

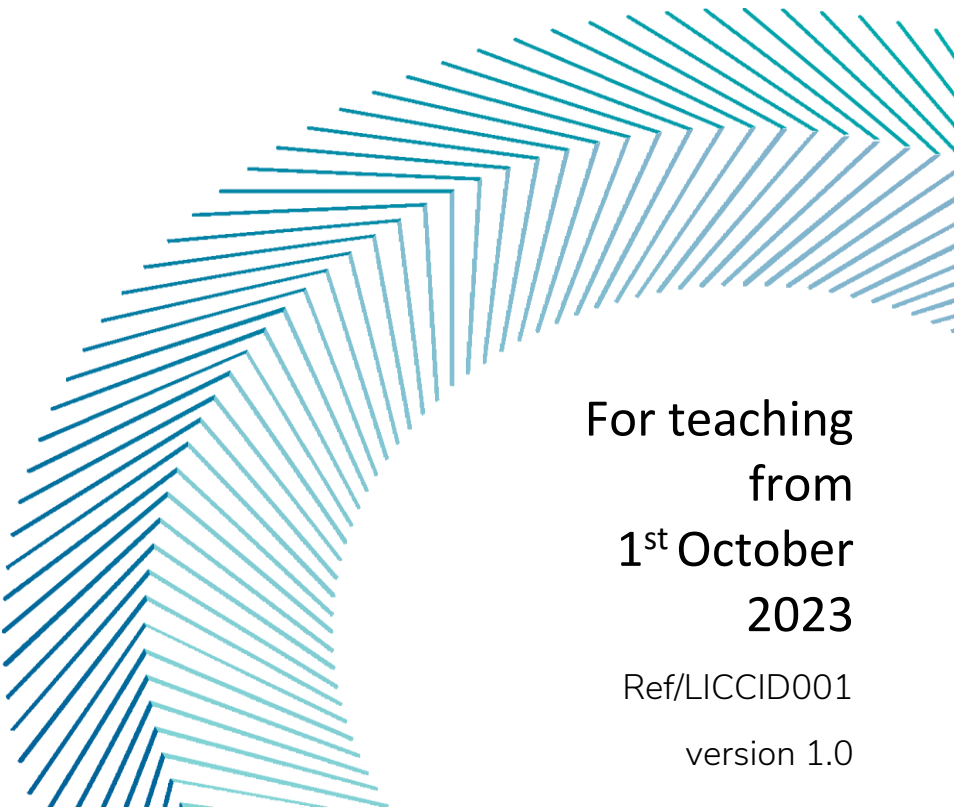
Imperial Society of
Teachers of Dancing

ISTD Licentiate Specification

Classical Indian Dance

Bharatanatyam

Kathak



For teaching
from
1st October
2023

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1. About the Imperial Society of Teachers of Dancing (ISTD)

The Imperial Society of Teachers of Dancing (ISTD) is a registered educational charity and membership association. Our mission is to educate the public in the art of dancing in all its forms: to promote knowledge of dance; provide up-to-date techniques for members and maintain and improve teaching standards.

With approximately 6,000 members in over 55 countries worldwide, the Society conducts over 100,000 examinations each year. The Society aspires to be a world leader in dance education, setting the benchmark for best practice through our extensive syllabi and teacher training. We are committed to becoming a dynamic, future-focused organisation that promotes the social, cultural, physical, and educational benefits of dance for all.

Qualification purpose and aims

The Licentiate is a higher teaching qualification that enables learners to evidence comprehensive teaching skills, underpinned by detailed and accurate knowledge of the ISTD's graded syllabi up to Advanced 1 level.

The Licentiate qualification prepares teachers for working with students at vocational level, ensuring that they have the skills, knowledge and understanding to be able to appropriately support dancers who are training at higher levels.

Employability skills/Transferable knowledge and skills for further training

Licentiate holders are able to apply to the ISTD to become Examiners and are eligible to apply to become a tutor for the ISTD's Diploma in Dance Education (DDE).

Licentiate holders can progress to the ISTD's Fellowship examination which is the highest qualification that the ISTD offers.

