age and over
7. Student division for candidates of 16 years of age and over who intend to become professional\*

\*Requirements are as for Adult division, but a slightly higher standard of dancing is expected. A professional qualified in another Dance Sport genre may take student division tests. Holders of Student medals are not eligible to enter Adult amateur medallist competitions.

## **Categories**

Candidates have the following options when entering for amateur medal tests:

1. Solo entry
2. Couples Tests
3. Formation Tests

### ***Solo entry***

Each candidate is assessed individually

### ***Couples Tests***

The partnership is assessed as a couple but two report forms are issued. Both dancers receive a certificate and award. Candidates need not have taken the appropriate test individually. The tests must be taken in sequence. When entering Couples medal tests on the timetable, teachers should bracket the names together and write 'C' for Couple as appropriate.

### ***Formation Medal tests***

Tests for teams of six to sixteen amateur dancers in any age division may be taken at Bronze, Silver, Gold, Gold Star 1, 2, 3 and Supreme Award levels. Teams may comprise male or female dancers in any ratio who need not have taken an individual medal. One joint report form issued and each dancer receives a certificate and award. The teacher may request a team trophy on payment of an additional fee. The age division of the team is determined by the eldest member of the team. One routine is required, minimum 1 1/2 minutes, maximum 3 minutes. The team will dance twice to accommodating reserves if required.

### ***Prior learning***

No prior learning is required for the earlier tests. For the medal series tests must be passed in sequence from Bronze to Gold. Candidates must be successful in the Gold medal before entering for the Gold Stars. For the Imperial Dance Award and Supreme Award they must have achieved Gold Star level. Candidates who have gained the Supreme Award can enter the Peggy Spencer Award and the Annual Award.

Candidates who hold the Bronze Medal or higher of a teacher organisation recognised by the British Dance Council may commence with the ISTD Silver Medal.

Teachers of competitive dancers who wish to enter the Medal Test system but who have not taken a UK Dance Sport examination, should apply to the relevant Faculty Chairperson, with a brief cv of the prospective candidate, together with a recommendation, so that their level of entry may be assessed. Further details of prior learning and entry conditions are outlined in the Syllabus Content.

### ***Partnering***

Candidates must provide their own partners who may be amateur or professional

### **Time allowances/Number of candidates**

<b><u>Two candidates at a time</u></b>		<b><u>One candidate at a time</u></b>	
<b>Number of dances</b>	<b>Time</b>	<b>Number of dances</b>	<b>Time</b>
1 dance	5 minutes	1 dance	3 minutes
2 dances	6 minutes	2 dances	5 minutes
3 dances	9 minutes	3 dances	7 minutes
4 dances	11 minutes	4 dances	9 minutes
5 dances	15 minutes	5 dances	10 minutes
		8 dances*	18 minutes
		10 dances*	20 minutes

\* 8 and 10 dance examinations may only be entered one candidate at a time

### **Use of CDs, musical accompaniment**

Teachers will provide their own suitable musical equipment together with a range of appropriate music. Music operators should be seated at a discreet distance from the Examiner, where possible.

### **Dress requirements**

Candidates should be well groomed and appropriately dressed for Disco/Freestyle dancing.

### **Number Cards**

Number cards should be worn on the front of all candidates for ease of identification.

### **Props**

Props may be used at any level in any examination.

### **Acrobatic/Gymnastic movements**

No acrobatic/gymnastic movements to be shown at any level\*.

\*Assisted work is permitted in couples routines only at gold star and above.

## **Syllabus Content for Amateur Medals and Awards**

In the Under 6, Under 8, Social Dance and Pre-Bronze Tests, two dances from different genres may be used, e.g. a candidate might choose to dance Waltz (Modern Ballroom) or Cha Cha Cha (Latin American) and a Disco/Freestyle routine. When entering mixed genres, the teacher should enter the tests as 'IDF' (Imperial Dancesport Faculties) on the timetable.

## **Introductory tests**

### **Under 6 Tests (1, 2, 3 and 4)**

These tests are designed to encourage very young pupils and to get them started on the medal test 'ladder'. Two dances in any rhythm should be shown. There is no technical requirement and parts 2, 3 and 4 do not require a higher standard of dancing than part 1. Party dances may be used. Lively movement and the beginnings of timing awareness should be encouraged.

### **Under 8 Dance Tests (1, 2, 3 and 4)**

As for Under 6.

### **Social Dance Tests (1, 2, 3 and 4)**

These are introductory tests at a social level, which may be taken by candidates of any age group. Two dances should be shown in each test and a minimum of four actions/movements shown in each dance. Technical accuracy is not expected and parts 2, 3 and 4 do not require a higher standard of dancing than part 1. Staying in time with the music and the beginnings of rhythmic expression are of primary importance

### **Pre-Bronze Tests (1, 2, 3 and 4)**

These tests may be taken by candidates of any age group. The dancing should show the beginnings of technical awareness. Parts 2, 3 and 4 do not require a higher standard of dancing than part 1. Two dances should be shown in each test and a minimum of four actions/movements figures shown in each dance.

### **One Dance Tests**

These are tests at Social Dance, Pre-Bronze, Bronze, Silver and Gold standard in any Disco/Freestyle dance. They do not qualify the candidate to enter a full medal test at a higher level. The minimum number of actions/movements appropriate to each level must be shown.

### **Medal series (Bronze 1, Bronze 2, Silver, Gold)**

Tests must be passed in sequence from Bronze to Gold. Candidates may enter for both the Bronze and Silver medals at the same session, but each higher test must be taken at separate sessions. Candidates take this option at their own risk as the Silver result will be voided if the Bronze result is unsuccessful. Candidates moving from one age division to the next may either commence at Bronze or Silver level or may continue their medals in rotation e.g. Juvenile Gold to Junior Gold Star etc. Student division candidates must commence at Bronze level. Please refer to the medal competition rules if applicable.

In order to use the medal test system to best advantage, candidates who have passed the Bronze test should be encouraged to take a second Bronze test showing two different dances before moving on to Silver.

### **NOTE: Markers and Prompters**

A marker (who should not impede the examiner's view) may be used for Bronze, and below, candidates.



