



IMPERIAL SOCIETY OF TEACHERS OF DANCING
Tap Dance Faculty

SYLLABUS OUTLINE OF TAP DANCE EXAMINATIONS

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ISTD TAP DANCE EXAMINATIONS

PRE - PRIMARY & PRIMARY CLASS EXAMINATIONS

INTRODUCTION

RATIONALE

The aim of Class examination is to provide an assessment scheme for dance, which gives the basis for the measurement of the individual candidate's progress and development. There are two class examinations in Tap Dance.

ENTRY CONDITIONS AND GENERAL INFORMATION

The Pre-Primary and Primary examinations have a lower age limit of five and no upper age limit. This is to ensure that they are physically developed sufficiently to safely meet the demands of the syllabus.

Examinations are taken in the form of a class conducted by the teacher, who may not give personal correction, but can offer encouragement. Males and females can be examined together. 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.

Candidates should be entered in groups of four ideally, however groups of three and two are acceptable if necessary as is one group of 5 if there is no alternative. It is not an option to put two sets of five candidates in any one session.

Time allowances/Number of Candidates

2 Candidates minimum	3 Candidates	4 Candidates	5 Candidates
25 minutes	30 minutes	35 minutes	40 minutes

MUSICAL ACCOMPANIMENT

Set CDs and/or any other digital audio equipment.

DRESS REQUIREMENTS

Female - Leotard and tights, or leotard and jazz trousers.

Hair should be neatly styled.

Long hair should be tied back to allow a clear view of the neck and headline.

Male - Close fitted t-shirt with shorts or trousers

Tap shoes should be the correct size for the candidate with fitted toe and heel taps.

SYLLABUS

PRE – PRIMARY

Warm up A
Warm up B
Technical Exercises
Ball Taps/Beats
Toe Taps
Arms
Rhythm A
Rhythm B
Forward & Backward Taps
Step Clap Stamp Clap
Amalgamation A
Amalgamation B
Bow

PRIMARY

Warm Up

- A. Warm Up Song
- B. Hop Scotch Warm Up.

Technical Exercises

- A. Preparation for shuffles
- B. Ball and Heel beats
- C. Paradiddles

Rhythm

- A. 1/4 notes
- B. Take a bite of the music

Set Amalgamation

The Freeze

Bow

There is no Dance requirement

ASSESSMENT

MARK SCHEME – PRE PRIMARY AND PRIMARY

Title of component	Marks attainable
TECHNIQUE	
Poise and stance	10
Clarity of beating	10
Precision of footwork	10
Line and co-ordination	10
Section total	40
RHYTHM	
Timing	10
Rhythmic interpretation	10
Section total	20
PRESENTATION, RESPONSE AND KNOWLEDGE	
Response	10
Knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Section total	40
Total	100

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

METHOD OF ASSESSMENT

The Tap Pre Primary and Primary Class Tests 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 above.

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. 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'**.

TAP AWARDS

INTRODUCTION

RATIONALE

There are three awards Bronze, Silver and Gold designed to promote an appreciation and enjoyment of tap dance, through both understanding and performances.

Each award consists of a warm-up, close work time step set amalgamations (teacher's/candidate's choice of two) and a dance. All sections of the examination are danced as a solo and the candidate is given the opportunity to select their choice of tempo.

The examinations are divided into two sections:

- Technique
- Presentation

Technique

At all levels good posture and correct alignment of the limbs are expected. The vocabulary and rhythm complexity increases at each successive level and there is a progressive combination of tap technique and dance movement. Good spatial awareness is encouraged at all times.

Presentation

The student should be able to present the syllabus with a natural sense of enjoyment and the self-confidence required to dance each section as a solo performance.

As the student progresses, there is the opportunity to interpret a variety of musical styles through sound, movement and expression.

The Tap Awards are suitable for both recreational use and for those wishing to pursue a career in dance.

OBJECTIVES

The syllabus seeks to develop the skill and understanding of Tap dance by developing the physical ability to communicate through movement, sound and rhythm in an expressive and artistic way.

The syllabus aims are set out below:

- Teach correct posture
- Build a secure tap technique
- Develop an awareness of tone
- Promote the understanding and use of dance terminology
- Gain a good sense of line through body, arms and head
- Understanding of rhythm and its development
- Appreciation of varying musical styles and their interpretation
- Develop an awareness of the use of space
- Awareness of audience and sense of performance
- Encourage an artistic sense of self-expression
- Encourage creative use of rhythm and movement
- Promote self-confidence in the performance of a solo

ENTRY CONDITIONS AND GENERAL INFORMATION

These examinations should ideally be taken consecutively, however a candidate who already holds the Intermediate examination may commence at Gold.

There is no lower or upper age limit.

TIME ALLOWANCES/NUMBER OF CANDIDATES

Candidates may be entered in groups of 4 or less as follows.

1 or 2 Candidate	3 Candidates	4 Candidates
15 or 10 minutes	20 minutes	25 minutes

MUSICAL ACCOMPAINMENT

The official ISTD Tap Dance Faculty CD should be used in the set work teachers' choice of music for the dance.

DRESS REQUIREMENTS

Female:

Female Leotard/ fitted t-shirt and jazz trousers .

Tap shoes with toe & heel taps, hard soles preferred.

