

IMPERIAL SOCIETY OF TEACHERS OF DANCING

Classical Greek Dance Association Faculty

SYLLABUS OUTLINE OF CLASSICAL GREEK DANCE EXAMINATIONS
(Ruby Ginner Method)

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FOREWORD

The revival of the Classical Greek dance is the outcome of the work of Ruby Ginner who, taking as her inspiration the culture and arts of ancient Greece, developed and adapted these ideals to the needs and ideas of the modern world. The Classical Greek Dance Association was founded in August 1923 in order to standardise and extend this method of dancing under fully qualified teachers. In July 1951 this Association was affiliated to the Imperial Society of Teachers of Dancing.

GENERAL PUBLICATIONS - Available from ISTD Sales Department

Books

Technique of the Revived Greek Dance - Ruby Ginner

Music (Piano Manuscript)

Music for Children's Examinations in Greek Dance - Starling

Music for Grade Examination Set Sequences - Roz Jennings

Music for Medal Tests - Bronze, Silver, Gold and Gold Star - Roz Jennings

Music for Intermediate Foundation syllabus - Schumann, arr J. Carr

Music for Intermediate syllabus - Morley

Music for Grade 6, Intermediate Foundation, Intermediate, Advanced 1 and Advanced 2 - Roz Jennings

CD/Downloads

Music for New Grade Examination - Roz Jennings

Music for Grade 6 syllabus - Roz Jennings

Music for Medal Tests - Roz Jennings

Music for Intermediate Foundation and Intermediate set sequences

Music for the Vocational Examination set sequences - Roz Jennings

Music suitable for Classical Dance Vols 1 and 2 - Roz Jennings

Music for New Grade and Vocational set sequences - Roz Jennings

Additional Music for the Grades and Vocational examinations - Roz Jennings

Examination Specifications

Notes for New General Graded Examination Set
Sequences

Notes on Medal Tests Bronze, Silver, Gold and Gold Star

Notes for the Vocational Graded Exams Set Sequences

Contact Faculty Co-Ordinator for any additional technical notes and music

PRIMARY CLASS EXAMINATION

ENTRY REQUIREMENTS AND GENERAL INFORMATION

AGE LIMITS

The Primary Class examination has no lower or upper age limit but is recommended for those from the age of five

TIMEALLOWANCES/NUMBER OF CANDIDATES

Examination	1 or 2 Candidates	3 or 4 Candidates
Primary Class	Not used	25 minutes

Candidates should be entered in sets of 3 or 4, accompanied by the teacher.
All candidates should be clearly named.

MUSICAL ACCOMPANIMENT

A pianist must be provided by the teacher. Recorded music on CD may be used for the group dance.

DRESS REQUIREMENTS

Girls must wear tunics cut to the regulation pattern. The length of tunic should be just above the knee. Hair should be dressed in a simple style. Bare feet.

Boys should wear T-shirt with shorts.

SYLLABUS CONTENT

The teacher will arrange the examination to incorporate the whole syllabus. The examiner may request that any of the work may be shown singly.

The Primary Class examination is taken in groups of up to four children; their teacher is in the examination studio with them and gives all the necessary instructions. Each child will receive an individual report and result which will reflect their own achievement gained. The teacher will conduct the examination and introduce each candidate by name to the examiner. The order of the syllabus should be reasonably adhered to.

1 Technical Practices

1. Foot extension to the front
2. Heel lifting in closed and natural 1st
3. Knee bends in closed and natural 1st
4. Leg raising to the front (just off the floor)
5. Thigh lift
6. Forward bend, kneeling (sitting on the heels)
7. Drop forward and uncurl
8. Body Turn, sitting on the floor
9. 2nd stage Side Bend progression (standing in 1st or 2nd position)
10. Arm lift and lower (1 or both arms)
11. Arms sway low or high with 1 arm
12. Hand movements, open and close
13. Head movements, ``Look and See"

2 Dance Movements

1. Walking on the Toes freely
2. Running
3. Springs from foot to foot (trotting)
4. Dotted skips
5. Komats
6. Spring Points
7. Springs in 1st

3 Rhythm Studies

1. Walking, running or Komats, moving and/or marking the rhythm by clapping or using a percussive instrument

4 Set Sequences (notes available from ISTD sales dept.)

1. Body Movement Sequence
2. Step Sequence

5 Study from Nature - set by the examiner

6 Dance - A solo but danced together. Not more than one minute in duration

7 Gesture of Reverence

Step forward on either foot, close in 1st position. At the same time lift the arms forward to waist height, slightly wider than the body (8th Offering position). Look to the front OR teacher (or examiner) and then the pianist. Lower the arms to open 2nd frieze line, palms to the front, and lower head. Finish with head lifted erect.

MARK SCHEME

TITLE OF COMPONENT	MARKS ATTAINABLE
TECHNIQUE	
Technical Proficiency	30
Section Total	30
PRESENTATION, MUSICALITY AND RESPONSE	
Presentation and Response	20
Musicality	20
Study from Nature and Expression	20
Group Co-operation and Dance	10
Section Total	70
Total	100

METHOD OF ASSESSMENT

The Primary Class Examination is assessed externally by visiting examiners recruited and trained by the ISTD.

The titles of the components and the marks attainable are detailed above. 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, eg 12 ½, the pass mark for the Section 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:

Grade	Marks
Distinction	80-100 marks
Merit	60-79 marks
Pass	40-59 marks
Not Attained	0-39 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'**.

ASSESSMENT GUIDANCE

Candidates are assessed on their ability to show:

- The correct stance and use of the different parts of the body in accordance with the technique of Classical Greek Dance.
- The development of expression and creativity
- Musical appreciation
- Sense of performance and individual response

MEDAL TESTS - BRONZE, SILVER, GOLD AND GOLD STAR

ENTRY REQUIREMENTS AND GENERAL INFORMATION

The Medal Tests do not have to be taken in order

AGE LIMITS

It is recommended that candidates for Bronze, Silver and Gold should be a minimum of 8 years old, and for Gold Star, 13 years old. This is to ensure that they are physically developed sufficiently to safely meet the demands of the syllabus.