## Higher Awards

### Gold Star 1, 2 and 3:

5 routines showing a minimum of eight actions and/or movements should be shown for all Gold Star and above tests and the first dance must be a Warm Up routine, comprising the following elements – Mobility, Pulse Raiser, Short Static Stretch (minimum 32 bars, maximum 3 minutes). A high standard of technical accuracy, control and rhythmic expression will be expected at this level. There must be an interval of 6 months between Gold Stars (3 months for under 16s). The dancing throughout the Gold Stars and Imperial Dance Awards should show a gradual progression towards the ultimate goal of Supreme Award. A slow, medium and fast routine must be included.

### Imperial Dance Award

These are optional awards that follow on from the Gold Stars. The requirements and required interval between tests are as for Gold Star. The dancing throughout the Gold Stars and Imperial Dance Awards should show a gradual progression towards the ultimate goal of Supreme Award.

### Supreme Award

Candidates for this prestigious award are expected to show an appropriately high standard of technical accuracy, style and rhythmic expression.

### Peggy Spencer Award

8 dances in two parts to be taken after Supreme Award.

#### *Part 1*

1. Warm Up routine, comprising the following elements; Mobility, Pulse Raiser, Short Static Stretch, minimum 32 bars, maximum 3 minutes.
2. Medium tempo street style routine, minimum 16 bars repeatable or maximum 2 minutes.
3. Fast tempo routine, minimum 16 bars repeatable or maximum 2 minutes.
4. Slow routine in any style, minimum 16 bars repeatable or maximum 2 minutes. e.g. 3/4, 4/4, 6/8 timing.

#### *Part 2*

5. Own choreography to any music which has distinct phrasing to encourage expression, e.g. musical or film score. Maximum 2 minutes.
6. Solo (or couple\*) routine to Rock'n'Roll music.
7. Pairs\* routine in any dance style and tempo.
8. Solo routine to current popular music in an alternative tempo to those already demonstrated. eg Latino, slow street etc.

\* The partner is not part of the examination

## Annual Award

This award was introduced to encourage candidates to maintain their standard of dancing at Supreme Award level and may be taken twice a year.

### Number of dances for each Test

One Dance Test (any level)	1 dance	
Under 6	2 dances	
Under 8	2 dances	
Social Dance Test	2 dances	
Pre Bronze Dance Test	2 dances	

All divisions (Juvenile, Junior, Adult, Senior, Student)

Bronze 1	2 dances	minimum 4 actions/movements
Bronze 2	2 dances	minimum 4 actions/movements
Silver	3 dances	minimum 6 actions/movements
Gold*	4 dances	minimum 8 actions/movements
Gold Star*	5 dances	minimum 8 actions/movements
Imperial Dance Award*	5 dances	minimum 8 actions/movements
Supreme Award*	5 dances	minimum 8 actions/movements
Peggy Spencer Award*	8 dances	minimum 8 actions/movements
Annual Award*	5 dances	minimum 8 actions/movements

\*Grades marked with an asterisk must include dances of slow, medium and fast tempo.

**NOTE:** At Gold Star level and above, for solos and couples, the first dance must be a Warm Up routine comprising the following elements – Mobility, Pulse Raiser, Short Static Stretch, minimum 32 bars.

### Use of Rock 'n' Roll in Disco/Freestyle tests

Rock 'n' Roll may be shown as one of the dances in any Disco/Freestyle examination. This may be danced with a partner or as a solo routine to Rock 'n' Roll music. For full details and specified figures for separate Rock 'n' Roll tests please refer to the Rock 'n' Roll syllabus.

**The dances within each examination must be completed consecutively with no breaks in between other than for change of music.**

## Method of Assessment/Mark Scheme for Amateur Medals and Tests

Each dance must be passed in order for the examination to be successful overall.

Maximum marks in each dance	100
Honours	85% overall
Commended	75% overall

Pass	65
Unsuccessful on this occasion	0-64

All Amateur Medal Tests are assessed by the examiner as above. However for the Under 6, Under 8, Social Dance and Pre Bronze Dance Tests, the teacher can choose whether the examiner gives percentage marks or only an overall result of Unsuccessful on this Occasion, Pass, Commended or Honours. The teacher should inform the examiner at the beginning of the examination session which method of marking is preferred if entering candidates at these levels. The assessment of the candidate is carried out in the same way regardless of which method is selected

# Graded Examinations in Dance

## Rationale

Disco/Freestyle Dance makes a distinctive contribution to the education of all students, in that it uses movement, which is the fundamental mode of human expression. It offers a range of learning opportunities and enables participants to enjoy physical expression as well as develop intellectual sensibilities. As they work together in Disco/Freestyle Dance, candidates learn about co-operation and develop an understanding of the shaping of movement into artistic forms of expression.

Candidates develop the skill and understanding of Disco/Freestyle Dance, at the same time as building a sound technique, by developing the physical ability to communicate through movement in an expressive and artistic way.

A clearly defined structure allows learning to take place in the context of safe dance practice. The Graded Examinations build up progressively, ensuring that steps and skills learned at lower levels prepare for more complex movements as the candidate progresses.

Each Disco/Freestyle Graded Examination allows candidates to progress to the next higher grade in the Disco/Freestyle genre. Also, a range of transfers to other dance genres becomes possible as the candidate develops physically and learns common skills such as posture, use of arms, timing and rhythmic awareness. In this way, with additional teaching input, the candidate is able to develop a broad base of dancing skills.

Following on from the Graded Examinations, candidates may wish to progress to the Vocational Graded Examinations as preparation for employment as a professional dancer or as preparation for dance teaching qualifications.

The Graded Examinations in Disco/Freestyle Dance also allow for those participating solely for recreational purposes to produce quality work in a safe dance context.

## Aims

The aim of Graded Examinations is to provide an assessment scheme for dance, which gives the basis for the measurement of the individual candidate's progress and development, whether the candidate is pursuing dance as a leisure activity or as preparation for a professional career as a dance teacher or performer. There are six practical examination grades, numbered from 1 to 6, in order to indicate the increasing order of difficulty (6 represents the highest level of attainment).

