



**Imperial Society of  
Teachers of Dancing**

**IMPERIAL SOCIETY OF TEACHERS OF DANCING**

**Tap Faculty**

**SYLLABUS OUTLINE OF TAP DANCE EXAMINATIONS**

**June 2020**

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## PRE-PRIMARY & PRIMARY CLASS EXAMINATIONS

### INTRODUCTION

#### RATIONALE

The aim of Class examination is to provide an assessment scheme for dance, which offers a basis for the measurement of an 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 5 years 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. The teacher will conduct the examination and introduce each candidate by name to the examiner.

Candidates should be entered 4 at a time. One group may be entered for class tests if there is one odd candidate within the entire session adding a further 5 minutes to the timetable.

#### Time allowances/Number of Candidates

1 Candidate	2 Candidates	3 Candidates	4 Candidates
20 minutes	25 minutes	30 minutes	35 minutes

#### MUSICAL ACCOMPANIMENT

Set CDs and/or any other digital audio equipment.

#### DRESS REQUIREMENTS

Female: Leotard and jazz trousers or tights.

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 fit correctly and comfortably and should have both toe and heel taps.

## SYLLABUS

### PRE – PRIMARY

#### Vocabulary of steps:

- Bounce
- Jump
- Skip
- Stamp
- Ball tap
- Ball beat
- Toe tap
- Step
- Step ball change
- Forward tap
- Backward tap
- Heel beat
- Gallop

#### Warm Up

- a) Warm up A
- b) Warm up B

#### Technical Exercises

- a) Ball Taps/Beats
- b) Toe Taps
- c) Arms

#### Rhythm

- a) Rhythm A
- b) Rhythm B

#### Centre Exercises

- a) Forward & Backward Taps
- b) Step Clap Stamp Clap

#### Amalgamations

- a) Amalgamation A
- b) Amalgamation B

There is no Dance requirement.

#### Bow

## PRIMARY

### Vocabulary

#### All steps from previous syllabi plus:

- Bouncy walk
- Ball change
- Single paradiddle/paddle

### 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

- a) Amalgamation

### The Freeze

There is no Dance requirement.

### Bow

## ASSESSMENT

### MARK SCHEME – PRE PRIMARY AND PRIMARY

Title of component	Marks attainable
<b>TECHNIQUE</b>	
Poise and stance	10
Clarity of beating	10
Precision of footwork	10
Line and co-ordination	10
<b>Section total</b>	<b>40</b>
<b>RHYTHM</b>	

Timing	10
Rhythmic interpretation	10
<b>Section total</b>	<b>20</b>
<b>PRESENTATION, RESPONSE AND KNOWLEDGE</b>	
Response	10
Knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
<b>Section total</b>	<b>40</b>
<b>Total</b>	<b>100</b>

### 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:

<b>Grade</b>	<b>Marks</b>
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 is expected. The vocabulary and rhythm complexity increase 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 to:

- 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;
- gain an understanding of rhythm and its development;
- develop an awareness of the use of space;
- develop an 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 Candidates	3 Candidates	4 Candidates
10 or 15 minutes	20 minutes	25 minutes

## MUSICAL ACCOMPAINMENT

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

## Dress Requirements

Female: Leotard and jazz trousers or tights.

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 or shirt, with trousers of an appropriate fit and length.

Tap shoe fitted with toe and heel taps.

## **BRONZE TAP AWARD**

### **Warm Up**

### **Close Work Time Step**

#### **Amalgamations**

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

- Amalgamation A
- Amalgamation B
- Amalgamation C

#### **Dance**

Not to exceed 1.5 minutes.

## **SILVER TAP AWARD**

### **Warm Up**

### **Close Work Time Step**

#### **Amalgamations**

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

- Amalgamation A
- Amalgamation B
- Amalgamation C

#### **Dance**

Not to exceed 2 minutes.

## **GOLD TAP AWARD**

### **Warm Up**

### **Close Work Time Step**

#### **Amalgamations**

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

- Amalgamation A
- Amalgamation B
- Amalgamation C

#### **Dance**

Not to exceed 2 minutes.