Hair should be neatly styled. Long hair should be tied back to allow a clear view of the neck and head line.

Male:

Close-fitted t-shirt or shirt, with trousers of an appropriate fit and length.

Tap shoes with fitted toe and heel taps. Hard soles preferred

SYLLABUS

BRONZE TAP AWARD

1 Warm Up

2 Close Work Time Step

3 Teacher's or candidate's choice of 2 of the following:

Amalgamation A

Amalgamation B

Amalgamation C

4 Dance not to exceed 1.5 minutes

SILVER TAP AWARD

1 Warm Up

2 Close Work Time Step

3 Teacher's or candidate's choice of 2 of the following:

Amalgamation A

Amalgamation B

Amalgamation C

4 Dance not to exceed 2 minutes

GOLD TAP AWARD

1 Warm Up

2 Close Work Time Step

3 Teacher's or candidate's choice of 2 of the following:

Amalgamation A

Amalgamation B

Amalgamation C

4 Dance not to exceed 2 minutes

ASSESSMENT

MARK SCHEME – BRONZE, SILVER AND GOLD TAP AWARDS

Title Of Component	Marks attainable
TECHNIQUE AND SYLLABUS KNOWLEDGE	
Knowledge of Syllabus	10
Clarity of beating	20
Rhythmic appreciation and tonal quality	20
Section Total	50
PRESENTATION	
Line and style	10
Sense of performance	10
Set amalgamations	20
Dance	10
Section Total	50
Total	100

METHOD OF ASSESSMENT

The Tap Awards 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 for the Tap Dance Graded Examinations are detailed above.

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. 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:

- 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

ADULT POPULAR TAP TESTS AND MEDALS

INTRODUCTION

RATIONALE

There are six levels of Popular Tap Tests and three medal examinations; Popular Tap Tests Levels 1-6 and Bronze, Silver and Gold medals.

These are designed to promote an appreciation and enjoyment of Tap dance in a recreational capacity. Popular Tap Levels 1-6 and medal tests Bronze, Silver and Gold ideally should be taken consecutively.

AIMS

The syllabus seeks to develop the skill and understanding of Tap dance by encouraging the ability to communicate through movement, sound and rhythm in an expressive and artistic way.

The syllabus aims are set out below:

- encourage correct posture
- build a sound tap technique
- develop an awareness of tone
- promote the understanding and use of dance terminology
- gain a good sense of line through body, arms and head
- understanding of rhythm
- appreciation of varying musical styles and their interpretation
- develop an awareness of the use of space
- awareness of audience and sense of performance
- encourage a sense of self-expression
- encourage creative use of rhythm and movement
- promote self-confidence in the performance of a solo

Each level is divided into two sections,

- technique
- syllabus knowledge and presentation

a) Technique

Level 1 seeks to introduce a rudimentary tap technique of one and two sounds which is then progressively increased at each level so that by Level 6 the vocabulary includes more complex steps. An understanding of the use of tone is encouraged to develop the rhythmic quality at all levels, with the opportunity to explore a wide variety of musical styles being available in the medal tests. The emphasis is on a co-ordinated use of the head, body and arms to create a natural style.

b) Presentation

Initially the student should be able to present the syllabus with a natural sense of enjoyment and an awareness of the audience which is gained by developing the self-confidence to perform in front of others.

As the student progresses, they have the opportunity to communicate a growing variety of moods through sound, movement and expression to develop an artistic performance.

ENTRY CONDITIONS AND GENERAL INFORMATION

Music: Teachers choice of CDs or Pianist

Popular Tap Levels 1-6 and medal tests Bronze, Silver and Gold ideally should be taken consecutively. There is no minimum age limit.

SYLLABUS

LEVEL 1

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Cane Routine'

The sequence may be replaced by teacher's arrangement - not to exceed 1.5 minutes

VOCABULARY

One Sound

Straight Tap	Backward Tap	
Forward Tap	Heel Tap	
Toe Tap	Backward Brush	Drop
Ball Tap	Step	Jump
Heel Beat	Stamp	Ball Dig
Toe Beat	Scuff	Heel Dig
Ball Beat	Hop	
Forward Brush	Spring	

Two Sounds

Shuffle	Flap
Tap Step	Tap Spring
	Ball Change

LEVEL 2

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Bowler Hat Blues'

The sequence may be replaced by teacher's arrangement -not to exceed 1.5 minutes

VOCABULARY

One Sound

As for Level 1, plus Stomp and Pick-up.

Two Sounds

As for Level 1, plus:

Pick-up Step
Pick-up Spring
Pick-up Hop

Candidates will not be asked for free work, but may be asked to show any step used at this level separately.

LEVEL 3

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'One Glove Boogie'

The sequence may be replaced by teacher's arrangement -not to exceed 1.5 minutes

VOCABULARY

One Sound

As for Levels 1 and 2, plus 4 Beat Cramp Roll and Pull Back.

LEVEL 4

1. The Vocabulary
2. The Beat
3. The Shuffle
4. The Line
5. The Time
6. The Move
7. The Sequence - 'Spanish Tango'

The sequence may be replaced by teacher's arrangement -not to exceed 1.5 minutes

VOCABULARY

One Sound

As for Levels 1, 2 and 3, plus Pick-up on one foot and Pick-up changes.