TIME ALLOWANCE

May only be taken singly. The time per candidate is as follows:

Bronze	10 mins
Silver	15 mins
Gold	20 mins
Gold Star	25 mins

MUSICAL ACCOMPANIMENT

Recorded music may be used. The examiner must be informed so that she can bring recorded music for the unset sequence/s

DRESS REQUIREMENTS

Costume is not compulsory, but should be suggested. Properties must be used, if required for the dance

SYLLABUS CONTENT

The following guidance is suggested as an indication of the standard and vocabulary expected in relation to that in the Graded Examinations in Dance:

- Bronze, up to and including Grade 3
- Silver, up to and including Grade 4
- Gold, up to and including Grade 6
- Gold Star, up to and including Intermediate

Bronze

1. Set Technical Sequence
2. Set Step Sequence
3. Unprepared Sequence in 2/4 or 3/4 time signature, set by the examiner
4. Dance, no longer than 1½ minutes

Silver

1. Set Technical Sequence
2. Set Step Sequence
3. Unprepared Sequence in 4/4 or 6/8 time signature, set by the examiner
4. 2 Contrasting dances of no longer than 2 minutes duration each

Gold

1. Set Technical Sequence

2. Set Step Sequence
3. Unprepared Sequence in any time signature, set by the examiner
4. Candidate's Own Prepared Sequence - 32 bars
5. 2 Contrasting dances of no longer than 2 minutes duration each

Gold Star

1. Set Technical Foot Sequence
2. Set Technical Body Sequence
3. Set Step Sequence
4. Unprepared characterised sequence, any time signature, set by the examiner
5. Candidate's own Ritual sequence, not more than 1 minute in length
6. 2 Contrasting dances of not more than 2 minutes each, one choreographed by the candidate

MARK SCHEME

TITLE OF COMPONENT	MARKS ATTAINABLE
TECHNIQUE	
Technical proficiency	20
Set/Prepared sequences	20
Section Total	40
MUSICALITY AND PERFORMANCE	
Interpretation and musical response	10
Performance	10
Section Total	20
CREATIVITY AND RESPONSE	
Unset sequence and response	10
Creativity and development of expression	10
Dance/s	20
Section Total	40
Total	100

METHOD OF ASSESSMENT

These examinations are assessed externally by visiting examiners recruited and trained by the ISTD.

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. The titles of these components and the marks attainable are detailed further below.

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, eg 12 ½, the pass mark for the Section 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:

Grade	Marks
Distinction	80-100 marks

Merit	60-79 marks
Pass	40-59 marks
Not Attained	0-39 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`.

Assessment Guidance

Candidates are assessed on their ability to show:

- The correct stance and use of the different parts of the body in accordance with the technique of Classical Greek Dance
- The development of expression and creativity
- Musical appreciation
- Sense of performance and individual response

CLASSICAL GREEK DANCE GRADED EXAMINATIONS: GRADES 1 - 6

RATIONALE

Classical Greek 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 Classical Greek 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 Classical Greek Dance, at the same time as building 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 Classical Greek Graded Examinations allows candidates to progress to the next higher grade in the Classical Greek genre. Also, a range of transfers to other dance genres becomes possible as the candidate develops physically and learns common skills such as running, use of arms, posture, 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 Classical Greek 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 objectives of the Classical Greek Graded Examinations are set out below:

- to perfect the natural movements of the body in grace and health through rhythm and poise
- to produce a flexible physique through controlled action
- to encourage individuality and self-expression
- to encourage creative and artistic powers
- to develop an appreciation of beauty in life and art
- to encourage joy in movement
- to encourage health of body and serenity of mind

ENTRY CONDITIONS AND GENERAL INFORMATION

AGE LIMITS

There is a recommended minimum age of 6 years for Grade 1. This is to ensure that the candidates are physically developed sufficiently to safely meet the demands of the syllabus.

There is no maximum age limit.

PRIOR LEARNING

The Graded Examinations in Classical Greek Dance 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 in 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 Classical Greek Dance are suitable for both genders and are designed to develop the strengths and abilities of both male and female candidates. There are some separate exercises, which are intended to reflect the particular skills of the individual.

TIME ALLOWANCES/NUMBER OF CANDIDATES

Candidates are normally entered in groups of 3 but 4 will be accepted if necessary.

	1 or 2 candidates	3 candidates	4 candidates
Grade 1	20 minutes	25 minutes	30 minutes
Grade 2	30 minutes	35 minutes	40 minutes
Grade 3	35 minutes	40 minutes	45 minutes
Grade 4	40 minutes	45 minutes	50 minutes
Grade 5	45 minutes	50 minutes	55 minutes
Grade 6	50 minutes	55 minutes	60 minutes

MUSICAL ACCOMPANIMENT & USE OF CDS

Recorded music may be used. The examiner must be informed so that she can bring recorded music for the unset sequence/s

DRESS REQUIREMENTS

Girls: Must wear tunics cut to the regulation pattern with the length of tunic just above the knee. Natural coloured footless tights may be worn with tunics if desired and feet must be bare. Hair should be dressed in a simple style.

Boys: Must wear a T-shirt with shorts or footless tights or all-in-one leotard, with bare feet.

ALL CANDIDATES MUST BE CLEARLY NAMED.

SYLLABUS CONTENT

This syllabus outline must be applied in conjunction with the Classical Greek Dance Graded Examination Specifications, and the General Statement on Level Descriptors, available on the ISTD website.

GRADE 1

1 Technical Practices

- 1 Four foot positions
Knee bending and heel lifting in 1st and 2nd
Foot extension from 1st, forward, backward and sideways
Thigh lift
Leg raising from 1st, forward only
- 2 Body forward bend and upward stretch (without poise)
Body side bend, first two stages
- 3 Hand closing and opening
Hand lifting and dropping
Preparation for hand waving
Arm swing in and out from the elbow
High arm sway
- 4 Head lowering forward and lifting erect
Head turning sideways

2 Dance Movements

- 1 Walking on the toes
- 2 Run forward and poise in 1st - arms 3rd frieze line palms down
- 3 Springs in 1st and 2nd
- 4 Springs from foot to foot (trotting)
- 5 Spinning
- 6 Dotted skips
- 7 Komats
- 8 Ginner Skip (arms in open 2nd frieze line or behind back)

3 Rhythm Studies

- 1 Candidates will respond to Stop/Start instructions using walks/runs/skips directed by the examiner

4 Set Sequences

1. Introductory Sequence
2. Foot and Knee Sequence
3. Body Movement Sequence
4. Walks
5. Sequence for Elevation
6. Turning Sequence
7. Dance Sequence

5 Study from Nature

6 **Dance**, a Solo, not to exceed one minute's duration, arranged to music chosen by the teacher interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner. It is expected that all dances will have a title.