## ASSESSMENT

### MARK SCHEME – BRONZE, SILVER AND GOLD TAP AWARDS

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

### 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. 12½, 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.

### 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 to:

- 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;
- develop an understanding of rhythm;
- promote an appreciation of varying musical styles and their interpretation;
- develop an awareness of the use of space;
- develop an 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.

### 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, available in the medal tests. The emphasis is on co-ordinating the use of the head, body and arms to create a natural style.

### 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**

**TIME ALLOWANCES/NUMBER OF CANDIDATES**

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

<b>1 or 2 Candidates</b>	<b>3 Candidates</b>	<b>4 Candidates</b>
10 or 15 minutes	15 minutes	20 minutes

**MUSICAL ACCOMPAINMENT**

Teachers choice of music on CD/Digital Audio 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   | Drop     |
| Forward Tap   | Heel Tap       | Jump     |
| Toe Tap       | Backward Brush | Ball Dig |
| Ball Tap      | Step           | Heel Dig |
| Heel Beat     | Stamp          |          |
| Toe Beat      | Scuff          |          |
| Ball Beat     | Hop            |          |
| Forward Brush | Spring         |          |

**Two Sounds**

Shuffle  
Tap Step

Flap  
Tap Spring  
Ball Change

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

## 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

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

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

## 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**

All vocabulary from Levels 1, 2 and 3, plus Pick up on one foot and Pick up change.

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

### **LEVEL 5**

1. The Vocabulary
2. Footloose
3. Twister
4. Step in Time
5. Jive at Five
6. Dance teacher's arrangement not to exceed 1.5 minutes.

#### **VOCABULARY**

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

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

### **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 to exceed 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.

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

## **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**

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

#### **VOCABULARY FOR TWENTIES SEQUENCE**

5 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 RAGTIME**

Shuffle Time Steps with pick up change, 5 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. Tacet & 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 TACET AND STOP TIME**

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

#### **VOCABULARY FOR SLOW SWING**

Pick Up Time Step with pick up on one foot, Cutaways.

Candidates will not be asked for free work.

## ASSESSMENT

### MARK SCHEME - ADULT POPULAR TAP TESTS AND MEDALS

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

### 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:

<b>Grade</b>	<b>Marks</b>
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 the use of 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 examination allows candidates to progress to the next level 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 a preparation for a professional training leading to employment as a performer or towards dance teaching qualifications.

### 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:

- to teach correct posture;
- to build a secure Tap technique;
- to develop an awareness of tone;
- to promote the understanding of dance terminology;
- to gain a good sense of line through body, arms and head;
- to gain an understanding of rhythm and its development;
- to develop an appreciation and interpretation of various musical styles;
- to develop spatial awareness;
- to develop an awareness of audience and sense of performance;
- to encourage a sense of self-expression;
- to encourage creative use of rhythm and movement;
- to promote self confidence in the performance of a solo.

## ENTRY CONDITIONS AND GENERAL INFORMATION

### AGE LIMITS

The lower age limit is 6 years for Grade 1. This ensures that the candidate has had sufficient physical development to meet the demands of the syllabus safely.

Children and adults should not be entered in the same set.

### PRIOR LEARNING

The Graded Examinations 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

Set Music is available for Grade 1, 2, 3 and Grade 6. For Grades 4 and 5 music from the suggested play lists should be used.

## 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.

**Male:** Grade 1 - Close fitted t-shirt with shorts or trousers  
Grades 2 - 6 - Close fitted t-shirt or shirt, with trousers.

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

## SYLLABUS

### GRADE 1

#### Vocabulary

##### All steps from previous syllabi plus:

- Tap step
- Heel tap
- Ball dig
- Spring
- Forwards shuffle
- Heel dig
- Flaps to the toe
- Standard flap
- Basic crawl
- Pick up step
- Tap step ball change
- Shuffle ball change
- Sideways crawl (both feet together)

#### Warm Up

- a) Bouncy Warm Up
- b) Close Work Warm up

#### Technical Exercises

- a) Shuffles
- b) Flaps
- c) Close Work Crawl
- d) Paradiddles

#### Rhythm

- a) Accented Eighths &1&2&3\_ &5&6&7\_ &1&2&3\_ &5&6&7&8
- b) Improvisation  
Examiner's choice of music 1 or 2

#### Compound Steps

- a) Rag – Step Heel Beat
- b) Jazz – Pick Up Steps

- c) Boogie – Tap Step Heels and Tap Step Ball Change
- d) Swing - Shuffle Ball Changes
- e) Blues - Ball Changes

### Amalgamations

Teachers choice of:

- a) Boogie or
- b) Reggae

### Dance Composition

Teachers' arrangement not to exceed 1 minute.