## Objectives

The syllabus objectives of the Disco/Freestyle Grades are to ensure that candidates are able to:

- understand the importance of building a sound technique
- understand the use of dance terminology
- demonstrate correct poise and posture
- demonstrate an awareness of the use of space
- demonstrate a good sense of line through body, arms and head
- demonstrate accurate and expressive footwork
- demonstrate an awareness of audience and a sense of performance
- demonstrate an awareness of creative use of movement
- demonstrate a range of movement within the students' natural capabilities
- demonstrate a sense of self-expression
- demonstrate self-confidence in the performance of a solo routine
- appreciate a variety of musical styles and their interpretation within performance

## Entry Conditions and General Information

### Age limits

Grades 1-3	Recommended minimum age 7 years
Grades 4-5	Recommended minimum age 9 years
Grade 6	Recommended minimum age 11 years

The lower age limits given above are to ensure that candidates are physically developed sufficiently to safely meet the demands of the syllabus.

### Prior learning

The Graded Examinations in Disco/Freestyle are intended to be taken consecutively and most candidates will wish to progress through them in sequence in order to develop and demonstrate the requisite skills. However, in cases where examinations are undertaken without success at the previous grade, the candidate needs to be at an appropriate level of physical and artistic development. Before a candidate enrolls in a class leading to a Graded Examination, teachers are under a particular duty, therefore, to assess the achievement of the candidate, particularly with regard to safe dance practice.

### Gender distinctions

The Graded Examinations in Disco/Freestyle are suitable for both genders and are designed to develop the strengths and abilities of both male and female candidates.

### Time allowances/Number of candidates

Grade	1 or 2 candidates
Grade 1	20 minutes
Grade 2	25 minutes
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes
Grade 6	60 minutes

Candidates will be assessed two at a time but one candidate may be entered singly where there is an odd number.

### Use of CDs, musical accompaniment

Set music is obtainable from the ISTD Sales Department for Section 4 - Musical Appreciation in each Graded Examination in Dance.

The teacher or candidate should provide the music for all other sections. As a guide, music should be selected which does not contain cross phrasing and/or long introductions. Please note the recommended beats per minute:-

<b>Slow</b>	64 bpm approx
<b>Street Style</b>	88-112 bpm approx
<b>Medium</b>	112-120 bpm approx
<b>Fast</b>	128-132 bpm approx

A sound system capable of playing CD's at a volume suitable for the venue should be provided. Music system operators should be seated at a discreet distance from the Examiner, not directly facing the candidates.

### **Dress requirements**

Suitable Disco/Freestyle attire, appropriate to the age and gender of the candidate and appropriate footwear, (for example, jazz shoes, dance sneakers etc), should be worn. The chosen attire should enable the Examiner to see clearly the action of the body and legs. It will not be possible for candidates to change their attire during the course of the examination, (for example to suit the style of dance). Therefore, candidates are advised to wear basic dance attire, such as leotard, crop top and jazz trousers, catsuit etc Jewellery or body piercing should not be worn.

### **Number cards**

Number cards should be worn by all candidates for ease of identification.

## **Syllabus Content for Graded Examinations**

The syllabus content given below for Grades 1 to 6 gives an outline of what is required of the candidate at each level. Full technical details are available in the Technical Specification for Disco/Freestyle Graded Examinations, available from the ISTD Sales Department.

### **Musical Appreciation**

Candidates are assessed on their sense of rhythm and timing, and knowledge of dance terminology, throughout the examinations. This is further demonstrated by carrying out the following tasks that are within this section, during the dance sections of the examination: clapping to music and performance of amalgamations solo to music.

## **Grade 1**

### **WARM UP AND COOL DOWN**

- a. Warm Up Exercise A
- b. Warm Up Exercise B
- c. Warm Up Exercise C
- d. Cool Down

All the Warm Up and Cool Down exercises are to be performed to the teacher's choice of music

### **DANCES**

- a. An 8 bar Medium Freestyle routine in 4/4 timing, of the teacher or candidate's own arrangement, from the specified steps and movements, using their own choice of music
- b. An 8 bar Medium Street style routine in 4/4 timing, of the teacher or candidate's own arrangement from the specified steps and movements, using their own choice of music.

### **Specified steps and movements**

- a. Foot patterns and actions
- b. Elevation – jumping and leaping movements
- c. Kicks
- d. Turning movements and spins
- e. Arm movement and positions
- f. Hand movement and positions
- g. Body movements
- h. Head movement and positions

### **ACKNOWLEDGEMENT**

## **Grade 2**

### **WARM UP AND COOL DOWN**

- a. Warm Up Exercise A
- b. Warm Up Exercise B
- c. Warm Up Exercise C
- d. Cool Down

All the Warm Up and Cool Down exercises are to be performed to the teacher's choice of music

### **DANCES**

- a. An 8 bar Fast Freestyle routine in 4/4 timing\*
- b. An 8 bar Medium Street style routine in 4/4 timing\*

\*the teacher's or candidate's own arrangement from the specified steps and movements, using their own choice of music

### **Specified steps and movements**

All of the specified steps and movements for Grade 1 may be used in addition to those listed below:

- a. Foot patterns and actions
- b. Elevation – jumping and leaping movements
- c. Kicks
- d. Turning movements and spins
- e. Arm movement and positions
- f. Hand movements and positions
- g. Body movements
- h. Head movements and positions

### **ACKNOWLEDGEMENT**

## Grade 3

### WARM UP AND COOL DOWN

- a. Warm Up Exercise A
- b. Warm Up Exercise B
- c. Warm Up Exercise C
- d. Cool Down

All the Warm Up and Cool Down exercises are to be performed to the teacher's choice of music

### DANCES

- a. An 8 bar Fast Freestyle routine in 4/4 timing\*
- b. An 8 bar Slow Freestyle routine in 4/4 timing\*

\*the teacher's or candidate's own arrangement from the specified steps and movements, using their own choice of music

### Specified steps and movements

All the specified steps and movements for Grades 1 and 2 may be used in addition to those listed below:

- a. Foot patterns and actions
- b. Elevation – jumping and leaping movements
- c. Kicks
- d. Turning movements and spins
- e. Arm movement and positions
- f. Hand movements and positions
- g. Body movements
- h. Head movements and positions

### ACKNOWLEDGEMENT

## Grade 4

### WARM UP AND COOL DOWN

- a. Warm Up Exercise A
- b. Warm Up Exercise B
- c. Warm Up Exercise C
- d. Cool Down

All the Warm Up and Cool Down exercises are to be performed to the teacher's choice of music

### DANCES

- a. A 16 bar Street style routine in 4/4 timing\*
- b. A 16 bar Fast Freestyle routine in 4/4 timing\*
- c. A 16 bar Slow Freestyle routine in 4/4 timing\*

\*the teacher's or candidate's own arrangement from the specified steps and movements, using their own choice of music



### **Specified steps and movements**

All of the specified steps and movements for Grades 1-3 may be used in addition to those listed below:

- a. Foot patterns and actions
- b. Elevation – jumping and leaping movements
- c. Kicks
- d. Turning movements and spins
- e. Arm movements and positions
- f. Hand movements and positions
- g. Body movements
- h. Head movement and positions

### **ACKNOWLEDGEMENT**

## **Grade 5**

### **WARM UP AND COOL DOWN**

- a. Warm Up Exercise A
- b. Warm Up Exercise B
- c. Warm Up Exercise C
- d. Cool Down

All the Warm Up and Cool Down exercises are to be performed to the teacher's choice of music

### **DANCES**

- a. A mixed tempo Freestyle routine (minimum of 2 tempos) of a minimum of 16 bars and a maximum of 1½ minutes in 4/4 timing\*
- b. A 16 bar Medium or Fast Freestyle routine in 4/4 timing\*
- c. A 16 bar Freestyle routine of any tempo in 4/4 timing to include floorwork\*

\*the teacher's or candidate's own arrangement from the specified steps and movements, using their own choice of music

### **Specified steps and movements**

All the specified steps and movements for Grades 1-4 may be used in addition to those listed below:

- a. Foot patterns and actions
- b. Elevation – jumping and leaping movements
- c. Kicks
- d. Turning movements and spins
- e. Arm movements and positions
- f. Hand movements and positions
- g. Body movements
- h. Head movements and positions

### **ACKNOWLEDGEMENT**

## Grade 6

### WARM UP AND COOL DOWN

- a. Warm Up Exercise A
- b. Warm Up Exercise B
- c. Warm Up Exercise C
- d. Cool Down

All the Warm Up and Cool Down exercises are to be performed to the teacher's choice of music

### DANCES

- a. A 16 bar Street style routine in 4/4 timing\*
- b. A mixed tempo Freestyle routine (minimum of 2 tempos) of a minimum of 16 bars and maximum of 1½ minutes in 4/4 timing\*
- c. A routine of the candidate's own choreography, from the specified steps and movements, to a film or musical score (minimum 16 bars, maximum 1½ minutes, using any time signature)
- d. A 16 bar Medium or Fast Freestyle routine in 4/4 timing\*
- e. A 16 bar Freestyle routine of any tempo on ¾ timing\*

\*the teacher's or candidate's own arrangement from the specified steps and movements, using their own choice of music

### Specified steps and movements

All of the specified steps and movements for Grades 1-5 may be used in addition to those listed below:

- a. Foot patterns and actions
- b. Elevation – jumping and leaping movements
- c. Kicks
- d. Turning movements and spins
- e. Arm movements and positions
- f. Hand movements and positions
- g. Body movements
- h. Head movements and positions

### ACKNOWLEDGEMENT

## Mark Scheme for Graded Examinations

### Grades 1-6

TITLE OF COMPONENT	MARKS ATTAINABLE
<b>SAFE DANCE PRACTICE</b>	
Warm Up and Cool Down	10
<b>Section Total</b>	<b>10</b>
<b>TECHNIQUE</b>	
Body tone, poise and centering	10

Spatial awareness	10
Quality of line and style	10
Accuracy and expression of footwork	10
<b>Section Total</b>	<b>40</b>
<b>PRESENTATION</b>	
Sense of performance	10
Quality of movement	10
Characterisation and rhythmic interpretation	10
<b>Section Total</b>	<b>30</b>
<b>MUSICAL APPRECIATION</b>	
Rhythm, timing, accents and performance	20
<b>Section Total</b>	<b>20</b>
<b>Total</b>	<b>100</b>

## Method of Assessment

The examinations are divided into Sections and each Section is composed of several components which are separately assessed and aggregated to give the Section total.

Candidates must gain at least 25% of the marks attainable in each Section in order to pass the examination overall. In cases where 25% of the marks attainable does not come to a round figure, e.g. 12½, the pass mark for the Sections is lowered to the nearest round figure, in this example, 12.

The Section totals are aggregated and the overall mark is given out of 100. If all Sections are passed, then the overall result is indicated as follows:

Distinction	80 - 100 marks
Merit	60 - 79 marks
Pass	40 - 59 marks
Not Attained	00-39 marks

However, if the candidate is unsuccessful in one or more Sections, as explained above, the total mark given out of 100 will not correspond to the result indicators in the chart. In this circumstance, whatever the overall numerical mark may be, the result given will be Not Attained.

## Classification of Results

The principle of best fit is applied in deciding the appropriate classification for each candidate. It is not to be expected that a candidate in a particular category will necessarily demonstrate all of the characteristics listed in that category.

A candidate who achieves a **Distinction** classification (80-100 marks) is one who demonstrates the following attributes in performance:

- flair, vitality and skill
- fully appropriate style

- incisively-focussed dancing
- precision in the technique of the genre
- consistent, highly developed musicality
- confident and accurate responses to questions asked and/or tasks set

A candidate who achieves a **Merit** classification (60-79 marks) is one who demonstrates the following attributes in performance:

- skill and proficiency
- largely appropriate style
- focussed dancing
- competence in the technique of the genre
- evidence of developing musicality
- relevant and appropriate responses to questions asked and/or tasks set

A candidate who achieves a **Pass** classification (40-59 marks) is one who demonstrates the following attributes in performance:

- competence
- basic ability to carry out the required movements
- periodic moments of convincing focus
- basic competence in most aspects of the technique of the genre
- basic musicality
- broadly relevant and appropriate response to questions asked and/or tasks set, but some prompting may be required

A candidate who achieves an insufficient level of achievement **Not Attained** classification (00-39 marks) is one who has not yet demonstrated attributes required to gain at least a 'Pass' classification.