7 Gesture of Reverence - As previous Grade

GRADE 2

Vocabulary as Grade 1 with the following additions:-

1 Technical Practices

- 1 Knee bending and heel lifting in 3rd
- 2 Parts of foot progression, first 2 stages
- 3 Thigh lift with pendulum arm swing
- 4 Leg raising to the back and side

- 5 Body Turn, first 3 stages
- 6 Forward bend and upward stretch with poise

- 7 Hand circling
- 8 Arm waving
- 9 Low arm sway
- 10 Arm swing round from the shoulder, with 1 or 2 arms
- 11 Shoulder opening, softly, standing in 1st position

- 12 Head relaxed sideways

2 Dance Movements

1. Spinning with feet in 3rd
2. Walking forwards and backwards on the toes and poise in 1st, with set arm movements
3. Springs in 1st, 2nd and 3rd position
4. High Komats
5. Step Komat turning
6. High Leaps
7. First 4 Frieze Lines in Open Designs - standing and walking

3 Rhythm Studies

- 1 Candidates will be expected to respond immediately to varying musical rhythms as dictated by the pianist or examiner using percussion instruments.

4 Study from Nature

5 Set Sequences

1. Introductory Sequence
2. Technical Exercise for Feet, Knees and Spinning
3. Technical Exercise for Body Turn
4. Frieze Line Sequence
5. Head and Arm Sequence
6. Walks
7. Sequence for Elevation
8. Turning Sequence
9. Dance Sequence

6 **Dance**, a Solo, not to exceed one minute's duration, arranged to music chosen by the teacher interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner. It is expected that all dances will have a title

7 Gesture of Reverence

GRADE 3

Vocabulary as Grade 1 and Grade 2, with the following additions:-

Enter with Gesture of Salutation

Technical Practices

- 1 Parts of Foot Progression - Full Progression
- 2 Foot Extension to 2nd and relax
- 3 Slow Footsway in 2nd

- 4 Leg swing from the Knee
- 5 Leg raising with a poise to the front only
- 6 Leg swing progression, 1st stage

- 7 Body turn, 4th stage

- 8 Parts of hand progression, 3 stages into hand waving
- 9 Arm circling from the elbow
- 10 Arm swing in and out from the elbow, with expression and at different levels
- 11 Arm cutting movements

- 12 Head relax forward or backward and lift to poise

2 Dance Movements

- 1 The Toss: a) Preparatory swing with Toss
b) Standing
c) With a run
- 2 Run forward or backward and poise in 1st or 3rd
- 3 Rhythmical knee bends, with or without pendulum arm swing
- 4 Preparation for springs in 1st, 2nd and 3rd
- 5 Springs in 1st, 2nd and 3rd
- 6 Straight skip, Flying skip and High leap progressions
- 7 Lifting skip forward and backward with high arms
- 8 Triple run - using varying arm lines including first 4 Frieze Lines in opposition
- 9 First 4 frieze Lines with run and poise in 4th
- 10 All 8 Frieze lines in opposition, standing
- 11 Turning Komats taken in a series

3 Rhythm Studies

- 1 Candidates will be expected to identify the Pulse and Bar in music chosen by the examiner

4 **Study from Nature** as the basis of the development of dramatic expression

5 Set Sequences

1. Introductory Sequence
2. Exercise for Footsway and relaxed 2nd
3. Technical Exercise for Flying Skip and back Bend
4. Preparatory Exercise for Toss Line
5. Leg and Hip Sequence
6. Frieze Line Sequence

7. Parts of Foot progression
8. Sequence for Elevation
9. Turning Sequence
10. Dance Sequence

6 **Dance** a Solo, not to exceed one minute's duration, arranged to music chosen by the teacher interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner. It is expected that all dances will have a title

7 **Gesture of Reverence**

GRADE 4

Vocabulary as for Grades 1, 2 and 3, with the following additions:-

Enter with Gesture of Salutation

1 Technical Practices

- 1 Knee bending and heel lifting in 4th
- 2 Small knee Bends on the balls of the feet in 1st and 2nd positions
- 3 Slow Footsway in 4th
- 4 Padding in 4th

- 5 Leg raising with poise to front, back and side
- 6 Leg swing progression, 1st and 2nd stages
- 7 Leg swing progression advancing, 1st and 2nd stages

- 8 Body side bend, 3rd and 4th stages
- 9 Body forward and back bend, 1st and 2nd stages

- 10 Arms swing forward and back on the oblique line
- 11 Hand fluttering (vibrating and rotating)
- 12 Shoulder Opening strongly

- 13 Head relax forward and lift to poise on various levels

2 Dance Movements

- 1 Run and Toss with poise
- 2 Run forwards and backwards and poise on one foot
- 3 Preparation for springs in 3rd and 4th
- 4 Springs in 4th
- 5 Ginner Skip progression using the 5th Frieze Line
- 6 Circular Skip progression
- 7 Crossed Circular Skip
- 8 Ltiling skip forward and backward, backwards and forwards with low arms
- 9 Crossed High Leap
- 10 Flying Skip with ½ turn, elevated or with poise
- 11 Athletic walks
- 12 Athletic Komats
- 13 Long runs

- 14 8 Frieze Lines standing; walking; with Triple Run and with run and poise in 4th

- 15 Gesture of Appeal and Praise

3. Rhythm Studies

1. Candidates will be expected to identify the Pulse, Bar and Melody in music chosen by the examiner

4. Study from Nature as the basis of the development of dramatic expression

5. Set Sequences

1. Introductory Sequence
2. Technical Exercise for Foot and Knee
3. Body Movement Sequence
4. Leg and Hip Sequence
5. Frieze Line Sequence
6. Ball Work Sequence
7. Sequence for Elevation
8. Turning Sequence
9. Athletic Sequence
10. Dance Sequences
 - a) Serenity
 - b) Exhilaration

6 Dance, A Solo, not to exceed one minute's duration, arranged to music chosen by the teacher interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner. It is expected that all dances will have a title

7 Gesture of Reverence

GRADE 5

Vocabulary as Grade 1, 2, 3 and 4, with the following additions:-

Enter with Gesture of Salutation

1 Technical Practices

- 1 Knee bending and heel lifting on one foot
- 2 Quick Footsway in 2nd and 4th
- 3 Deep knee bend in 4th
- 4 Swing lunge in 2nd, full progression