Successful completion of the Licentiate examination provides evidence to employers of the learner's detailed knowledge of the ISTD syllabi and specialist knowledge of the chosen dance genre.

Studying the Licentiate enables learners to reflect on their practice and to receive feedback for their teaching approaches, allowing teachers to develop their own individual practice within their specialist genre.

Critical evaluation, high level problem solving, the application of advanced teaching methods and creativity are key skills that enable Licentiate holders to understand teaching as a subject area and these transferable skills can be used in a wide variety of settings, beyond the dance studio.

Target Learners

The Licentiate is appropriate for dance teachers wishing to develop their career as a professional dance teacher. Learners need to be at least 18 years of age to enrol on the course.

3. Entry Requirements

Essential

Candidates must:

- a) have passed ISTD Advanced 1 in the chosen genre
- b) have passed the ISTD DDE in the chosen genre.

*Please note that Accreditation of Prior Learning (APEL) can be granted for either or both of the above conditions, if appropriate.

Recommended

It is recommended that learners have undertaken at least 3 years of independent dance teaching in the genre they take the Licentiate in.

4. Accreditation of Prior Experiential Learning (APEL)

The APEL scheme is designed to allow new entrants to access the ISTD's teaching qualifications at an appropriate level for their professional status. It takes account of professional experience and qualifications, in order to enable applicants to be granted exemption from usual entry requirements. Applications for APEL can be submitted at any point in the year.

APEL Applications are considered by an interview panel and submitted to the Qualifications Development Committee for final approval. Applicants are informed of the final decision in writing. A successful candidate will usually have three years from receipt of the approval letter to complete the qualification for which APEL was granted. After three years the candidate would need to reapply through this process.

5. Qualification Structure

The content of the Licentiate examination provides learners with high level knowledge of the ISTD's syllabi and of current dance teaching practice.

The Licentiate assessment is made up of one examination, split into two sections.

Part 1: Observed taught class

Part 2: Syllabus knowledge demonstration and discussion

Candidates are assessed against the following Learning Outcomes and Assessment Criteria.

Learning Outcomes	Assessment Criteria
LO1 Knowledge (40%) Demonstrate thorough knowledge of the syllabi, up to and including Advanced 1 level.	1.1 Comprehensive and detailed knowledge of the content of the relevant syllabus from Primary to Advanced 1.
	1.2 Comprehensive and analytical understanding of movement vocabulary.
	1.3 A thorough and detailed understanding of the purpose and/or development of movements.
	1.4 A comprehensive technical accuracy of demonstration.
LO2 Teaching (40%)	2.1 Application of appropriate methods of teaching. Critical appraisal of common faults and their correction.

Demonstrate comprehensive understanding of how to teach syllabi effectively.	2.2 Comprehensive and thorough understanding and application of safe dance practice, biomechanics, and stages of physical and cognitive development.
	2.3 Advanced creative approaches to choreography. Suitability of content and style of training and free tasks/material.
	2.4 Appropriate use of language, communication, and presentation skills to engage and motivate.
LO3 Musicality and Expression (20%) Demonstrate expression and advanced musicality in demonstration and analysis.	3.1 A comprehensive rhythmic and musical analysis and selection/use of accompaniment.
	3.2 A comprehensive and sophisticated sense of musicality, artistic expression, and style of demonstration.

Indicative Content

Indicative content is the areas that need to be demonstrated within each Assessment Criteria.

1.1 A comprehensive knowledge of the content of the relevant syllabus from Primary to Advanced 1.
1.2 A comprehensive knowledge of analysis of movement vocabulary for the relevant genre. <ul style="list-style-type: none"> • syllabus vocabulary
1.3 A comprehensive understanding of the purpose and development of movements. <ul style="list-style-type: none"> • contextual understanding of the narrative / mythological context • understanding of the stylistic aesthetics of the movement vocabulary
1.4 Comprehensive technical accuracy of demonstration. <ul style="list-style-type: none"> • A comprehensive delivery of technique within own performance with reference to: <ul style="list-style-type: none"> a) Clarity of movement/beatness b) Movement dynamics c) Integrity of movement - accuracy d) Alignment and posture
2.1 Application and description of appropriate teaching methods to develop technical understanding. <ul style="list-style-type: none"> • In relation to: <ul style="list-style-type: none"> a) Grade & Vocational level b) Common faults c) Appropriate solutions to correcting common faults • Application of appropriate teaching and learning methods for technical progression to Advanced 1 level.
2.2 A comprehensive understanding & application of safe dance practice & biomechanics. <ul style="list-style-type: none"> • Explain appropriate teaching & learning methods for various stages of cognitive development & learning needs • Explain appropriate adaptations for differing physiques & biomechanical variations.