LEVEL 5

1. The Vocabulary
2. Footloose
3. Twister
4. Step in Time
5. Jive at Five

Dance teacher's arrangement: Intro - not more than 1.5 minutes

VOCABULARY

As for Levels 1, 2, 3 and 4, plus 3 beat ripples and 4 beat Riffs.

LEVEL 6

1. The Vocabulary
2. Buffalo Shuffle Warm up
3. Turning on 6
4. One More Time
5. Fast Finish
6. Dance teacher's arrangement: Not more than 1.5 minutes.

VOCABULARY

As for Levels 1, 2, 3, 4 and 5 plus:

- 4 Beat Ripples
- 5 Beat Riffs;
- Pick-up changes
- 3 Beat Wing Preparation

MEDAL TESTS - BRONZE, SILVER AND GOLD

ADULT POPULAR TAP BRONZE MEDAL

1. Warm Up (Set)
2. Linking Step Forward
3. Linking Step Backward
4. Boogie Time
5. Twenties Sequence - Charleston
6. Dance -teacher's arrangement not to exceed 1.5 minutes

VOCABULARY FOR BOOGIE TIME

- Beat Ripples,
- Level 3 Shuffles,
- Single Double & Triple Pick-up Timesteps,
- beat Riffs,
- Astaire Open Break (not syncopated)
- 4 beat Riff Time step

VOCABULARY FOR TWENTIES SEQUENCE

- Beat Cramp Roll,
- Suzie Q, Truckin,
- Charleston,
- Black Bottom

ADULT POPULAR TAP SILVER MEDAL

1. Warm Up (Set)
2. Linking Step Forward
3. Linking Step Backward
4. Rag Time
5. Mambo
6. Dance - teachers arrangement -not to exceed 1.5 minutes

VOCABULARY FOR WARM UP

- Cutaways

VOCABULARY FOR RAG TIME

- Shuffle Time Steps with Pick-up and Pick-up Change
- Beat Riff Time Step
- Single Time Step to Double Time Step
- Rhythm Astaire Break - Syncopated (Level 6)
- Syncopated Time Step (1&2&- &4&)

VOCABULARY FOR MAMBO

- "Maraccas Bend" (Fwd 1-Bk 3)"
- "Mambo Knee Twist"(R-LR: L-RL: S-QQ: SQQ)

ADULT POPULAR TAP GOLD MEDAL

1. Warm Up (Set)
2. Linking Step Forward (3/4)
3. Linking Step Backward
4. Tacit & Stop Time
5. Slow Swing
6. Dance Teacher's arrangement not to exceed 1.5 minutes

VOCABULARY FOR LINKING STEPS

- Progressive Taps
- 6 beat Riffs

VOCABULARY FOR TACIT AND STOP TIME

- 1 Bar Wing preparation Time Step
- Time Step Pick-up
- Time Step with Pick-up on 1 Foot
- Roll Time Steps
- Maxi-Ford with toe taps and with step turning

VOCABULARY FOR SLOW SWING

- Pull backs finished on one foot
- Cutaways

Candidates will not be asked for Free Work

ASSESSMENT

MARK SCHEME - ADULT POPULAR TAP TESTS AND MEDALS

Title Of Component	Marks attainable
TECHNIQUE	
Clarity of beating	10
Precision of footwork	10
Timing	10
Rhythmic interpretation	10
Line and co-ordination	10
Section Total	50
PRESENTATION	
Approach and presentation	10
Knowledge of syllabus	10
Spatial awareness	10
Sense of performance	10
Sequence/dance	10
Section Total	50
Total	100

METHOD OF ASSESSMENT

The Adult Popular Tap Tests 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 above.

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. 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:

- 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 in each section of the examination
- musicality and rhythmic awareness

GRADED EXAMINATIONS IN DANCE

INTRODUCTION

RATIONALE

Tap Dance makes a distinctive contribution to the education of all students, through using movement, which is one of the fundamental modes 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 Tap 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 Tap 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 Tap Dance Graded Examination allows candidates to progress to the next higher grade in the Tap Dance 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 Tap 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. This 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, ordered with increased difficulty (6 represents the highest level of attainment).

OBJECTIVES

The objectives of the Tap Dance graded examination syllabus are set out below:

- Teach correct posture
- Build a secure Tap technique
- Develop an awareness of tone
- Promote the understanding of dance terminology
- Gain a good sense of line through body, arms and head
- Understanding of rhythms and its development
- Appreciation of varying musical styles and their interpretation

- Develop an awareness of the use of space
- Awareness of audience and sense of performance
- Encourage a sense of self-expression
- Encourage creative use of rhythm and movement
- Promote self confidence in the performance of a solo.

ENTRY CONDITIONS AND GENERAL INFORMATION

AGE LIMITS

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

Children and adults should not be entered at the same time.

PRIOR LEARNING

The Graded Examinations in Tap Dance are intended to be taken consecutively and most candidates will wish to progress through them in sequence. Teachers are expected to use their professional judgement to commence training at an appropriate level for the individual.

TIME ALLOWANCES/NUMBER OF CANDIDATES

Examination	1 or 2 candidates	3 candidates	4 candidates
Grade 1	25 minutes	30 minutes	35 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

Candidates should normally be entered in groups of 4 where possible.