### Bow

## GRADE 2

### Vocabulary

All steps from previous syllabi plus:

- Stomp
- Drop
- Side shuffle
- 4 beat cramp roll
- Pick up on 2 feet
- Separated crawl sideways
- Crawl with 1 foot
- Pick up spring
- Pick up hop
- Shuffle hop step
- 4 beat riff
- Single time step
- Double paradiddle/paddle

### Warm Up

- a) Bouncy Warm Up
- b) Close work warm up

### Technical Exercises

- a) Shuffles 'round the side'
- b) 4 Beat Cramp Rolls
- c) Pick Ups on 2 feet
- d) Close Work Crawl
- e) Paradiddles

### Rhythm

- a) Twelfth Notes &a1\_&a3\_&a5&a6&a7\_
- b) Rhythmic Response

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.

### Compound Steps

- a) Celtic – Travelling Pick Ups
- b) Jazz – Shuffles



- c) Percussive – Tap Step Heels
- d) Double Bass – 4 Beat Riffs

### Single Time Steps

#### Turning Step on the diagonal

Taken on both sides

#### Amalgamations

Teachers choice of:

- a) Tacet and Stop Time or
- b) Gershwin

#### Dance Composition

Teachers' arrangement not to exceed 1 minute.

### Bow

## GRADE 3

### Vocabulary

#### All steps from previous syllabi plus:

- Toe flam
- Back shuffle
- 5 beat cramp roll
- 3 beat riff forward
- Pick Up on 1 foot
- Shuffle spring
- Pick up ball change
- Pick up change
- 5 beat riff
- Basic waltz step
- Single waltz step
- Double waltz step
- Double time step

### Warm Up

- a) Bouncy Warm Up
- b) Close Work Warm Up

### Technical Exercises

- a) Shuffles 'round the side'
- b) 5 Beat Cramp Rolls
- c) 3 Beat Riffs
- d) Preparation and Pick Ups on 1 foot
- e) Close Work Crawl
- f) Paddles

### Rhythm

- a)  $\frac{3}{4}$  Even rhythm 1 2 & 3 4 5 & 6 1 & 2 & 3 & 4 & - & 6
- b) 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.

**Compound Steps**

- a) Celtic – Pick Ups and Shuffle Springs
- b) Indian – Pick Up Change
- c) Swing – Riffs
- d) Waltz – Waltz Step

**Turning Step on the diagonal**

Taken on both sides

**Double Time Steps****Amalgamations**

Teachers' choice of:

- a) Beat Box
- b) Percussive  $\frac{3}{4}$

**Dance Composition**

Teachers' arrangement not to exceed 1.5 minutes.

**Bow****GRADE 4****Vocabulary**

All steps from previous syllabi plus:

- Double shuffle
- Flap to toe sideways
- 3 beat riff forwards and backwards
- 3 beat ripple
- Shuffle pick up change
- Pull back
- Bufalino crawl
- Triple time steps

**Warm Up**

- a) Bouncy Warm Up
- b) Close Work Warm Up  $\frac{3}{4}$

**Technical Exercises**

- a) Shuffles
- b) Riffs and Cramp Rolls  $\frac{3}{4}$
- c) Ripples and Shuffle Pick Up Change
- d) Pull Backs
- e) Close Work Crawl
- f) Paddles

**Rhythm**

16<sup>th</sup> Note Improvisation

The Examiner sets first 2 counts of footwork (&a1&&a2). Each candidate dances this, then continues to improvise continuous 16ths across the room to complete 8 counts, showing a rhythmic change on the last 2 counts.

**Turning Step**

Taken on both sides.