- Application of safe dance practice in all aspects of teaching.

2.3 Creative approaches to choreography & intentions/themes for the class.

- Suitability of content and style of training & free tasks/material.
- Developing choreographic skills & approaches appropriate for a range of ages and abilities.
- A creative approach to teaching set & unset sequences of movement, up to and including Advanced 1.
- Key approaches to delivering creative exercises for all levels up to and including Advanced 1 level.

2.4 Appropriate use of language, communication, presentation skills and teaching strategies, to engage & motivate.

- Communication and presentation skills to effectively teach a range of students up to and including the Advanced 1 level.
- Use & range of vocabulary that accurately reflects the technical & artistic qualities of the movements.
- Consideration of tone of voice and verbal cues.

3.1 Select appropriate musical accompaniment for technical training.

- Discussion on how both melodic and rhythmic accompaniment can be used to develop expression and musicality in students' performance.
- Demonstrate a comprehensive ability to count appropriate varied rhythm with dynamic qualities.
- Consideration of the justification for using a specified rhythm or musical choice.

3.2 A comprehensive sense of musicality, artistic expression and style of demonstration.

- The ability to perform with correct timing, phrasing and appropriate artistry.
- The ability to articulate the musical compositions with melodic and rhythmic accuracy, diction, pronunciation and control over syllables and pauses

6. Exam Regulations

This examination can be entered at the candidate's own studio or at an ISTD centre. In both cases the candidate must provide the students and music operator. Students' names must be provided to the ISTD at the time of examination application. Candidates must be entered for the exam by an ISTD Full Teaching Member. If the candidate is a Full Teaching Member of the ISTD they may enter themselves for the Licentiate examination.

Part 1 of Examination – observed taught class

The observed taught class (Part 1) must have a minimum of 4 and a maximum of 8 of the candidate's own students. Students in the observed taught class may have passed the level of syllabus being taught but not entered the grade above.

Lesson Plan

Candidates must present a written lesson plan to the Examiner before starting the observed taught class. The lesson plan is **not a document that is assessed as part of the examination**, but it should be used to demonstrate the aims and objectives of the observed taught class.

Guidance for Lesson Plan

The lesson plan should be used to demonstrate the aims and objectives of the observed class and should contain a **brief** list of the work that the candidate intends to cover in the class.

Candidates are discouraged from submitting expected timings on the lesson plan to the Examiner as this can lead to candidates rushing through sections which they may need to spend more time on, depending on how the pupils in the class are responding.

The written lesson plan is not an assessed document and does not have any bearing on marks but is a supporting document that helps the Examiner understand what a candidate aims to cover in the observed class.

Lesson Plan Content

Level of class	Genre
Lesson Aims • •	Lesson Objectives • • •
A list of Activities/Exercises • • • •	Any additional/extension tasks that may be used if necessary
Any information that may be relevant to the Examiner. For example, if any of the pupils have any learning needs or special requirements.	

Dress

All candidates should wear appropriate clothing for teaching that allows for clear demonstration.

7. Assessment Method

The Licentiate is assessed through a single exam that is split into two sections. Licentiate exams are conducted by an ISTD Examiner. Licentiate Examiners are specially trained by the ISTD to mark and assess candidates within higher teaching qualifications.

Overall length of examination: 2 hours and 30 minutes

Part 1 will be 1 hour 15 minutes

Part 2 will be 1 hour 15 minutes

A short break will be taken between the two parts of the exam.

8. Exam Format

Candidates may be examined on either the Graded (Grade 5 or Grade 6) or the Vocational Graded (Intermediate Foundation, Intermediate or Advanced 1) specialisations. This will have been specified to the ISTD in advance.