MUSICAL ACCOMPANIMENT

- For Grade 1, 2, 3 and Grade 6, Set CDs and/or any other digital audio equipment.
- For Grade , 4 & 5, we strongly recommend teachers use the music from the suggested play lists, compiled on CDs and/or any other digital audio equipment

DRESS REQUIREMENTS

Female:

- Grade 1 - Leotard and tights, or leotard and jazz trousers.
- Grade 2 - 6 - As above, jazz trousers preferred.
- Hair should be neatly styled.
- Long hair should be tied back to allow a clear view of the neck and headline.
- Tap shoes should be the correct size for the candidate with fitted toe and heel taps.

Male:

- Grade 1 - Close fitted t-shirt with shorts or trousers
- Grades 2 - 6 - Close fitted t-shirt, with trousers.
- Tap shoes should be the correct size for the candidate with fitted toe and heel taps.

SYLLABUS**GRADE 1****1 Warm Up**

- 1.1 Bouncy Warm up
- 1.2 Close work warm up

2 Technical Exercises

- 2.1 Shuffles
- 2.2 Flaps
- 2.3 Closework Crawl
- 2.4 Parradiddles

3 Rhythm

- 3.1 Accented eighth notes
- 3.2 Improvisation

4 Compound Steps

- 4.1 Rag
- 4.2 Jazz
- 4.3 Boogie
- 4.4 Swing
- 4.5 Blues

5 Amalgamations

Teachers choice of :

- 5.1 Boogie
- 5.2 Reggae

6 Dance Composition

Teacher's arrangement - not to exceed one minute

7 Bow

GRADE 2

1 Warm Up

- 1.1 Bouncy Warm up
- 1.2 Close work Warm up

2 Technical Exercises

- 2.1 Shuffles “round the side”
- 2.2 4 Beat Cramp Rolls
- 2.3 Pick ups on 2 feet
- 2.4 Close work Crawl
- 2.5 Paradiddles

3 Rhythm

- 3.1 Twelfth notes &a1_&a3_&a5&a6&a7_
- 3.2 Rhythmic response unaccompanied

Examiner gives a 1 bar rhythm of either quarter notes or accented eighths, optional use of 1 missed beat. Candidates clap it back all together. Examiner will then clap the rhythm to each candidate individually, they will respond with audible sound.

4 Compound Steps

- 4.1 Travelling pick ups
- 4.2 Shuffles
- 4.3 Tap step Heel
- 4.4 Beat Riffs
- 4.5 Turning step on Diagonal
- 4.6 Single Time step

5 Turning step on the diagonal

6 Single Time steps

7 Amalgamations

Teachers’ choice of :

- 5.1 Tacit & stop time
- 5.2 Gershwin

8 Dance Composition

Not more than 1 minute

9 Bow

GRADE 3

1 Warm Up

- 1.1 Bouncy Warm up

1.2 Close work Warm up

2 Technical Exercises

- 2.1 Shuffles “round the side”
- 2.2 Five Beat Cramp Rolls
- 2.3 Three Beat riffs
- 2.4 Preparation for pick ups
- 2.5 Close work Crawl
- 2.6 Paddles

3 Rhythm

3.1 $\frac{3}{4}$ (Even rhythm)

To be arranged separately by each candidate, using tap vocabulary: 12&3 45&6 1&2&3&4&-&6
Clap twice without music, one at a time. Dance all together with music, then twice each with music.

3.2 Rhythmic response

Examiner gives a 1 bar rhythm using a mixture of quarter notes and accented eighths, with a missed beat. Candidates clap it back all together. The Examiner will then clap the rhythm to each candidate individually, they will respond with audible sound.

4 Compound Steps

- 4.1 Pick ups and shuffle springs
- 4.2 Pick up Change
- 4.3 Riffs
- 4.4 Waltz

5 Turning Step

6 Double Time Step

7 Amalgamations

Teachers' choice of:

- 5.1 Beat Box
- 5.2 Percussive

8 6 Dance Composition

Not more than 1.5 minutes

8 Bow

GRADE 4

1 Warm Up

- 1.1 Bouncy warm up
- 1.2 Closework warm up 3/4

2 Technical Exercises

- 2.1 Shuffles
- 2.2 Riffs and cramp rolls 3/4
- 2.3 Ripples and shuffle pick up change
- 2.4 Pull backs
- 2.5 Close work crawl
- 2.6 Paddles - unaccompanied

3 Rhythm

16th notes improvised (as written in syllabus) unaccompanied

4 Turning step

Teachers choice :

Tuning step A

Turning step B

5 Triple Time steps

6 Amalgamations

Teachers' choice of 2 of the following:

- 6.1 soft shoe
- 6.2 Musical Theatre
- 6.3 Urban

9 Dance Composition

Teacher's arrangement -not to exceed 1.5 minutes

10 Bow

GRADE 5

1 Warm Up

- 1.1 Bouncy Warm Up
- 1.2 Close Work Warm up

2 Technical Exercises

- 2.1 Shuffles
- 2.2 Wings
- 2.3 Double wing (optional)
- 2.4 Close work Crawl
- 2.5 Paddles

3 Rhythm

Rhythmic Response Unaccompanied

Task set by examiner to include one bar of 1/12th notes .