- 5 Leg swing, full progression
- 6 Leg swing Advancing, full progression

- 7 Body Turn, full progression
- 8 Body forward and back bend, 3rd and 4th stages

2 Dance Movements

- 1 Toss, strongly, with spin and elevation

- 2 8 Frieze Lines with any skip
- 3 8 Frieze Lines with Toss base and with step and open turn
- 4 8 Frieze Lines in any simple expressive significance (joy, fear, sadness, anger)

- 5 Oblique skip progression
- 6 Mercury skip progression (first 4 stages, no turn)
- 7 Skips with ½ turn
- 8 Triple Run by ½ turn
- 9 Quick run and long leap
- 10 Running Turns

- 11 8 Positions of Offering as a thanksgiving - standing and moving

3 Rhythm Studies

- 1 Co-ordination of ball movements with steps (The candidate will be expected to bring a ball)
- 2 Free Interpretation of simple music, chosen by the examiner, showing a knowledge of the type of music as well as its rhythm, and suitable characterisation

3 Study from Nature

4 Set Sequences

1. Introductory Sequence
2. Body Movement Sequence
3. Deep Knee Bend and Frieze Line Sequence
4. Ball Work Sequence
5. Sequence for Elevation
6. Turning Step Sequence
7. Lyrical Skip Sequence
8. Athletic Skip Sequence
9. Dance Sequence
 - a) The Siren
 - b) Hermes the Trickster
 - c) Sequence to Apollo

6 **Dance**, a Solo, not to exceed 90 seconds duration, arranged to music chosen by the teacher interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner.

7 **Gesture of Reverence**

GRADE 6

Vocabulary as for Grades 1, 2, 3, 4 and 5 with the following additions:-

Enter with Gesture of Salutation

1 Technical Practices

- 1 Swing lunge in 4th, full progression
- 2 Walk forwards or backwards and poise on one leg
- 3 Forward and back bend progression 5th stage

2 Dance Movements

- 1 All Skip Progressions
- 2 Flying skip with ½ turn into Leg swing forward with poise or elevation
- 3 Long Leap sideways
- 4 Ball Movements
- 5 Javelin Hurl (high and low) standing

3 Ritual Section

- 1 8 Offering Positions

4 Rhythm Studies

- 1 Development of ball movements arranged by the teacher, to be danced in a group, where possible i.e. 2, 3 or 4
- 2 (candidates will be expected to bring a ball)
- 3 Improvisation

5 Study from Nature - Showing Passive movement

6 Set Sequences

1. Introductory Sequence
2. Exercise for Balance with Footsway
3. Exercise for Hands and Body
4. Leg Raising with Progressions
5. Frieze Lines A) and B)
6. Exercise for the Feet
7. Sequence for Elevation and Attack
8. Turning Sequence
9. Sequence for Developing Lyrical Co-ordination
10. Dance Sequences
 - a) Offering to Flora
 - b) Athletic Sequence with use of Javelin

7 Composition

Candidates own short arrangement of a Lyrical or Athletic Step Sequence (not to exceed 30 seconds)

8 **Dance**, a Solo, not to exceed 2 minutes duration, arranged to music chosen by the teacher interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner. It is expected that all dances will have a title

9 Gesture of Reverence

ASSESSMENT - GRADES 1 – 6 MARK SCHEME

TECHNIQUE	
TITLE OF COMPONENT	MARKS ATTAINABLE
Balance and Poise	10
Line and Design	10
Steps and Elevation	10
Movement Dynamics	10
Section Total	40
MUSIC SECTION	
TITLE OF COMPONENT	MARKS ATTAINABLE
Timing and Rhythm	10
Musical Awareness	10
Section Total	20
PRESENTATION AND RESPONSE	
TITLE OF COMPONENT	MARKS ATTAINABLE
Response and Syllabus Knowledge	10
Sense of Performance	10
Development of Expression including Nature Rhythm	10
Dance	10
Section Total	40
Total	100

METHOD OF ASSESSMENT

Graded Examinations are assessed externally by visiting examiners recruited and trained by the ISTD.

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:

Grade	Marks
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 GUIDANCE

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

CLASSICAL GREEK DANCE VOCATIONAL GRADED EXAMINATIONS

INTRODUCTION

RATIONALE

The Vocational Graded Examinations in Classical Greek Dance, from Intermediate Foundation through to Advanced 2, develop the candidate's expertise in such a way as to provide the basis for either professional employment as a dancer 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 Classical Greek genre, including an understanding of reference and context. Candidates undertaking a study of the Classical Greek Vocational Graded syllabus should also 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 personal interpretation is encouraged and the candidate is expected to show the potential to communicate effectively with an audience.

Candidates will need to show the qualities of professionalism, commitment and focus, with the ability to manage a greater workload 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 Vocational Graded examinations are 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 employment sector.

The Vocational Graded Examinations are regulated qualifications on the Regulated Qualifications Framework. Intermediate Foundation is located at Level 2; Intermediate is located at Level 3; and Advanced 1 and Advanced 2 are located at Level 4.

AIM

The aim of the ISTD Vocational Graded Examinations in Classical Greek Dance 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. There are four practical examinations graded to measure appropriate stages of development from a general standard of Classical Greek Dance education to that of professional competence and readiness.

OBJECTIVES

The objectives of the Classical Greek Vocational Graded Examinations are as follows:

- To consolidate technical skills to perfect the natural movements of the body in grace and health through rhythm and poise
- To produce a flexible physique through controlled action
- To encourage individuality and self-expression and therefore increase personal development
- To encourage creative and artistic powers with a view to professional employment as Dancer, Choreographer or Teacher
- To develop an appreciation of beauty in life and art
- To encourage joy of movement
- To encourage a healthy body and serenity of mind

ENTRY CONDITIONS AND GENERAL INFORMATION

AGE LIMITS

The recommended minimum age for Intermediate Foundation and for Intermediate is 11. This is to ensure that candidates are physically developed sufficiently to safely meet the demands of the syllabus.

PRIOR LEARNING

Intermediate Foundation is an optional examination, otherwise these examinations must be taken in the correct order. Exemption from the Intermediate and Advanced 1 examinations may be obtained if the candidate is a student who already holds an equivalent genre Intermediate or Advanced 1 certificate of an Ofqual approved dance awarding body. Application for exemption must be made in writing to the UK Examinations department.