## Assessment Criteria

Candidates are assessed on their ability to show

- technical accuracy with correct placement to the best of their physical facility
- appropriate use of limbs showing an understanding of the purpose or significance of each movement or sequence of movements
- a sense of line and well co-ordinated movements
- an assured performance showing the different qualities of movement required by each section of the examination structure
- musicality and rhythmic awareness

# Vocational Graded Examinations

Please note that only the Intermediate examination is currently available

## Introduction

The Intermediate Vocational Graded Examination in Disco/Freestyle develops the candidate's expertise in such a way as to provide the basis for either more advanced/competitive dancing or further training as a dance teacher

Throughout the study of the syllabus, candidates are following a vocational path, requiring a high level of commitment and with an increasing emphasis on safe dance practice. Successful candidates at this level should show virtuosity in performance, a high standard of technique and a sound knowledge and understanding of the Disco/Freestyle genre. Candidates undertaking a study of the Disco/freestyle Vocational Graded Intermediate syllabus should typically display a sense of self-awareness and be self-motivated in terms of their personal development. As distinct from the General Graded Examinations, a greater degree of flair and expression is encouraged and the candidate is expected to show an assertive/responsive performance to partner, depending upon the role of the candidate.

All Disco/Freestyle graded examinations are concerned with progressive mastery in defined stages. They also develop and demonstrate competence and artistry in the Disco/Freestyle technique. The Vocational Graded Examination is concerned specifically with the mastery of technique and underpinning understanding, to a level sufficient to prepare candidates for further vocational training and match current expectations in the competitive and employment sector.

Candidates will need to show the qualities of commitment and focus, with the ability to manage a greater amount of work related study than that required for the General Graded Examinations. This would typically result in a successful candidate spending significant additional time each week in lessons, in practising and in studying independently.

The Intermediate Vocational Graded Examination is a regulated qualification on the Regulated Qualifications Framework and is located at Level 3.

## Aim

The aim is to provide an assessment scheme, which gives the basis for the measurement of the individual candidate's progress and development, in preparing to be a professional dance performer or teacher.

## Objectives

The objectives of the Intermediate Disco/Freestyle Vocational Graded Examination syllabus are to ensure that candidates gain the following:

- Knowledge and understanding of importance of Warm Up and Cool Down
- Core stability and Isolation
- Strong technique with good body tone, poise and centering within the dancer's physical capabilities
- Accurate foot placing and articulate use of feet and ankles within the steps and movements
- Controlled use of line and co-ordination
- An understanding of Syllabus Figures and Actions and the purpose of set work
- Strength and stamina
- Spatial awareness, direction and contrasting high and low levels
- An awareness of audience and a focused sense of performance

- A developed sense of self-discipline, confidence and presentation
- A respect for audience/examiner
- Creative use of movement
- A strong sense of timing, rhythm and reaction to music
- Varying dance styles and musical appreciation/interpretation

## Entry Conditions and General Information

There is a recommended minimum age of 14 years for the Intermediate Vocational Graded Examination in Dance. This is to ensure that candidates are physically developed sufficiently to safely meet the demands of the syllabus

### Prior Learning

Exemption from the Intermediate examination may be obtained if the candidate is a student who already holds an equivalent genre Intermediate certificate of an Ofqual recognised dance awarding body. Application for exemption must be made in writing to the UK Examinations department.

### Gender distinctions

The syllabus is suitable for both genders and is designed to develop the strengths and abilities of both male and female candidates.

### Teachers

During the examination, the teacher may remain in the room, both to operate the music system and to partner the candidate. However they should be seated unobtrusively, with their back to the candidate and must not assist them verbally. The teacher may arrange for someone else to play the music and that person may be an amateur, but **must not** be a relative of the candidate or another candidate in the examination session.

### Time Allowances / Number of Candidates

Examination	1 candidate	2 candidates
Intermediate	75 minutes	90 minutes

### Use of CDs / musical accompaniment

Teachers and candidates will use their own choice of music throughout the examinations. As a guide, music should be selected which does not contain cross phrasing and/or long introductions.

Please note the recommended beats per minute: -

<b>Slow</b>	64 bpm approx
<b>Street Style</b>	88 - 112 bpm approx
<b>Medium</b>	112 - 120 bpm approx
<b>Fast</b>	128 - 132 bpm approx

A sound system capable of playing CD's at a volume suitable for the venue should be provided. Music system operators should be seated at a discreet distance from the Examiner, not directly facing the candidates.

## Dress requirements

Suitable Disco/Freestyle attire, appropriate to the age and gender of the candidate and appropriate footwear, (for example Jazz shoes, dance sneakers etc), should be worn. The chosen attire should enable the examiner to see clearly the action of the body and legs. Unfortunately, it will not be possible for candidates to change their attire during the course of the examination, (for example to suit the style of dance). Therefore, candidates are advised to wear basic dance attire, such as leotard, crop top and Jazz trousers, catsuit etc. Jewellery or body-piercing should not be worn.

## Syllabus Content for Vocational Graded Examinations

The syllabus content given below for the Vocational Grades gives an outline of what is required of the candidate at each level. Full technical details are available in the Technical Specification for the Disco/Freestyle Vocational Graded Examinations, available from the ISTD Sales Department.

### Intermediate

#### Warm Up

- a. Warm Up Exercise A. Pulse Raising and Mobility.
- b. Warm Up Exercise B. Pulse Raising and Mobility.
- c. Warm Up Exercise C Stretch.
- d. Isolation Set Exercise.
- e. Floorwork Core Stability.