4 Compound Practice Steps

- 4.1 Ripples
- 4.2 Pullbacks

- 4.3 Shuffle pick up change
- 4.4 Maxi Ford

5 Turning Sequence

6 Time Steps

- 6.1 Shuffle
- 6.2 Pick up

7 Amalgamations

2 out of the 4

- A Beguine
- B Quick jazz
- C Tango
- D Swing

8 Dance Composition

Teacher's arrangement - 1.5 – 2 minutes

9 Shim Sham Bow

GRADE 6

1 Warm up exercise

2 Technical Exercises

- 2.1 Progressive shuffles
- 2.2 Double scuffles
- 2.3 Wing preparations
- 2.4 Riffs

3 Rhythm

Task given by the Examiner

4 Turning Steps

- 4.1 On the spot
- 4.2 Travelling

5 Time Steps - Task set by the Examiner

Single double and triple time steps-breaks and half breaks) straight or turning-commencing on 8 or 1-with use of dancers tacit

6 Set Sequence

unaccompanied

7 Set Amalgamations

7.2 Candidate's choice of 1 of the following:

- a) Blues
- b) Boogie

8 Dance Composition

Teacher's arrangement -no longer than 2 minutes

9 Bow

ASSESSMENT

MARK SCHEME - GRADES 1 AND 2

Title of component	Marks attainable
TECHNIQUE	
Poise and stance	10
Clarity of beating	10
Precision of footwork	10
Line and co-ordination	10
Section Total	40
RHYTHM	
Timing	10
Rhythmic interpretation	10
Section Total	20
PRESENTATION, RESPONSE AND KNOWLEDGE	
Response and knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Dance	10
Section Total	40
Total	100

GRADES 3, 4, 5, AND 6

Title Of Component	Marks attainable
TECHNIQUE	
Posture	10
Clarity of beating	10
Precision of footwork	10
Line and style	10
Section Total	40
RHYTHM	
Time and set rhythm	10
Rhythmic interpretation and tonal quality	10
Section Total	20
PRESENTATION, RESPONSE AND SYLLABUS KNOWLEDGE	
Response and knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Dance	10
Section Total	40
Total	100

METHOD OF ASSESSMENT

Tap 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. The titles of these components and the marks attainable for the Tap Dance Graded Examinations are detailed above.

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. 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'**.

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-focused 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
- focused 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

VOCATIONAL GRADED EXAMINATIONS IN DANCE

INTRODUCTION

RATIONALE

The Vocational Graded Examinations in Tap Dance develop the candidate's expertise so 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 higher level of commitment and with an increasing emphasis on safe dance practice and an increased technical ability. Successful candidates at this level should show virtuosity in performance, and a sound knowledge and understanding of the Tap Dance genre, including an understanding of reference and context. Candidates undertaking a study of the Tap Dance 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.

The Vocational Graded Examinations are concerned specifically with the mastery of technique and understanding, to prepare candidates for further vocational training and to match current expectations in the employment sector. Candidates will need to show additional commitment and professionalism, in the preparation of these examinations 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 practicing and in studying independently.

The Vocational Graded Examinations are regulated qualifications on the Regulated Qualifications Framework. 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 Tap Dance is to provide an assessment scheme at three levels. This enables the candidate to measure their progress and development, in preparing to be a professional dancer or teacher.

OBJECTIVES

The syllabus objectives of the Tap Dance Vocational Graded Examinations are to:

- teach correct posture
- develop a thoroughly comprehensive tap technique
- develop the use of tone
- promote understanding and use of dance terminology
- develop the sense of line through arms, body and head
- promote understanding of rhythm and its development
- promote appreciation of varying musical styles and their interpretation
- develop awareness of the use of space
- develop awareness of audience with a sense of performance
- encourage an artistic sense of self expression
- encourage creative use of rhythm and movement
- promote self-confidence in the performance of a solo

ENTRY CONDITIONS AND GENERAL INFORMATION

AGE LIMITS

There is a recommended lower age limit of 13 years for the Intermediate examination. This is to ensure that candidates are physically and artistically mature and to meet safely the demands of the syllabus.

PRIOR LEARNING

There are no prior examination requirements for Intermediate. However, candidates will need to have knowledge of the content of the ISTD Tap Grades. Candidates wishing to enter for the Advanced 1 must have passed Intermediate and for Advanced 2 must have passed Advanced 1.

GENDER DISTINCTIONS

The syllabus is suitable for both male and female candidates as it is designed to develop all -round strengths and abilities

TIME ALLOWANCES/NUMBER OF CANDIDATES

Candidates should be entered in pairs. Where there is an odd number of candidates involved, the extra candidate may be entered with a pair if the studio is large enough, thereby making a group of three.

Examination	1 candidate	2 candidates	3 candidates
Intermediate	40 minutes	45 minutes	60 minutes
Advanced 1	40 minutes	55 minutes	60 minutes
Advanced 2	40 minutes	55 minutes	60 minutes

MUSICAL ACCOMPANIMENT

Set syllabus CDs.