Teacher's choice of 1 of the following:

- a) Turning Step A
- b) Turning Step B

**Triple Time Steps****Amalgamations**

Teachers' choice of 2 of the following:

- a) Soft Shoe
- b) Musical Theatre
- c) Funk (formerly known as Urban)

**Dance Composition**

Teachers' arrangement not to exceed 1.5 minutes.

**Bow****GRADE 5****Vocabulary**

All steps from previous syllabi plus:

- 3 beat paddle
- Double shuffle to side
- Flam
- Maxi Ford with toe tap
- 3 beat wing preparation
- 4 beat wing preparation
- Separated crawl with double heel beats
- Toe beat crawl
- Round the sides
- 4 beat ripple
- Single, double and triple pick up time steps
- Sugars
- Basic Shim Sham

Optional:

- Double wings

**Warm Up**

- a) Bouncy Warm Up
- b) Close Work Warm Up

**Technical Exercises**

- a) Shuffles
- b) Wings 5/4
- c) Double Wings (*optional*)
- d) Close Work Crawl
- e) Paddles

**Rhythm**

Unaccompanied rhythmic response. A 2 bar rhythm using 1 full bar of 12<sup>th</sup> notes beginning on the &, (first or second bar) and a bar of unset rhythm given by the examiner which could include syncopation, quarter notes, accented eighths and one missed beat.

**Compound Steps**

- a) Ripples
- b) Pull Backs
- c) Shuffle Pick Up Changes
- d) Maxi Ford

**Turning Sequence**

Taken on both sides

**Time Steps**

- a) Shuffle
- b) Pick Up

**Amalgamations**

Teachers' choice of 2 out of the following:

- a) Beguine
- b) Quick Jazz
- c) Tango
- d) Swing

**Dance Composition**

Teachers' arrangement not to exceed 2 minutes.

**Shim Sham Bow****GRADE 6****Vocabulary**

All steps from previous syllabi plus:

- 4 beat progressive tap
- Criss cross shuffle
- Progressive shuffle
- 4 beat cramp roll change
- Double scuffle
- Twist scuffle
- 5 beat open riff

**Warm Up****Technical Exercises**

- a) Progressive Shuffles
- b) Double Scuffles
- c) Wing Preparations
- d) Riffs

**Rhythm**

Examiner gives a 2 bar free rhythm, using note values up to and including 12<sup>th</sup> notes, syncopation and missed beats.

**Turning Steps**

- a) On the Spot

- b) Travelling on the Diagonal

### Time Steps

Task set by the examiner.

Single, double and triple shuffle time steps breaks and half breaks – straight or turning, starting on 8 or 1 and with the use of dancer's tacet.

### Set Sequence

Candidate's choice of 1 of the following:

- a) Unaccompanied
- b) Alternative Unaccompanied

### Amalgamations

Teachers/Candidate's choice of 1 of the following:

- a) Blues
- b) Boogie

### Dance Composition

Teachers' arrangement not to exceed 2 minutes.

### Bow (or Grade 5 Shim Sham Bow)

## ASSESSMENT

### MARK SCHEME - GRADES 1 AND 2

Title of component	Marks attainable
<b>TECHNIQUE</b>	
Poise and stance	10
Clarity of beating	10
Precision of footwork	10
Line and co-ordination	10
<b>Section Total</b>	<b>40</b>
<b>RHYTHM</b>	
Timing	10
Rhythmic interpretation	10
<b>Section Total</b>	<b>20</b>
<b>PRESENTATION, RESPONSE AND KNOWLEDGE</b>	

Response and knowledge of syllabus	10
Sense of performance	10
Set amalgamations	10
Dance	10
<b>Section Total</b>	<b>40</b>
<b>Total</b>	<b>100</b>

**GRADES 3, 4, 5 AND 6**

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

**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:

<b>Grade</b>	<b>Marks</b>
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 will necessarily demonstrate all of the characteristics listed in every 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;
- 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 training for employment as a dancer, or for 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 vocational graded syllabus should display a sense of self-awareness and be self-motivated in terms of personal development, as distinct from the general graded examinations. A greater degree of personal interpretation is encouraged, and the candidate is expected 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 practising and 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 the demands of the syllabus safely.