GENDER DISTINCTIONS

The Vocational Graded Examinations in the Classical Greek Dance are suitable for both genders and are designed to develop the strengths and abilities of both male and female candidates. There are some separate exercises for each gender, which are intended to reflect the particular skill requirements of the individual in a professional context.

TIME ALLOWANCES/NUMBER OF CANDIDATES

Examination	1 candidate	2 candidates	3 candidates	4 candidates
Intermediate Foundation	45 minutes	50 minutes	75 minutes	75 minutes
Intermediate	60 minutes	75 minutes	90 minutes	n/a
Advanced 1	75 minutes	75 minutes	90 minutes	n/a
Advanced 2	75 minutes	90 minutes	90 minutes	n/a

MUSICAL ACCOMPANIMENT & USE OF CDS

A pianist must be provided by the teacher. Manuscript music for the Vocational Graded Examinations is available from ISTD Sales Department. Recorded music may be used for the Teachers/Candidates Arrangements and any Set Sequence not yet in manuscript form if preferred.

DRESS REQUIREMENTS

Female: Must wear a Tunic cut to regulation pattern, with the length of tunic above the knees. Natural coloured footless tights may be worn, with bare feet. Hair should be in a simple style.

Male: Must wear a white vest or T-shirt with dark footless tights, or an all-in-one leotard, with bare feet.

ALL CANDIDATES SHOULD BE CLEARLY NAME

RECOMMENDED READING

The following publications provide useful material for contextual study essential to the Vocational Graded Examinations in Dance:

Ruby Ginner (1960) Gateway to the Dance 1st edition; Neame

J C Sobart (2012) The Glory that was Greece; A Survey of Hellenic Culture and Civilisation; Rarebooksclub.com

Lillian Lawlan (1988) Dance in Ancient Greece ; Wesleyan; New edition

H.D.F. Kitto (1991) The Greeks; Penguin; New edition

Charles Seltman (2012) The Twelve Olympians; Ulan Press

Robert Graves (2011) Greek Myths: The Complete and Definitive Edition Penguin; Reissue edition

Any further information may be obtained from the CGDA Faculty Co-ordinator

SYLLABUS CONTENT

This syllabus outline must be applied in conjunction with the Classical Greek Dance Vocational Examination Specifications and the General Statement on Level Descriptors, available on the ISTD website.

INTERMEDIATE FOUNDATION

This is an optional examination which can act as a stepping stone from the General Graded Examinations to Intermediate or serve as an introduction to students who may be unfamiliar with Classical Greek Dance. All the sequences below are set, with the exception of no. 10 Unprepared Step Sequence.

The movements are designed to give as much dance enjoyment as possible and include the basic technique as found in The Technique of the Revived Greek Dance by Ruby Ginner.

1. Gesture of Salutation
2. Warm up Sequence
3. Knee and Foot Practice
4. Hip Practice
5. Body Practice a) and b)
6. Balance and Poise Sequence
7. Foot and Elevation Practice
8. Arm and Head Sequence
9. Skip Progressions taken forward: Flying, Oblique, Mercury (with turn), Straight, Ginner, High leap and Circular
10. One unprepared Step Sequence set by the examiner
11. Frieze Line Sequence
12. Sequence for Direction, Speed and Attack
13. Sequence for the development of Pattern and Interpretation
14. Set Rhythm
15. Musical Interpretation
16. Dance Sequence - Male or Female
17. Male Dance Sequence
18. Group Dance - A Solo, but danced as a group arrangement
19. Gesture of Reverence

Notes for the set sequences are available from ISTD Sales Department

INTERMEDIATE

1 Basic Exercises

Foot Practice

1. Four foot positions
2. Heel lifting in all positions, and on one foot
- 3a. Extension from 1st, forward, back and sideways
- b. Foot extension to the 2nd and relax
4. Parts of Foot progression
1. Footsway in 2nd and 4th, slowly or quickly
2. Padding in 4th

Knee Practice

1. Knee bend in all positions on the whole foot, on the ball of the foot and on one foot
2. Deep knee bend in 1st and 4th, with use of Frieze lines
3. Leg swing from the knee
4. Rhythmical knee bends, preparation for springs, springing, in all positions, on one foot and from foot to foot

Hip Practice

1. Swing lunge in 2nd and 4th, full progression
2. Leg raising in all positions, on the whole foot and with poise
3. Leg swing progression
4. Leg swing advancing progression
5. Hip stretch progression, 1st and 2nd stages

Body Practice

1. Forward bend and upward stretch
2. Forward and back bend, full progression
3. Side bend, full progression
4. Body Roll with use of arms
5. Body turn, full progression
6. Body turn with pendulum arm swing

Hand Practice

1. Parts of hand progression, 3 stages leading into
2. Hand waving

Wrist practice

1. Hand lift and drop
2. Hand circling under and over

Elbow Practice

1. Arm swing in and out
2. Arm circling under and over

Shoulder Practice

1. Arm swing forward and back on the oblique line
2. Arm swing round
3. Shoulder Roll
4. Shoulder opening, varying in rhythm and force

Arm Practice

1. Arm sway, low and high
2. Waving, striking and fluttering movements, varying in rhythm and expression
3. Arm toss, varying in rhythm and force, taken standing, running, spinning, poised or with elevation

Head practice

1. Relax forward or back and lift to poise
2. Relax sideways and lift to poise
3. Side turn on different levels
4. Head roll

Relaxation

1. Exercises for local relaxation, lying or standing

Balance and Poise

2. Walk on toes, forward and back, and poise in 1st with set arm movements
3. Run forward or back and poise in 1st, in 4th, or on one foot, with any arm designs
4. Sustained pendulum balance, with any Frieze lines

2 Basic Arm Designs

The 8 Frieze lines standing, walking, running or poised in any position
With "Toss" base, with any skip, with step and open turn and in any expressive significance

3 Basic Steps

Lyric, Athletic and Ritual

1. Walking and running, varying in pace and rhythm, including triple runs, lyrical run and long leap
2. Spinning
3. Open turn
4. Komats and dotted skips varying in speed and elevation
5. Skip progression: Straight, Flying, Oblique, High leap, Mercury, Circular and Ginner Skip, travelling forwards or backwards
6. Tilting skip with varying arm movements
7. Crossed circular skip and crossed high leap

Athletic Dance

1. Gesture of salutation
2. Archery: 5 positions

3. Javelin hurling: 2 positions
4. The Myron Diskos throw, and with a turn
5. The use of bow, javelin or diskos with dance steps