DRESS REQUIREMENTS

- There are no restrictions on colour or styles but the following should be considered:
- Trousers should not be too long or excessively wide as footwork could be impeded and/or the examiner's view of the footwork could be obstructed
- Tap shoes should preferably be hard soled with well fitted taps

Female: leotard or close fitted t-shirt with trousers

Male: t-shirt or shirt with trousers

SYLLABUS

INTERMEDIATE

VOCABULARY

All glossary steps, compound steps and time steps from the grades plus

- 3 beat shuffle (&a1)
- Forward scuffle (1&a)

- 6 & 7 beat riffs
- 6 beat cramp roll - ordinary 4 beat cramp roll change
- Cramp roll change turning
- Double shuffle pick-up change
- Maxi ford with step
- Suzie Q
- Open time step
- Half breaks turning
- Wing preparation time step single and double
- One bar pick-up break, single and double

1 Warm Up

3/4 time

2 Technical Exercises

- 1.1 3 beat shuffle and scuffle
- 1.2 Riffs and Rolls
- 1.3 Pullbacks and ripples
- 1.4 Double shuffle pick-up change and maxi ford with step (from ball or whole foot)
- 1.5 Cramp Roll turning (on diagonal)
- 1.6 Triple half breaks turning (on diagonal)
- 1.7 Wing preparation time step and one bar break single and double
- 1.8 Triple open time backwards
- 1.9 Suzie Q

3 Rhythm Section

- 3.1 Set Rhythmic response
- 3.2 Candidate's improvisation of a 2 bar rhythm up to and including 1/12th notes, set by the examiner (including syncopation and missed beats)

4 Dance Sequences

- 4.1 Schottische
- 4.2 Quick Jazz

5 Free amalgamations, set by the examiner

6 Dance

Not to exceed - 2 minutes

7 Bow

ADVANCED 1

VOCABULARY

All steps from previous syllabi plus:

- Progressive taps
- 12 beat criss-cross riffs
- Closed pull-backs
- Mixed Maxi Ford
- 2 bar single, double and triple wing preparation time steps
- Roll time steps

Optional steps

- Wing on one foot - 3, 4 or 5 beat
- Wing change - 3, 4 or 5 beat
- Double wing
- Separated wing

1 Warm Up

2 Technical Exercises

- 2.1 Shuffles and progressive Taps
- 2.2 Riffs
- 2.3 Shuffle, pick-up change and pullback
- 2.4 Turning step with Maxi Ford Turning step (Close work)
- 2.5 Suzie Q

3 Time Steps

- 3.1 Roll time steps
- 3.2 Wing preparation time steps
- 3.3 Time steps given by the examiner which could include elevated pick-ups, tacit and change of rhythm (including syncopation)

4 Rhythm Section

- 4.1 Rhythmic response (as set in the syllabus specification)
- 4.2 Free rhythm to be given by the examiner to be improvised (a 2 bar phrase in 4/4 time consisting of note values up to and including 16ths and could include syncopation and missed beats)

5 Dance Sequences

- 5.1 a) Slow sequence
- b) Quick sequence
- 5.2 Free amalgamations set by the examiner

6 Dance

Not to exceed 2 minutes

7 Bow

Examiners will ask for any 2 of the 3 possible pieces of free work . i.e. The Rhythm, Time Steps or Amalgamation to include vocabulary up to Advanced 1. This selection is the examiner's choice.

ADVANCED 2

VOCABULARY

All steps from the previous syllabi plus:

- 3 beat flap
- Single, double, triple cramp roll time step
- Syncopated shuffle pick-up change
- Open and closed pull backs
- Eddie's riff
- Paddling
- Twist scuffle
- Rattle (Basic, progressive and double toe tap)
- Eddie's travel
- Press cramp roll
- Back travel
- Side travel

1 Warm Up

2 Technical Exercises

- 2.1 Shuffle pick-up change and pull backs
- 2.2 Wings or ripples turning
- 2.3 Closework

3 Rhythm Section

- 3.1 Set rhythmic response
- 3.2 Improvisation

4 Set Amalgamations (both compulsory)

- 4.1 Turning sequence
- 4.2 Spanish waltz

5 Dance Sequences candidates choice of two:

- a) The Blues
- b) Quick Jazz
- c) Seven Four
- d) Rag Time

6 Free Amalgamations (set by the examiner)

7 Dance

Not to exceed - 2 minutes

8 Bow

ASSESSMENT

MARK SCHEME - INTERMEDIATE AND ADVANCED 1

Title of component	Marks attainable
TECHNIQUE	
Technical exercises	10
Clarity of beating	10
Precision of footwork	10
Line and style	10
Section Total	40
RHYTHM	
Rhythm section	10
Rhythmic interpretation and tonal quality	10
Section Total	20
PRESENTATION, RESPONSE AND KNOWLEDGE	
Response and knowledge of syllabus	10
Sense of performance	10
Set sequences	10
Dance	10
Section Total	40
Total	100

ADVANCED 2

Title of Component	Marks attainable
TECHNIQUE	
Technical exercises	10
Clarity of beating	10
Precision footwork	10

Line and style	10
Section Total	40
RHYTHM	
Improvisation	10
Rhythmic interpretation and tonal quality	10
Section Total	20
PRESENTATION, RESPONSE AND KNOWLEDGE	
Response and knowledge of syllabus	10
Artistic interpretation	10
Set sequences	10
Dance	10
Section Total	40
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 units and each unit is composed of several components, which are separately assessed and aggregated to give the unit 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:

Grade	Mark
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 a '**Distinction**' classification (80-100 marks) is one who demonstrates the following attributes in performance:

- Flair, vitality and skill
- Fully appropriate style
- Incisively-focused 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
- Focused 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 asks set, but some prompting may be required

A candidate who achieves a **`Not attained'** 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 demonstrate:

- Technical accuracy with a controlled use of correct anatomical alignment and placement to the best of the physical facility, and showing an understanding of the purpose of each exercise
- A sense of line with projection of focus
- The ability to co-ordinate fluently
- An assured performance showing the differing qualities of movement required by each section of the examination structure
- An intuitive musicality and highly developed sense of rhythm. Clarity of beating and timing with a sensitive response to music and phrasing

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.