**Note.** All Warm Up exercises are to be performed to the teacher's choice of music.

#### Preparatory Dance Exercises

- a. Set Amalgamation A Elevation
  - b. Set Amalgamation B Kicks
  - c. Set Amalgamation C Turns
  - d. Set Exercise Arms Lyrical /Contemporary
- The Examiner will select **one** of the arm exercises

#### Dances

- a. A 16 bar Street Style routine in 4/4 timing
- b. A 16 bar Fast Freestyle routine in 4/4 timing
- c. A 16 bar Slow Freestyle Routine in 4/4 timing
- d. A routine to a film or musical score minimum 16 bars maximum 1½ minutes

#### Specified Steps and Movements

- a. Foot patterns and actions
- b. Elevation – jumping and leaping movements
- c. Kicks
- d. Turning movements and spins
- e. Arm movements and positions
- f. Hand movements and positions
- g. Body movements
- h. Head movements and positions

**Note.** All dance choreography throughout the examination to be based on the vocabulary contained in the Grade 5 syllabus, under the headings above. Vocabulary under these headings from previous grades may be included.

### **Musical Appreciation**

- a. Performance of two separate compound steps in 3/4 or 4/4 timing to music
- b. Perform a short unset amalgamation in 3/4 or 4/4 timing to music

### **Cool Down**

- a. Cool Down Dance
- b. Cool Down Stretch
- c. Relaxation
- d. Final Mobiliser

**Note.** All Cool Down Exercises are to be performed to the teacher's choice of music

### **ACKNOWLEDGEMENT**

## **Mark Scheme For Intermediate**

<b>TITLE OF COMPONENT</b>	<b>MARKS ATTAINABLE</b>
<b>SAFE DANCE PRACTICE</b>	
Warm up and cool down	10
Core stability and isolation	10
<b>Section Total</b>	<b>20</b>
<b>TECHNIQUE</b>	
Body tone, poise and centring	10
Quality of line and placement	10
Accuracy and expression of footwork	10
Knowledge of theory	10
<b>Section Total</b>	<b>40</b>
<b>PRESENTATION</b>	
Style and sense of performance	10
Quality of movement and spatial awareness	10
Rhythmic expression and characterisation	10
<b>Section Total</b>	<b>30</b>
<b>MUSICAL APPRECIATION</b>	
Rhythm, timing, accents	20
<b>Section Total</b>	<b>20</b>
<b>TOTAL</b>	<b>100</b>



## Method Of Assessment

Vocational Graded Examinations are assessed externally by visiting examiners recruited and trained by the ISTD. Assessment is carried out by means of a practical demonstration of the knowledge, understanding and skills required.

The examination is divided into Sections and each Section is composed of several components, which are separately assessed and aggregated to give the total out of 100.

Candidates will, however, be unsuccessful if:

1. 20% of the marks attainable or below are given for any one component
2. 40% of the marks attainable or below are given for any three components.

This reflects the need to ensure competence across a wide range of components. Results are indicated using the following attainment bands:

Distinction	80-100
Merit	65-79
Pass	50-64
Not Attained	00-49

Full attainment descriptors are as follows.

## Classification of Results

The principle of best fit is applied in deciding the appropriate classification for each candidate. It is not to be expected that a candidate in a particular category will necessarily demonstrate all of the characteristics listed in that category.

A candidate who achieves a **Distinction** classification (80-100 marks) is one who demonstrates the following attributes in performance:

- flair, vitality and skill
- fully appropriate style
- incisively-focussed dancing
- precision in the technique of the genre
- consistent, highly developed musicality
- confident and accurate responses to questions asked and/or tasks set

A candidate who achieves a **Merit** classification (65-79 marks) is one who demonstrates the following attributes in performance:

- skill and proficiency
- largely appropriate style
- focussed dancing
- competence in the technique of the genre
- evidence of developing musicality
- relevant and appropriate responses to questions asked and/or tasks set

A candidate who achieves a **Pass** classification (50-64 marks) is one who demonstrates the following attributes in performance:

- competence

- basic ability to carry out the required movements
- periodic moments of convincing focus
- basic competence in most aspects of the technique of the genre
- basic musicality
- broadly relevant and appropriate response to questions asked and/or tasks set, but some prompting may be required

A candidate who achieves an insufficient level of achievement **Not Attained** classification (00-49 marks) is one who has not yet demonstrated the attributes required to gain at least a 'Pass' classification.

### **Assessment Criteria**

- Technical accuracy with correct placement to the best of the physical facility. An appropriate use of limbs showing an understanding of the purpose of each exercise
- A sense of line and well co-ordinated movement with an awareness of the use of space
- An assured performance showing the differing qualities of movement and style required by each section of the exam structure
- An instinctive musicality and a highly developed sense of rhythm

# Professional Teaching Examinations

## Diploma in Dance Instruction and Diploma in Dance Education

Separate syllabi are available for the Diploma in Dance Instruction and Diploma in Dance Education.

## Professional Examinations – Student Teacher and Associate

Please see separate update

## Higher Professional Examinations

### Licentiate

Duration of examination      125 minutes

Candidates must be 21 years of age or over, with a minimum of 2 years teaching experience.

Work from the Student Teacher and Associate syllabi, including dance and exercise routines, is included in this examination at the examiner's discretion

At all levels, teaching ability will be assessed on the basis of presentation, knowledge of their faults, their cause and correction, teaching methods, voice production and clarity of explanation.

#### Part 1            Demonstration

The candidate demonstrates to music:

- A. A Warm Up routine comprising the following elements – Mobility, Pulse Raiser, Short Static Stretch, minimum 32 bars
- B. A 16 bar (or more) dance routine, maximum duration 1½ minutes, using own creative ability
- C. A 16 bar dance routine, suitable for Silver/Gold standard

#### Part 2            Explanations and teaching

The candidate explains:

- A. Warm Up routine as demonstrated
- B. Silver/Gold routine as demonstrated

The candidate explains approach to choreography for the following:

- C. Solo routine
- D. Pairs routine
- E. Team routine

#### Part 3A           Steps and Movements

Basic Steps, Actions, Movements and Positions – *Plié, Step, Tap, Walk, Run, Spring, Chassé, Ball Change, Lunge, Foot pointed, Stamp, Brush, Scuff, Stomp or Shunt, Spiral, \*Slide, \*Splits, \*Box Splits, Attitude, Arabesque, Rondé.*

Kicks – *Flick, Kick, Developpé, Kick or Flick Ball Change. Spring Kick, Drop or Hitch Kick, \*Scissors Kick*

Turning Movements and Spins – *Turn, Open Turn, Spin, Switch Turn, Whisk Turn, Pirouette, Twist Turn, Pivot*

Elevation – *Jumping and Leaping Movements – Jump, Star Jump, \*Box Splits Jump, Attitude Jump, Hop, Leap, \*Splits Leap, \*Stag Leap, \*Scissors Leap.*

\*The figures marked with an asterisk need not be performed, but candidates must be able to give a clear description.