### 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.

## ANALYSIS EXAMINATION ADVANCED 1 AND ADVANCED 2

The Examination will commence with a discussion between the Examiner and the Candidate on areas of the syllabus that the candidate cannot physically execute, such as turning at speed, executing elevated steps on one or two feet. The Examiner will ascertain from the candidate relevant exercises that may be required to be demonstrated at a slower speed; or the candidate will be asked to describe the particular analysis of a technical step or quality of movement without music. The counting of a specific rhythmic phrase could be asked for.

Once this has been discussed then the candidate will demonstrate the syllabus as set out in the current Advanced 1 or Advanced 2 Syllabus.

### 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	55 minutes	60 minutes	75 minutes
Advanced 1	75 minutes	75 minutes	90 minutes
Advanced 2	75 minutes	90 minutes	90 minutes
Advanced 1 or Advanced 2 Analysis examinations	75 minutes	Not Applicable	Not Applicable

### MUSICAL ACCOMPANIMENT

For Intermediate teachers are recommended to use the music from the suggested play lists, compiled on CDs and/or any other digital audio equipment.

Set music for Advanced 1 and Advanced 2 to be played on CD or digital audio equipment.

**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.

**Female:** leotard or close fitted t-shirt with trousers.

**Male:** t-shirt or shirt with trousers.

Tap shoes should preferably be hard soled with well fitted taps.

**SYLLABUS****INTERMEDIATE TAP****VOCABULARY**

All steps from previous syllabi plus:

- Stamp
  - Slam
  - Slap
  - Splat
  - Snatch
  - 3 beat shuffles
  - 3 beat criss cross shuffle
  - 3 beat progressive shuffle
  - 3 beat flaps
  - Maxi Ford with step
  - 4 beat cramp roll change turning
  - Shuffle off to Buffalo
  - Double shuffle pick up change
  - Ripple down
  - Shuffle cramp roll 5 beats
  - Standing cramp roll (version 1)
  - Standing Cramp Roll (version 2)
  - 6 beat cramp roll
  - Preparation for undercut shuffle
  - Ripple down
  - 6 beat riff
  - Rhythm turn with shuffle
  - Drum Cramp Roll
  - 3 beat preparation press cramp roll
  - Flams: Inside Flam and Outside Flam
  - Double Tap Step
  - 3 beat pull back
  - Suzie Q
  - Cahito
  - Compass Turn
  - 5 beat Paddle
  - 7 beat riff
  - 11 beat criss cross riff
- Optional:**
- 3 beat wing change
  - Separated wing
  - Slides

**Warm Up****Vocab. Drills**

*All the drills (except optional) are to be learnt by the candidate. Only a selection of the Vocab Drills will be shown at the examination. (Examiner's choice). The candidates will be given the opportunity to show one of the optional Drills if they wish. Alternatively, they can choose one of the compulsory Drills not previously shown.*

- Shuffles
- Riffs
- Cramp Rolls
- Crawls
- Paddles
- Pull Backs
- Pick-up Drill (*Optional*)

- Ripples and Ripple Down
- Shuffle Pick-up Changes
- Shuffle Pick-up on 1 foot
- Maxi-fords
- Wings (*Optional*)
- Slides (*Optional*)
- Turns on the spot
- Turns to side or on diagonal
- Turns In circle

**Technical Sequences**

- Blues
- Up Tempo
- Elevated
- Close Work (straight time)
- Close Work (swing time)

**Interpretive Section**

- Improvisation Drill (*for introduction to full improvisation*)
- Cross Accent exercise
- Light and Shade exercise

**Turning Steps Sequences**

Candidate's/Teacher's choice of one from the 2 sequences:

- First Turning Sequence (Elevated)
- Second Turning Sequence (Close Work)

**Time Steps**

Candidate's/Teacher's choice of 2 from the 3 Time Step sequences:

- Rhythm Time Step
- Travelling Time Step
- Preparation Wing Time Step

**Dance Sequence**

Both sequences to be demonstrated:

- Theatre Tap
- Commercial Tap

**Dance Composition**

Not to exceed 2 minutes duration.