OUTSIDE EUROPE

ASSOCIATE

AIMS

The syllabus seeks to increase the skills, analysis and understanding of Tap dance in order to communicate this to others in a safe and creative environment.

The syllabus aims are:

- knowledge of all the relevant set syllabus exercises
- the understanding of correct posture and its application
- the analysis and understanding of the technique at all levels
- to promote knowledge of related exercises other than in the set syllabus

- to develop the understanding of methods of teaching
- to develop the observational skills
- the understanding of different physiques and anatomical corrections
- to gain communication skills
- to be able to relate to students of varying ages
- to appreciate a variety of musical styles
- develop the creative use of rhythm
- appreciation and application of tone
- the understanding and application of dynamics
- to be able to arrange creative sequences of movement
- to develop choreographic skills

ENTRY CONDITIONS AND GENERAL INFORMATION

Music: CD or any digital audio equipment is permitted.

REQUIREMENTS FOR ENTRY

Candidates must:

- have reached the age of 18 years*
- have passed the Intermediate Tap Dance examination

** In special circumstances the examination may be entered under this age if approved by the Chairman of the Tap Dance Faculty, after written application to Customer Services and Quality Assurance at HQ by the principal of the school entering the candidate.*

TIME ALLOWANCE

Duration of examination: 90 minutes

SYLLABUS

Candidates are expected to:

- Know the fundamental requirements for Tap, including a thorough knowledge of all terms incorporated in the glossary.
- Be able to demonstrate and know the theory of:
 - The Revised Grade 1 through to Grade 6 and the Intermediate syllabus
 - One amalgamation of the candidate's choosing from each of the above syllabi
- Be able to arrange a free warm up and demonstrate any set warm up.
- Be able to develop any technical step, building up through the Revised Grade 1 through to grade 6 explaining teaching points.
- Understand Time and Rhythm and its application to the various syllabi.
- Have sound knowledge of all compound steps, time steps and turning steps

Awarded	130+ marks
Not Awarded	0-129 marks

ASSOCIATE DIPLOMA

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 and operate the sound system.

Dance students names must be provided to the ISTD at the time of examination application.

Music: CD or any digital audio equipment is permitted

REQUIREMENTS FOR ENTRY

Candidates must:

- a) have reached the age of 21 years
- b) hold the Associate qualification of the Faculty

TIME ALLOWANCE

Duration of examination: 90 minutes

ASSESSMENT

Candidates will be expected to take a Teaching Assessment class (with a minimum of six dancers) using the set syllabus work for Grade 3, 4, 5 or Intermediate (candidate's choice which must be notified in advance). Pupils in the class should be working on the grade selected, may have passed the grade, but may not have passed the grade above.

The Class Structure – maximum of 45 minutes

Candidates will be expected to teach the following:

Candidates choice of a free or the set warm up

Two technical exercises from any section of the selected syllabus

Candidates choice of any other syllabus work .

Time should be allowed to teach one free amalgamation which should not be characterised

Group Choreography – maximum of 2 minutes

Show imaginative use of the tap vocabulary for three or more dancers, at any of the above levels. This should not be a solo danced by three pupils, but should show varied pattern and interaction of dance steps. The prepared arrangement may be danced by pupils of a different level from the class. The arrangement should not be costumed but may use simple props.

Selected Steps

To be taught as requested by the examiner. These can be taken from the selected grade, the grade above or the grade below the selected grade.

Special Coaching Session

As requested by the examiner
All pupils will be asked to remain in the studio for this session.

Candidates will be examined singly by one examiner

The candidate will receive a form to indicate if they have passed the assessment.

UK, EUROPE & INTERNATIONAL

LICENTIATE

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 4 dancers at an appropriate level and standard for either Grade 5, Grade 6, Intermediate, or Advanced 1. The candidate must operate the sound system. Dance students names must be provided to the ISTD at the time of examination application.

The candidate must operate the sound system. Music for the class in Section 1 and for all free work should be provided by the candidate on CDs or other digital audio equipment.

Candidates taking the Licentiate examination outside the UK should provide a CD/mp3/music operator for Section 2.

At ISTD HQ an operator will be provided. At regional centres candidates should check this provision with the centre organiser.

PRIOR LEARNING

Candidates must:

- a) have passed the Advanced 1 in Tap Dance
- b) hold the Associate Diploma, the Certificate in Dance Education, or the Diploma in Dance Education qualifications in the Tap Dance Faculty
- c) It is also recommended that candidates have five years teaching experience or more.