Ritual Dance

1. Greek walk
2. Gestures of Appeal and Praise
3. The 8 positions of Offering to the following deities:- Apollo, Artemis and Persephone
4. Student or teacher's development of a mimetic scene relating to the deities in this syllabus of not more than 90 seconds, without music, singly or in pairs

4 Rhythm Studies

1. Ball movements (examiner sets)
Exercises with the ball. Sequences of simple steps with the ball
2. Studies from Nature: free interpretation without music (candidate sets)
3. Interpret a short piece of music chosen by the examiner
4. Show a simple musical phrase, in 2/4, 3/4 or 4/4, either clapping or with use of a percussive instrument and develop into dance movement, prepared by the candidate or teacher. This should be between 4-8 bars long and last between 20 and 30 seconds

5 Set Sequences

1. Introductory Sequence
2. Sequence for Movement and Continuity
3. Knee and Foot Practice
4. Body Practice
5. Skip Sequence
6. Ball Sequence
7. Relaxation for the Legs
8. Relaxation for the Body
9. Swing Lunges with Pendulum Balance and Hip Stretch
10. Frieze Lines with Step and Open Turn, Crossed Step Komat and Triple Runs
- 10a. Expressive Frieze Line Sequence
11. Set Dance Sequence

Female: One of four set sequences - Eos, Peplos, Panhellenic Games or Sequence to Apollo

Male: Choice of Male Dance Sequence or Sequence to Apollo

6 Theory/Cultural Context Questions will be asked on the following main topics:

1. The Ancient Olympic Games, the Events and size and weight of all the implements
2. The meaning and significance of the 8 Offering Positions especially in relation to the deities Apollo, Artemis and Persephone
3. Musical Interpretation, the Time Signature, Phrasing and the Quality of movement required

7 Dance,

A Solo, not to exceed 2 minutes duration, arranged to music chosen by the teacher or candidate interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate

The construction of the dance will be taken into consideration by the examiner

8 Gesture of Reverence

Step forward on either foot, close in 1st position. At the same time raise the arms forward to waist height, slightly wider than the body (8th Offering position). Look to the front OR teacher (or examiner) and then pianist. Lower arms to open 2nd frieze line,

palms to the front, and lower head. Finish with head lifted erect

ADVANCED 1

Candidates must be prepared additionally to perform any of the exercises and steps from the Intermediate syllabus

1 Basic Exercises

Foot Practice

1. Triple footsway, varying in accent and pace and leading into triple tilting skip
2. Beat in 4th

Knee Practice

Deep knee bend in 4th with varying angles

Hip Practice

1. Leg swing into lunge, standing
2. Leg swing progression into lunge, advancing or retreating
3. Leg raising into swing lunge in 2nd on the whole foot
4. Hip stretch, 3rd stage

Body Practice

1. Forward bend and upward stretch with sustained poise
2. Forward and back bend rising to a poise in 1st continuing into the back bend, 2nd and 3rd stages only
3. Opposition bend with poise

Relaxation

1. Side Falls
2. Understanding of passive movement

Balance and Poise

Sustained pendulum balance with any arm lines in this syllabus e.g. Mercury, Bacchante, Frieze lines or Angles.

Basic Arm Designs

The 13 Angles with any basic step or expression

2 Basic Steps

Lyric, Athletic and Ritual

1. Beaten Triple run, beaten skip and beaten tilting skip
2. Skip progressions: Bacchante and Roebuck
3. Turning steps: running turns, and all other skips using 2 skips to complete full turn

3 Rhythm Studies

Candidates will be expected to:-

1. Show a knowledge of time signatures and phrasing
2. Interpret a piece of music chosen by the examiner
3. Prepare a short sequence of movements from the Bacchic section using Tambour, cymbals or bones. To be arranged by the teacher or candidate. Maximum time of one minute

4 Athletic Dance

1. Javelin movements with thrusting and running turns, and hurling with run and long leap
2. Long leap with varying arm positions
3. 10 Athletic lines

5 Bacchic Dance

1. Cymbal movements with varying arm designs
2. Bacchic High leap progression
3. Panther dance movements, including Panther leaps
4. The 8 Thyrsus positions with any suitable basic steps

6 Ritual Dance

1. The 8 positions of Offering to the following deities:- Athena, Poseidon and Dionysus
2. Candidate's arrangement of dramatic movements portraying a present day topic, singly or in pairs

7 Set Sequences

1. Introductory Sequence
2. Triple Footsway Sequence
3. Body Practice
4. 13 Angles, standing and moving
5. ½ Turn Skip Sequence
6. Set Sequence for Relaxation
7. Athletic Warm Up
8. Female Athletic Javelin Sequence
9. Bacchic Warm Up
10. Panther Sequence
11. Male Dance Sequence
12. Preparatory Exercises for Tragedies (not shown in Examination)

8 Cultural Context/Theory

Questions will be asked on the following main topics:

1. Bacchic Dance, including the significance of Thyrsus, Grapes, Panthers, Cymbals, Tambours and Bones

2. The deities Dionysus, Poseidon and Athena, appropriate Offerings and where and when the Festivals were held
3. the Musical Interpretation, the Time Signature, Phrasing and Quality required

9 Dance -

A Solo, not to exceed 2 minutes duration, arranged to music chosen by the teacher interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner.

10 Gesture of Reverence

ADVANCED 2

Candidates must be prepared additionally to perform any of the exercises and steps in the Intermediate and Advanced 1 syllabuses

1 Basic Practices

1. Leg raising into swing lunge in 2nd with poise
2. Hip stretch progression, 4th and 5th stage

2 Basic Arm Designs

1. The 11 Triangles
2. The 10 Chiton positions with any suitable movement

3 Balance

Pendulum balance with poise with arm designs from this syllabus

4 Basic Steps

All skips using ONE skip to complete full turn with poise or elevation

5 Athletic Dance

1. Delphic Archery: 3 positions
2. Delphic Javelin hurling: 3 positions
3. Delphic Diskos throw

6 Bacchic Dance

Including Satyr movements and use of grapes, scarves or cloaks

7 Pyrrhic Dance

1. Lunge practices
2. Sword and shield practice (or cloak)
3. Marching, running and running turns
4. Padding and beating in 4th on guard
5. Turn in crossed 4th
6. Movements of attack and defence
7. Long leap, High leap, and tilting skip with sword or shield clash
8. Victory skip and crossed Victory skip