**Shim Sham Bow**

Set arrangement

## 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

### Warm Up

#### Technical Exercises

- Shuffles and progressive Taps
- Riffs
- Shuffle, pick-up change and pull-back
- Turning step with Maxi Ford
- Turning step (Close work)
- Suzie Q

#### Time Steps

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

#### Rhythm Section

- Rhythmic response (as set in the syllabus specification)
- 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)

#### Dance Sequences

Both sequences to be demonstrated:

- Blues
- Quick Jazz

#### Free Work

Examiner's choice of free work from the various sections; to include vocabulary up to and including Advanced 1.

#### Dance

Not to exceed 2 minutes.

#### Bow

## ADVANCED 2

### VOCABULARY

All steps from previous syllabi plus:

- Single, double, triple and double triple cramp roll time steps
- Syncopated shuffle pick-up change
- Open and closed pull backs
- Eddie's riff
- Eddie's travel
- Rattle (Basic, progressive and double toe tap rattle)
- 4 beat press cramp roll
- Back travel
- Side travel

### Warm Up

#### Technical Exercises

- Shuffle pick-up change and pull backs
- Wings or ripples turning
- Close-work Sequence

#### Rhythm Section

- Set rhythmic response
- Improvisation

#### Set Amalgamations (both compulsory)

- Turning sequence
- Spanish waltz

#### Dance Sequences

Candidate's choice of 2:

- The Blues
- Quick Jazz
- Seven Four
- Rag Time

#### Free Amalgamations

Set by the examiner

#### Dance

Not to exceed 2 minutes.

#### Bow

**ASSESSMENT****MARK SCHEME – INTERMEDIATE, ADVANCED 1 AND ADVANCED 2**

<b>Title of component</b>	<b>Marks attainable</b>
<b>TECHNIQUE</b>	
Clarity of beating	10
Timing and rhythm	10
Rhythmic interpretation and tonal quality	10
Weight distribution	10
Precision and alignment of footwork	10
<b>Section Total</b>	<b>50</b>
<b>PRESENTATION</b>	
Response and knowledge	10
Style	10
Sense of performance	10
Dance Sequences	10
Dance(s)	10
<b>Section Total</b>	<b>50</b>
<b>Total</b>	<b>100</b>

**MARK SCHEME – ADVANCED 1 AND ADVANCED 2 ANALYSIS EXAMINATION**

<b>Title of component</b>	<b>Marks attainable</b>
<b>TECHNIQUE</b>	
Clarity of beating	10
Demonstration or analysis of timing and rhythm	10
Demonstration or analysis of rhythmic interpretation and tonal quality	10
Weight distribution	10
Demonstration or analysis of precision and alignment of footwork	10
<b>Section Total</b>	<b>50</b>

<b>PRESENTATION</b>	
Response/communication and knowledge of syllabus	10
Demonstration or analysis of style	10
Sense of performance	10
Demonstration of - or demonstration and analysis of Dance Sequences	10
Dance(s)	10
<b>Section Total</b>	<b>50</b>
<b>Total</b>	<b>100</b>

### METHOD OF ASSESSMENT

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

The examination is divided into 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, 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;
- an intuitive musicality and highly developed sense of rhythm, showing clarity of beating, secure timing and with a sensitive response to music and phrasing.

## PROFESSIONAL TEACHING QUALIFICATIONS IN EUROPE

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

**Level 4 Diploma in Dance Education (DDE)**

**Level 6 Diploma in Dance Pedagogy (DDP)**

### DIPLOMA IN DANCE EDUCATION: UNIT 4

#### REQUIREMENTS FOR ENTRY

Candidates must:

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

#### TIME ALLOWANCE

Duration of examination: 2 hours, candidates to be examined singly.

The candidate should prepare the ISTD set syllabus from Primary through to Intermediate:

- Primary to Grade 5 complete;
- A selection from Grade 6 and Intermediate (*listed below*);
- Set Amalgamations (*listed below*);
- Pre-choreographed Dances (*listed below*).