Graded Specialism

The candidate is required to provide a minimum of four and a maximum of eight of their own pupils.

Pupils may have passed the level of syllabus being taught in this exam but not entered the grade above.

Vocational Specialism

The candidate is required to provide a minimum of four and a maximum of eight of their own pupils.

Pupils may have passed the level of syllabus being taught in this exam but not entered the grade above.

9. Exam Content

Candidates should ensure they have covered all of the following content prior to entering for the Licentiate examination.

<p>Part 1 Taught Class Graded and Vocational Specialism 1 hour 15 minutes</p>	<p>This should be a balanced coaching class, demonstrating:</p> <ul style="list-style-type: none"> - Knowledge of the syllabus - Teaching methodologies - Safe Dance Practice. <p>The class should also include:</p> <ul style="list-style-type: none"> - The candidates own arrangement of tasks and supporting exercises - Time for coaching of a short section of a prepared sequence at the level of the pupils in the class. <p>The examiner observes the class and does not intervene.</p>	<p>The candidate is required to:</p> <ol style="list-style-type: none"> 1. Demonstrate in-depth knowledge and understanding of the syllabus work. 2. Demonstrate teaching methodologies 3. Demonstrate an understanding of cognitive development (in the way they deliver and communicate – depth and level appropriate to group and taking individual differences into account) 4. Demonstrate command and understanding of tala and show a sound working knowledge of music
<p>Part 2 Graded and Vocational Specialism 1 hour 15 minutes</p>	<p>This section will include:</p> <ul style="list-style-type: none"> - A question and answer session between the examiner and the candidate. - The examiner will set tasks for the candidate to complete in relation to the assessment criteria. - The candidate will perform their choreographed dances and may be asked questions about the dances. 	<p>The candidate is required to:</p> <ol style="list-style-type: none"> 1. Demonstrate and have in-depth knowledge and understanding of the syllabus work in its entirety (all levels up to and including Advanced 1). 2. Discuss teaching methodologies, cognitive development, and source of resources. 3. Discuss tala and music choices. 4. Arrange creative tasks / material at any requested level up to and including Advanced 1. 5. Discuss Safe Dance progressions, biomechanics, and corrective measures. 6. Demonstrate own choice of <p>Prepared Syllabus Sequence:</p> <p>Candidates have a total of 8-10 minutes in which to create a balanced demonstration of nritta and nritya using syllabus as a guideline, at Intermediate or Advanced 1 Level.</p>

Mark Scheme

Marking Component		Knowledge of the content of the relevant Grade and Intermediate syllabi	Analysis of movement	Understanding of the purpose of movements	Technical accuracy of demonstration	Teaching methodologies, common faults, and corrections	Biomechanics, and physical and cognitive development	Creativity and selection of free tasks/material	Communication and presentation skills	Rhythmic and musical analysis and use of accompaniment	Artistic expression and style of demonstration
Resulting weighting across Learning Outcomes		Knowledge and understanding of syllabus and teaching movement– 80 marks / 40%				Teaching methods, common faults, strategies – 80 marks / 40%				Music - rhythm, accompaniment – 40 marks / 20%	
Assessment Criteria		1.1 <i>Comprehensive and detailed knowledge of the content of the relevant syllabus from Primary to Advanced 1.</i>	1.2 <i>Comprehensive and analytical understanding of movement vocabulary.</i>	1.3 <i>A thorough and detailed understanding of the purpose and/or development of movements.</i>	1.4 <i>Comprehensive technical accuracy of demonstration.</i>	2.1 <i>Application of appropriate methods of teaching. Critical appraisal of common faults and their correction.</i>	2.2 <i>Comprehensive and thorough understanding and application of safe dance practice, biomechanics, and stages of physical and cognitive development.</i>	2.3 <i>Advanced creative approaches to choreography. Suitability of content and style of training and free tasks/material.</i>	2.4 <i>Appropriate use of language, communication, and presentation skills to engage and motivate.</i>	3.1 A <i>comprehensive rhythmic and musical analysis and selection/use of accompaniment.</i>	3.2 A <i>comprehensive and sophisticated sense of musicality, artistic expression, and style of demonstration.</i>
19 - 20	Top of band	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
17 - 18	Bottom of band										
15 - 16	Top of band	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
13 - 14	Bottom of band										
11 - 12	Top of band	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair
9 - 10	Bottom of band										
7 - 8	Top of band	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited	Limited
5 - 6	Bottom of band										
3 - 4	Top of band	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak
1 - 2	Bottom of band										
0	Nil	Not shown									

Marking Components

Each component is awarded a mark out of 20 by the Examiner. These marks are added together make as final mark.