It is recommended that the Pyrrhic section should be presented as a prepared arrangement

8 Ritual Movement

1. Processional walks

2. The 9 Gestures of Prayer and Worship to the deities in the Intermediate and Advanced 1 syllabuses and to Zeus, Hera and Demeter

9 Tragic Dance

1. The 8 gestures of Tragedy
2. Beating and Haircutting Rituals
3. The 8 Gestures of Mourning
4. Torch movements, single and double

It is recommended that the Tragic section should be presented as a prepared arrangement

10 Set Sequences

1. Introductory Sequence
2. Body Sequence
3. 11 Triangles with Footsaw forwards and back then 2 walks
4. Leg Swing combined with Leg Raising with a Poise
5. Deep Knee Bend Sequence - with Lyrical Ending
6. 10 Chiton Positions with 6 walks
7. Sequence for Turning Skips (With Development)
8. Full Turn Skip Sequence
9. Athletic Sequence or Pyrrhic Sequence (Candidate's choice)
10. Bacchic Sequence as Satyr using Scarf, Cloak or Grapes

11 Rhythm Studies

1. Develop a Short Simple Musical Phrase in movement from the examiner's choice of Time Signature and number of bars
2. Interpret a piece of music chosen by the examiner
3. Candidate prepares either a Study from Nature or Movement to Words

12 Cultural Context/Theory

Questions will be asked on the following main topics:

1. The Delphic movements
2. The deities Zeus, Demeter and Hera
3. Pyrrhic Dance
4. The Tragedies
5. Musical questions concerning Rhythm and Time Signatures

13 Dance -

A Solo, not to exceed 2 minutes duration, arranged by the candidate to accompaniment chosen by the candidate interpreting any subject suitable to the age of the candidate, and based on movements within the technical capacity of the candidate. The construction of the dance will be taken into consideration by the examiner.

14 Gesture of Reverence

ASSESSMENT

MARK SCHEME

INTERMEDIATE FOUNDATION

TITLE OF COMPONENT	MARKS ATTAINABLE
TECHNIQUE	
Technical Practices	10
Balance and Poise	10
Line and Design	10
Steps and Elevation	10
Relaxation and Co-ordination	10
Section total	50
PRESENTATION, MUSICALITY, CREATIVITY AND RESPONSE	
Rhythm studies, musical awareness and creativity	10
Expression and dramatic development	10
Set sequences	10
Response and syllabus knowledge	10
Dance	10
Section total	50
Total	100

INTERMEDIATE, ADVANCED 1 and ADVANCED 2

TITLE OF COMPONENT	MARKS ATTAINABLE
TECHNIQUE	
Technical Practices	10
Balance and Poise	10
Line and Design	10
Steps and Elevation	10
Relaxation and Co-ordination	10
Section total	50
PRESENTATION, MUSICALITY AND CREATIVITY	
Rhythm studies and musical awareness	10
Expression, Creativity and dramatic development	10
Set sequences and syllabus knowledge	10
Dance	10
Section total	40
CULTURAL CONTEXT	
Background Knowledge and Response	10
Section total	10
Total	100

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

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 an `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 'N' classification (00-49 marks) is one who has not yet demonstrated the attributes required to gain at least a 'Pass' classification.

ASSESSMENT GUIDANCE

Candidates are assessed on their ability to show:

- 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 QUALIFICATIONS

UK AND EUROPE

A separate Syllabus Outline is available from ISTD Headquarters for the:

Level 3 Diploma in Dance Instruction
Level 4 Diploma in Dance Education
Level 6 Diploma in Dance Pedagogy

The syllabus for Licentiate and Fellowship is given on the following pages.

INTERNATIONAL (OUTSIDE EUROPE)

Teachers and candidates who require the syllabus for the Associate and Associate Diploma outside of Europe should contact the International Department at the ISTD.

HIGHER PROFESSIONAL QUALIFICATIONS

UK, EUROPE & INTERNATIONAL

LICENTIATE

AIMS

The aims of the Licentiate examination are to assess the development of the candidate's skills after several years teaching and to ensure they have a thorough knowledge of the Advanced 1 syllabus. The class is conducted with pupils provided by the candidate.

ENTRY CONDITIONS AND GENERAL INFORMATION

This examination can be entered at the candidate's own studio or at a centre. In both cases the candidate must provide the dancers. Dance students' names must be provided to the ISTD at the time of examination application.

An audio operator can be provided at HQ and at regional centres if required.

PRIOR LEARNING

Candidates must:

- a) have passed the Advanced 1 in Classical Greek Dance
- b) hold the Associate Diploma, the Certificate in Dance Education, or the Diploma in Dance Education qualifications in the Classical Greek Dance Faculty

TIME ALLOWANCE

Duration of total Examination: 2 hours 30 minutes

SYLLABUS CONTENT

The candidate should:

1. Conduct a class of students at Advanced 1 level which they provide. The class should be of 1 hour and 15 minutes and consist of two contrasting sections of the syllabus
2. Answer questions on the theory and practice of teaching, based mainly on Gold Star, Intermediate Foundation, Intermediate and Advanced 1 syllabi and the further development of the boys' work. Also any points arising out of the class she/he has conducted
3. Compose a sequence of steps to her/his preference for one of two pieces of music selected by the examiner (length 30 seconds)
4. Perform a dance of Advanced 1 standard of their own composition (maximum length 2 minutes), or provide a student to perform it
5. Bring to the examination an essay of approximately 1,500 words on the Aims and Ideals of Classical Greek Dance and its value in modern life and education. The essay should be accompanied by a stamped addressed envelope for its return

ASSESSMENT

Each candidate will be examined singly before one examiner recruited and trained by the ISTD. Assessment is carried out by means of a practical demonstration of the knowledge, understanding and skills required, as well as an essay.

MARK SCHEME

	MARKS ATTAINABLE
Communication	20
Presentation	20
Response	20
Balance of instruction and correction	20
Essay and background knowledge	30
Knowledge of syllabus and its application	30
Musical appreciation	20
Dramatic application	20

Creative use of the syllabus	20
Total	200

The marks are aggregated and the overall mark is given out of 200. The pass mark is 130, and the result is either Awarded or Not Awarded.

FELLOWSHIP

AIMS

This further builds on the skills and experienced gained through the Licentiate qualification. The candidate is expected to show a depth and breadth of technical knowledge and artistry as well as a high standard of teaching.