#### GRADE 6

- Technical exercises: ALL  
(Progressive Shuffles, Double Scuffles, Wing Preparation, Riffs)
- Free Rhythm
- Turning Step – candidate's choice of one
- Free Time Step

#### INTERMEDIATE

- Drills Content and All Vocabulary  
(*all technical content of drills; **not** the settings and **not** including the optional drills*)
- 5 Technical Sequences (on one side only)
- Turning Sequence (candidate's choice of one)
- Time Steps (Candidate's choice of one)
- Interpretive Section (not the settings but the understanding of the content)

The candidate is examined on:

- the ISTD Tap Graded set syllabi – Primary to Intermediate (*as listed above*)
- the technical and artistic quality of own performance.

The candidate is asked to demonstrate and discuss, from a teaching perspective based on practical experience, the following:

- the development of Tap technique included in the Graded syllabi up to and including Grade 6 and Intermediate;
- the development and application of rhythm;
- analysis of the correct stance and weight distribution;
- knowledge of the structure of the body and its movement limitations;

- common physical difficulties, their causes and methods of correction;
- unset arrangements, with suitable style, reflecting the students' physical and cognitive development.

The candidate is required to demonstrate:

- musicality/rhythm in own performance;
- the ability to count any exercise rhythmically, showing the correct tempo;
- knowledge of various types of music;
- the ability to select music suitable for unset arrangements.

### SET AMALGAMATIONS

Candidate's choice of 2 contrasting amalgamations/sequences

- One from Grade 4 or 5
- One from Grade 6 or Intermediate

*(In the grades they are called Amalgamations and in Intermediate they are called Dance Sequences)*

### PRE-CHOREOGRAPHED DANCES

The performance of two dances:

- Grade 2 (maximum of 1 minute) or Grade 3 (maximum of 1.5 minutes)
- Intermediate (no longer than 2 minutes)

The candidate will be asked to discuss the dances with regard to inspiration and music choice. The dances should be rhythmic, show suitability for the required level, structure, and spatial awareness.

### DRESS REQUIREMENTS

Fitted clothing should be worn to allow clear visibility of body, leg and arm shape and line. Trousers should not be too long or excessively wide as this could create a hazard to footwork. Tap shoes should be of a suitable heel height for the candidate and fitted with toe and heel taps.

### MARK SCHEME – DIPLOMA IN DANCE EDUCATION: UNIT 4

Title of component	Marks attainable
Knowledge of the content of the relevant Graded and Intermediate syllabi	20
Analysis and understanding of movement vocabulary	30
Technical accuracy of demonstration	20
Musicality, artistic expression and style of demonstration	20
Understanding the purpose and/or development of movements	20
Suitability of content and style of technical training exercises and free amalgamations	20
Identification of common faults and their correction	20
Appropriate use of language, communication and presentation skills required to engage and motivate students.	20

Understanding of stages of physical and cognitive development in relation to movement	20
Application of an appropriate range of methods of teaching	20
Understanding and application of safe dance practice and biomechanics in relation to movement	20
Rhythmic and musical analysis in relation to movement.	20
Selection and use of accompaniment.	20
Creative approaches to pre-arranged choreography and stylistically appropriate performance.	30
<b>Total</b>	<b>300</b>

50% must be gained in each component to achieve an Awarded result

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

Awarded	195+ marks
Not Awarded	0-194 marks

# PROFESSIONAL TEACHING QUALIFICATIONS 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:

- to have knowledge of all the relevant set syllabus exercises;
- to demonstrate the understanding of correct posture and its application;
- to demonstrate 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;
- to demonstrate 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;
- to develop the creative use of rhythm;
- to show an appreciation and application of tone;
- to demonstrate the understanding and application of dynamics;
- to be able to arrange creative sequences of movement;
- to develop choreographic skills.

## ENTRY CONDITIONS AND GENERAL INFORMATION

### MUSICAL ACCOMPANIMENT

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.

### 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:
  - 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 from Grade 1 through to Grade 6 and Intermediate,

- 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;
  
- Be able to arrange and demonstrate free amalgamations at varying levels up to and including Intermediate;
- Be able to arrange and perform dance compositions:
  - Suitable for Grade 1 level, maximum of 1 minute;
  - Suitable for Grade 3 level, maximum of 1 minute;
  - Suitable for any of the vocational levels, maximum of 2 minutes.