Each component must be passed with at least 50% and an overall mark of at least 65% must be achieved for the Licentiate to be awarded.

Component	Marks
Knowledge of the content of the relevant Grade and Intermediate syllabi	20
Analysis of movement	20
Understanding of the purpose of movements	20
Technical accuracy of demonstration	20
Teaching methodologies, common faults, and corrections	20
Biomechanics, and physical and cognitive development	20
Creativity and selection of free tasks/material	20
Communication, and presentation skills	20
Rhythmic and musical analysis and use of accompaniment	20
Artistic expression, and style of demonstration	20
Pass Mark 65% with a 50% component pass	TOTAL = 200

Re-sits

Learners may re-sit this qualification any number of times, but it is recommended that unsuccessful learners receive further training from an ISTD teacher/mentor to enable them to meet the demands of the examination.

9. Examinations

This section focuses on the administrative requirements for delivering the examinations and related quality assurance processes.

Exam bookings are only permitted to be made by the registered members of the Society who conduct themselves in accordance with the Member Agreement/Professional Code of Conduct.

UK Examinations Website: www.istd.org/examinations/uk-examinations

Email: ukdanceteachers@istd.org

International Examinations Website: www.istd.org/international-examinations

Email: internationalteachers@istd.org

10. Quality Assurance

Quality assurance is a set of policies and procedures the Society have in place to ensure that our examinations and assessments are inclusive and accessible, and students completing our qualifications are issued a fair grade based on their performance.

Our quality assurance processes are there to safeguard the integrity of our qualifications by ensuring that high standards are always delivered. The detailed information about the quality assurance of our qualifications and the related policies can be found at www.istd.org/quality-assurance.

For further guidance please contact the Quality Assurance department at csqa@istd.org.

Inclusivity and accessibility of assessments

The Imperial Society of Teachers of Dancing is fully committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills in dance and in examinations and we encourage teachers to maintain an open approach towards the different abilities offered by all their students.

Reasonable Adjustment

We are committed to providing fair access to our assessments for candidates with specific needs by putting in place access arrangements and reasonable adjustments. A reasonable adjustment is a process that is made before a learner takes an assessment. It ensures that they have fair access to demonstrate the requirements of the assessments taking into account the needs of individual learners. However, it would also not be deemed reasonable to make changes to assessment standards or requirements as this would undermine the effectiveness of the qualification in providing a reliable indicator of the knowledge, skills and understanding of the candidate.

Special Consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances. The Society has a process in place for special consideration for candidates who participated in an examination but may have been disadvantaged by temporary illness, injury or indisposition, or adverse circumstances which arose immediately before or during the examination.

Enquiries and appeals about results

The Society endorses the principle of the right to enquire about a result awarded to a candidate. If a teacher has genuine cause to believe that the result cannot possibly be correct, the teacher can appeal within the published timescales outlined in the Enquiries and Appeals About Results Policy. We ensure that enquiries are dealt with swiftly and fairly within the specified timescales.

Malpractice

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or actions that may damage the authority of those responsible for delivering the assessment and certification. We take any form of malpractice very seriously. Registered Members and candidates must follow the requirements set out in this specification, exam regulations and all other ISTD policies about the delivery of our exams. In cases where Registered Members or candidates have committed malpractice, a sanction or penalty may be given.

11. Awarding and Certification

Quality Assurance will issue learner results and certificates direct to the primary organiser unless requested otherwise. All learners will be issued with a report sheet containing the marks for each component; successful candidates also receive a certificate that shows the qualification title as well as the subject and level that they have been examined in. We aim to release results and issue the qualification documents in line with the schedules on our Customer Service Policy on our website.



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