PRIOR LEARNING

- Candidates must have achieved the Advanced 2 qualification in the Faculty
- Candidates must have successfully achieved the Licentiate, or the Diploma in Dance Pedagogy in the Faculty.

TIME ALLOWANCE

2 hours and 45 minutes

SYLLABUS CONTENT

The candidate should:

1. Coach a pupil in two contrasting types of Advanced 2 work, as set by the examiners, lasting 25 minutes for each section. (Pupil provided by the ISTD)
2. Compose two contrasting sequences from any section of the syllabus, the subject to be chosen by the examiners.
3. Bring two prepared contrasting sequences from any section of the Advanced 2 syllabus, to music selected by the candidate
4. Bring a prepared dance of Advanced 2 standard, composed by the candidate and performed either by the candidate or a student
5. Answer questions on any aspect of Classical Greek Dance (Ruby Ginner method) and specifically on
 - a) Historical and architectural background and its development e.g. theatres, temples and stadia
 - b) Theatrical presentation of Classical Greek Dance
 - c) Traditional costume in Ancient Greece
 - d) Benefits of Classical Greek Dance
 - e) Promotion of Classical Greek Dance
 - f) Life of Ruby Ginner
 - g) Arrangement of classwork in given situations (Section 5 should take 50 minutes)
6. Bring two copies of an essay, minimum 2,500 words, on any aspect of the history and development of Ancient Greece and its influence and relevance today. Each must be accompanied by a stamped addressed envelope for its return

ASSESSMENT

Each candidate will be examined singly before two examiners recruited and trained by the ISTD. Assessment is carried out by

means of a practical demonstration of the knowledge, understanding and skills required, as well as an essay.

MARK SCHEME

	Marks Attainable
Communication, presentation and response	30
Balance of instruction and correction	30
Essay and background knowledge	40
Knowledge of syllabus and its application	40
Musical appreciation	20
Dramatic application	20
Creative use of syllabus	20
Total	200

The marks are aggregated and the overall mark is given out of 200. The pass mark is 130, and the result is either Awarded or Not Awarded.

REASONABLE ADJUSTMENTS

The ISTD policy and procedure for all reasonable adjustments for all qualifications is contained within the Equal Opportunities policy on the ISTD website. The Vocational Graded Examinations and Professional Qualifications are designed for those who are intending to pursue a career in dance, either as a performer or as a teacher. It is, therefore, very unlikely that a potential performer will require reasonable adjustments. However, a potential teacher must be able to demonstrate all movements precisely, in order to teach them effectively. As the 'Intermediate' examination is also now included as a unit within the Diploma in Dance Instruction, it is likely some candidates will apply for adjustments. This is because they are:

- Those candidates who are possibly already teaching and who do not have the stamina or muscular strength that is normally required at this level, and it would be deemed to be unsafe to require them to perform using the same degree of strength and stamina as a younger dancer.
- Candidates who do not have sufficient physical facility to perform the movements at speed to the required standard, but who can nevertheless demonstrate them at a slower pace.
- Candidates who, through their physical make up, would be causing injury to themselves, eg very stiff feet.

The same criteria apply to candidates at higher levels. Such candidates must apply to the Customer Services and Quality Assurance Department, using the Application for Reasonable Adjustments form, at least three weeks prior to the examination entry, giving detailed reasons for the request. This will be processed giving the Faculty opportunity to refuse special conditions, recommend additional examination time, or give further detailed guidance. In principle, the examination must not be weighted to give an advantage to either the candidate with reasonable adjustments or the able bodied candidate. The demands on both must be equal. Reasonable adjustments will be generally granted for certain specific sections of the examination, and candidates should indicate which of the sections might be affected. Candidates should attempt all movements and throughout, must dance to the best of their own physical ability. In the interests of safety and to facilitate accuracy of movement, some candidates may indicate their own tempo and may take extra pauses for breath as necessary. If required, questions may be asked, and these will be phrased in such a way as to clarify the knowledge of the mechanics of the movement. Questioning is not permitted for every section of the examination and would normally be used in a maximum of two performance sections.

The ISTD reserves the right to refuse entry to a particular candidate because of a reasonable belief that undertaking the examination will create a risk to the health or safety of the candidate. This includes any pregnant candidate taking a practical examination. The examiner also has the right to stop an examination if s/he considers that there is a risk to the health or safety of the candidate if they continue.

Pregnant candidates are requested to complete the Application for Reasonable Adjustments form so that the examiner can be made aware of their condition, regardless of any adjustment being requested, as the examiner needs to be informed, and additional time for breaks may also be applied for.

RESULTS AND CERTIFICATION

All ISTD examinations are single performance 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 for UK examinations will be issued to the teacher within 21 working days of the examination. 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 by Sections, and checked for achieving the minimum pass levels, per Section and in total, and correct levels of attainment against the total mark achieved.

Results are then cleared for certificate issue, which is undertaken by the Customer Services and Quality Assurance department, and 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.

RE-TAKES

Candidates who are not successful may not re-take the examination until 3 months after the original examination.

REGULATION

ISTD Graded and Vocational Graded Examinations, the Diploma in Dance Instruction, Diploma in Dance Education and Diploma in Dance Pedagogy are regulated by Ofqual in England; Qualifications Wales in Wales; and the Council for the Curriculum Examinations and Assessment (CCEA) in 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 (Classical Greek Dance)	501/0755/0	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Classical Greek Dance)	501/0753/7	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Classical Greek Dance)	501/0754/9	60	70	7
ISTD Level 2 Award in Graded	501/0756/2	75	95	10

Examination in Dance: Grade 4 (Classical Greek Dance)				
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Classical Greek Dance)	501/0757/4	75	95	10
ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Classical Greek Dance)	501/0758/6	90	130	13
ISTD Level 2 Certificate in Vocational Graded Examination in Dance: Intermediate Foundation (Classical Greek Dance)	501/0764/1	150	275	28
ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Classical Greek Dance)	501/0728/8	150	275	28
ISTD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 1 (Classical Greek Dance)	501/0760/4	150	325	33
ISTD Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 2 (Classical Greek Dance)	501/0761/6	150	375	37
ISTD Level 3 Diploma in Dance Instruction (Classical Greek Dance)	501/1002/0	430	680	68
ISTD Level 4 Diploma in Dance Education (Classical Greek Dance)	501/0750/1	630	920	92
ISTD Level 6 Diploma in Dance Pedagogy (Classical Greek Dance)	600/4269/2	920	2130	213