Candidates will select and provide their own choice of music in the examination and may also be provided with additional music input from the examiner.

Candidates are examined individually by 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, which cover teaching knowledge and a creative approach to the syllabus. The candidate is expected to show an ability to communicate clearly and competently, with both the examiner and the music operator, in a manner suitable for Tap dance training, both physically and verbally.

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

**MARK SCHEME – ASSOCIATE**

<b>TITLE OF COMPONENT</b>	<b>MARKS ATTAINABLE</b>
Manner and presentation	10
Knowledge of content and development of syllabus	30
Analysis and understanding of technique	30
Methods of teaching	20
Understanding and execution of rhythmic development	20
Technical accuracy of demonstration	10
Tonal quality of demonstration	10
Artistry and style	20
Free arrangements and musical appreciation	20
Set Amalgamations	10
Choreographed dances	20
<b>Total</b>	<b>200</b>

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

## 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.

### MUSICAL ACCOMPANIMENT

CD or any digital audio equipment is permitted

### REQUIREMENTS FOR ENTRY

Candidates must:

- have reached the age of 21 years
- 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:

- Candidate's 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, from 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.

**MARK SCHEME**

<b>TITLE OF COMPONENT</b>	<b>MARKS ATTAINABLE</b>
Teaching and Coaching Skills	60
Effective Observation and Correction	40
Appropriate Choice of Material	40
Creativity	40
Suitable Choice of Accompaniment	20
<b>TOTAL</b>	<b>200</b>

**ASSESSMENT**

Candidates are examined individually by 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.

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 AND minimum 50% marks in all five components
Not Awarded	0-129 marks OR less than 50% marks in any single component



# 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 dancers at an appropriate level and standard. For Grade 5 or Grade 6 a maximum of 6 dancers and a minimum of 4 are required. (*3 dancers only would invalidate the examination*). For Intermediate or Advanced 1, a maximum of 4 dancers and a minimum of 3 are required. (*2 dancers only would invalidate the examination*). The candidate must operate the sound system. Dance students names must be provided to the ISTD at the time of examination application.

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.

For Section 2 - candidates taking the Licentiate examination outside the UK should provide a CD/digital/music operator. At ISTD HQ an operator will be provided. At regional centres candidates should check this provision with the centre organiser.

### PRIOR LEARNING

Candidates must have:

- have passed the Advanced 1 in Tap Dance
- hold the Associate Diploma, the Certificate in Dance Education, or the Diploma in Dance Education qualifications in the Tap Dance Faculty

### 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 tacet 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 one examiner.

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

#### MARK SCHEME - LICENTIATE

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
<b>Total</b>	<b>200</b>

50% must be gained in each component to achieve an Awarded result.

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

## 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

The ISTD will arrange up to 2 or 3 students for the class for Section 1 (*1 student only invalidates the examination*). The Fellowship examinations are to be taken at the London Centre for both UK and International candidates.

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

### PRIOR LEARNING

Candidates must:

- have passed the Advanced 2 in Tap Dance
- hold the Licentiate qualification

### TIME ALLOWANCE

Duration of Examination: 2 hours 45 minutes.

## ASSESSMENT

### Section 1

The candidate will take a free class at above Advanced 2 level.  
Duration 1 hour and 15 minutes

### Section 2

The candidate will demonstrate and explain:

- theoretical knowledge and practical demonstration of work up to and including Advanced 2 level;
- candidate's choice of 2 of the Advanced 2 set Dance Sequences;
- how the syllabus can be adapted to individual requirements;
- respond to a short free rhythmic pattern;
- arrange amalgamations at any level showing suitability of rhythmic content and style; and be prepared to improvise, if requested.

### Prepared Dance Compositions

Two choreographed dance arrangements in contrasting styles - which may be performed by own pupil or student:

- Dance arrangement at Grade 6 level (maximum of 2 minutes)
- 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.

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

#### MARK SCHEME - FELLOWSHIP

<b>Title of component</b>	<b>Marks attainable</b>
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
<b>Total</b>	<b>200</b>

50% must be gained in each component to achieve an Awarded result

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

## 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 Education, 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, e.g. 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 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