The candidate may be asked to perform a short amalgamation to include three steps of the Examiner's choice from Part 3A Steps and Movements (not to include asterisk marked figures).

Candidates should understand the type of movements suitable for:

- A. Under 6, Under 8
- B. Slow routines
- C. Adult social Disco Dances
- D. Ladies' Dance Exercise Classes
- E. Mixed Youth Club classes

### **Part 3B      Body movements and contemporary arm and hand movements**

Body Movements – *Contraction, Release, Relaxation, Expansion or Extension, Middle Body Movement, Body Bending, Body Stretching, Rhythmical Body Action, Pelvic Action, Hip Action, Merengue Action, Ripple, Upward Body Ripple, Rib Cage Movement, Shoulder Movement, Sway, Bounce, Circular Action, Shake, Forward Roll*

Arm Positions – *Horizontal, Parallel, Diagonal, Opposition, High 'V', Low 'V'*

Arm Movements – *Arm Circles, Wrist Circles, Hand Rolls, Arm Swings, Pulling, Pushing*

Hand Positions – *Fingers extended and apart, Fingers and Thumbs closed, Clap, Shaking, Fingers stretched up thumbs down, Clenched fist, Pointing, Snap or Click, Contemporary*

Head Positions and Movements – *Erect, Turned, Inclined, Turned and inclined, Raised, Lowered, Head Roll (forward half head circle only)*

### **Part 4      Definitions**

The candidate defines the following, accompanied by music where necessary

- A. Modern Freestyle Dance
- B. Posture
- C. Rhythm
- D. Syncopation
- E. Time signature

- F. Tempo
- G. Accents
- H. Phrasing
- I. Counting in Beats and Bars
- J. Rhythmical Expression
- K. Poise
- L. Balance/Centring
- M. Locomotive and Non-Locomotive Action
- N. Pattern, Routine and Accent

Candidates must have a knowledge of:

- O. Directional Chart

**Part 5            Exercise**

1. WARM UP

- A. Warm Up
- B. Components of Warm Up
- C. Mobility – Isolation exercises
- D. Pulse Raiser – General Limbering exercises
- E. Stretch – short preparatory exercises

2. BREATHING EXERCISES appropriate for:

- A. Warm Up
- B. Muscular strength and endurance
- C. Relaxation

3. MUSCULAR STRENGTH AND ENDURANCE

- A. Muscular Strength and Endurance
- B. Examples

4. COOL DOWN

- A. Cool Down
- B. Components of Cool Down
- C. Cool Down dance routine
- D. Developmental stretch
- E. Relaxation
- F. Final mobiliser

5. CONTROVERSIAL/CONTRA-INDICATED MOVEMENTS

6. INJURY PREVENTION

7. SAFEGUARDS

**Part 6            Kinesiology**

1. SKELETAL SYSTEM
  - A. The Skeleton
  - B. Functions of the Skeleton
  - C. Types of Bones
  - D. Joints
  - E. Types of freely movable joints
  - F. Cartilage
2. CONNECTIVE TISSUE
  - A. Tendons
  - B. Ligaments
3. MUSCULAR SYSTEM
  - A. Muscles
  - B. Types of contraction
  - C. Types of movement
4. CIRCULATORY AND CARDIOVASCULAR SYSTEMS
5. RESPIRATORY SYSTEM
  - A. Breathing
  - B. Energy systems – Aerobic and Anaerobic respiration
6. THE NERVOUS SYSTEM
7. FOOD AND ENERGY

## **Fellowship**

Duration of examination      150 minutes

Candidates must have held the Licentiate qualification for minimum of three years.

Work from the Student Teacher, Associate and Licentiate syllabi, including dance and exercise routines, is included in this examination at the examiner's discretion

### **Part 1          Demonstrations**

In addition to a selection of the examiner's choice from the Student Teacher, Associate and Licentiate routines, candidates demonstrate to music:

- A. A routine of varying rhythms (minimum 1½ minutes)
- B. A component of Cool Down of the examiner's choice

Written notes to be submitted for 8 bars of one of the 16 bar medal routines

**Note:** Candidates of a mature age are permitted to use a demonstrator trained by the candidate for the advanced routines. When demonstrators are used, the candidate is expected to analyse the complete routine in depth.

## **Part 2 Explanations and teaching**

- A. Explain in depth the theory/technique of any of the practical demonstrations in Part 1 as requested by the examiner.
- B. Show a full understanding of the amateur and professional Disco/Freestyle syllabi and their adaptation to individual requirements for class teaching or coaching at all levels.

## **Part 3A Steps and movements**

### **Part 3B Body movements, Contemporary Arm and Hand movements**

A thorough knowledge of the vocabulary of Steps, Movements and Positions as listed in the Licentiate syllabus (sections 3A and 3B) is required, showing an in-depth understanding of dance technique and training required to produce a safe, pleasing and stylish performance. Candidates should have an awareness of contemporary musical trends and current dance movements.

## **Part 4 Definitions**

A deeper understanding of the definitions as listed in the Licentiate syllabus is required.