TIME ALLOWANCE

Duration of Examination: 2 hours 30 minutes.

ASSESSMENT

SECTION 1

The candidate will be required to take a class at Grade 5, Grade 6, Intermediate or Advanced 1, candidate's choice to be stated on the entry form. Candidates should present a lesson plan at the start of the examination

Time allowed 1 hour and 15 minutes

Candidate to provide 4 students

The class will include a balance of syllabus and free work at any of the stated levels.

SECTION 2

Candidates must:

- have theoretical knowledge and show practical demonstration of work up to and including Advanced 1
- demonstrate both Advanced 1 amalgamations and one amalgamation from Grade 6
- arrange and demonstrate amalgamations at any level up to and including Advanced 1
- prepared Dance Compositions:
 - One dance arrangement at Grade 4 or 5 levels to a quick tempo. Based on tacit and stop time - maximum of 1.5 minutes
- Show an arrangement at Intermediate or Advanced 1 level - maximum of 2 minutes

Candidates are examined individually by 1 examiner.

MARK SCHEME

The Licentiate examination is divided into components, which are separately assessed with a mark as shown below:

Title of component	Marks attainable
Class content and balance	20
Manner and clarity of instruction and rapport with students	20
Observation and methods of technical correction	30
Observation and methods of artistic and rhythmic development	30
Syllabus knowledge	20
Analysis and understanding of technique	20
Free arrangements	20
Selection of accompaniment	10
Set amalgamations	10
Dance compositions	20
Total	200

These marks are aggregated and the overall mark is given out of 200. The result of the examination is then given as below:

Awarded	130+ marks
Not Awarded	0-129 marks

40% must be gained in each component to achieve an Awarded result

FELLOWSHIP

The Fellowship is the highest qualification awarded by ISTD. Candidates will, therefore, be expected to be creative, show breadth and depth of knowledge and a very high standard of teaching.

ENTRY CONDITIONS AND GENERAL INFORMATION

In the UK, this examination can only be entered at ISTD2 or a regional centre. Overseas, candidates should be aware that it may be scheduled to take place anywhere within their own country and not necessarily within their own school or own city.

The ISTD will arrange up to 3 or 4 students for the class for Section 1.

Candidates should provide their own CDs or digital audio equipment for this examination.

Candidates taking the Fellowship examination outside the UK should provide a CD/mp3/music operator for Section 2. At ISTD HQ an operator will be provided. At regional centres candidates should check this provision with the centre organiser.

PRIOR LEARNING

Candidates must:

- a) have passed the Advanced 2 in Tap Dance
- b) hold the Licentiate or the Diploma in Dance Pedagogy qualifications in the Tap Dance Faculty
- c) have completed 8 years of responsible teaching in the Tap Dance Faculty

TIME ALLOWANCE

Duration of Examination: 2 hours 30 minutes.

ASSESSMENT

Section 1

The candidate will take a free class at Advanced 2 level.

Duration 1 hour and 15 minutes

Section 2

The candidate will demonstrate and explain:

1. Theoretical knowledge and practical demonstration of work up to and including Advanced 2 level
2. Candidate's choice of 2 of the Advanced 2 set Dance Sequences
3. How the syllabus can be adapted to individual requirements
4. Respond to a short free rhythmic pattern
5. Amalgamations arranged at any level showing suitability of rhythmic content and style and be prepared to improvise, if requested
6. Prepared Dance Compositions in two contrasting styles -which may be performed by own pupil or student:
 - a) Dance arrangement at Grade 6 level -maximum of 2 minutes.
 - b) Dance arrangement at Advanced 2 level -maximum of 2 minutes.

Candidates are examined singly by 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..

MARK SCHEME

The Fellowship examination is divided into components, which are separately assessed with a mark as shown below:

Title of component	Marks attainable
Balance, pace, creativity and artistry of class	30
Manner and clarity of instruction and rapport with students	30
Observation and methods of technical correction	20
Observation and methods of artistic and rhythmic development	20
Syllabus knowledge	20
Development and adaptation of syllabus	20
Technical and rhythmic analysis	20
Free arrangements and musical directions	20
Set Amalgamations	10
Dance compositions	10
Total	200

The marks are aggregated and the overall mark is given out of 200. The result of the examination is then given as below:

Awarded	130+ marks
Not Awarded	0-129 marks

40% must be gained in each component to achieve an Awarded result

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 (Tap Dance)	501/0755/0	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Tap Dance)	501/0753/7	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Tap Dance)	501/0754/9	60	70	7
ISTD Level 2 Award in Graded Examination in Dance: Grade 4 (Tap Dance)	501/0756/2	75	95	10
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Tap Dance)	501/0757/4	75	95	10
ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Tap Dance)	501/0758/6	90	130	13

ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Tap Dance)	501/0728/8	150	275	28
ISTD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 1 (Tap Dance)	501/0760/4	150	325	33
ISTD Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 2 (Tap Dance)	501/0761/6	150	375	37
ISTD Level 3 Diploma in Dance Instruction (Tap Dance)	501/1002/0	430	680	68
ISTD Level 4 Diploma in Dance Education (Tap Dance)	501/0750/1	630	920	92
ISTD Level 6 Diploma in Dance Pedagogy (Tap Dance)	600/4269/2	920	2130	213