## **Part 5 Exercise**

1. WARM UP (including body adaptation)
2. COOL DOWN (including body adaptation)
3. STRENGTHENING FOR DANCE
  - A. Muscular strength and endurance
  - B. Cardiovascular strength
4. FLEXIBILITY FOR DANCE (including areas of need and examples)
5. CONTROVERSIAL/CONTRA INDICATED MOVEMENTS
6. INJURY PREVENTION AND BASIC SAFEGUARDS
7. RECOGNITION OF ANATOMICAL PROBLEMS AND THE NEED FOR MEDICAL REFERRAL WHERE NECESSARY

## **Part 6 Kinesiology**

1. SKELETAL SYSTEM
2. MUSCULAR SYSTEM (including origin and insertion)
3. CARDIOVASCULAR SYSTEM
4. RESPIRATORY SYSTEM
5. NERVOUS SYSTEM
6. FOOD AND ENERGY

## **Professional Dancing Diplomas**

These diplomas are awarded for proficiency in dancing. Candidates must hold a professional qualification in the ISTD Disco/Freestyle Dance Faculty.

Candidates should show a high standard of dance technique and artistic and rhythmical expression, working towards a higher level in each diploma.

A selection of syllabus steps and movements to be shown in all five dances.

### **CLASS III**

Associates must commence at this level, optional to CDE holders, Licentiates and Fellows

### **CLASS II**

For all professional levels

### **CLASS I**

For Licentiates and Fellows who have attained Class II.

Requirements:

1. Warm Up routine comprising the following elements – Mobility, Pulse Raiser, Short Static Stretch, minimum 32 bars
2. Creative routines, minimum 32 bars, in the following order and tempi:
  - A. Fast
  - B. A routine of varying rhythms (Class 1 only)
  - C. Medium
  - D. Slow

## **Reasonable Adjustments**

### **Candidates Who May Require Adjustments to the Assessment**

The ISTD is committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills, encouraging its teachers to maintain an open approach towards the different talents and abilities offered by all their students. It is, therefore, required of all ISTD teaching members that they do not discriminate, either directly or indirectly, on the grounds of colour, race, nationality, ethnic origin, gender, mental or physical disability, marital status or sexuality, and pupils with disabilities should not be treated less or more favourably than able-bodied pupils simply because of their disability.

Disability takes the form of mental or physical impairments or both, and may be long or short term. The ISTD recognises that some students with a mental or physical impairment may need special adjustments to assessment conditions to allow them to demonstrate their knowledge in dance. The procedure should be used in all cases, every time the candidate enters for an examination, as the conditions, and necessary adjustments, may change.

If a teacher wishes to enter such a pupil for an examination, the ISTD would like to make it clear that although pupils with mental or physical impairments may require extra time in an examination, or special aids (e.g. special headphones if the pupil is deaf) in order to perform to the best of their ability, the *quality of the performance in an examination is to be equal to that of a non-disabled candidate*. The candidate cannot be marked on different criteria because of the restriction the impairment may cause them. This is mandatory in order to achieve a true and fair dance award.

If such a candidate is to be submitted for an examination, the teacher must apply to the Customer Services and Quality Assurance department for an 'Application for Reasonable Adjustments' form, or download it from the Customer Services section of the ISTD website, [www.istd.org](http://www.istd.org). This should be completed and returned, with a doctor's letter if relevant, to the Customer Services and Quality



Assurance department, a minimum of three weeks prior to the examination entries being sent in to the Examinations department. This form may be submitted to the Faculty for advice, and the teacher and examiner will be informed of the adjustment agreed.

For further details see the Equal Opportunities policy on the ISTD website  
[www.istd.org/documents/istd-equal-opportunities-policy](http://www.istd.org/documents/istd-equal-opportunities-policy)

## Results and Certification

All ISTD examinations are single performances at one moment in time, with a detailed marking system awarded according to the assessment criteria and attainment descriptors given for each examination.

Examiners return the results and report sheets as soon as possible after the examination. The report sheets for each candidate are individually checked within the Quality Assurance department for administrative accuracy. Under normal circumstances the report sheets will be issued to the teacher within 10 working days of the examination for UK examinations. Any errors found are corrected by the examiner prior to further processing of the whole examination session, and may therefore extend these timings, although the department will make every effort to process these as rapidly as possible.

All results are entered, and checked for achieving the minimum pass levels, and correct levels of attainment against the total mark achieved.

Results are then cleared for the certificate issue, which should be within 6 to 8 weeks of the examination. Copies of all report sheets and results are held on archive for reference as necessary.

## Regulation

The ISTD is a regulated awarding body and ISTD Graded and Vocational Graded Examinations in Dance, the Diploma in Dance Instruction, and Diploma in Dance Education are regulated by Ofqual in England; Qualifications Wales in Wales; and the Council for the Curriculum Examinations and Assessment (CCEA) in Northern Ireland. Teachers in other countries should note that while the ISTD and all ISTD regulated examinations must meet these criteria, the Regulatory Authorities themselves have no remit outside England, Wales and Northern Ireland.

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all regulated qualifications, indicating qualifications by their level (degree of difficulty) and size (amount or breadth of learning). Size is indicated by a credit value, corresponding to a term used in the title. An Award is worth 1-12 credits, a Certificate is worth 13-36 credits, and a Diploma is worth 37 or more credits. One credit corresponds to 10 hours of learning for the typical learner, which is divided into Guided Learning hours (GLH), which is broadly contact time with the teacher, and personal study time, which together make Total Qualification Time (TQT). The ISTD's qualifications on the Regulated Qualifications Framework are as follows:

Qualification Title	Qualification number	Guided Learning Hours	Total Qualification Time (hours)	Credits
ISTD Level 1 Award in Graded Examination in Dance: Grade 1	501/0755/0	60	70	7

(Disco/Freestyle)				
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Disco/Freestyle)	501/0753/7	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Disco/Freestyle)	501/0754/9	60	70	7
ISTD Level 2 Award in Graded Examination in Dance: Grade 4 (Disco/Freestyle)	501/0756/2	75	95	10
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Disco/Freestyle)	501/0757/4	75	95	10
ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Disco/Freestyle)	501/0758/6	90	130	13
ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Disco/Freestyle)	501/0728/8	150	275	28
ISTD Level 3 Diploma in Dance Instruction (Disco/Freestyle)	501/1002/0	430	680	68
ISTD Level 4 Diploma in Dance Education (Disco/Freestyle)	501/0750/1	630	920	92

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