



Specification

for *Discovering Repertoire* examinations and class awards

This document is valid from 1 January 2018 to 31 December 2018 (or until further notice).

It should be read in conjunction with the main *Specifications* document, incorporating **information, rules and regulations** about examinations, class awards, solo performance awards, presentation classes and demonstration classes offered by the Royal Academy of Dance

The Royal Academy of Dance (RAD) is an international teacher education and awarding organisation for dance. Established in 1920 as the Association of Operatic Dancing of Great Britain, it was granted a Royal Charter in 1936 and renamed the Royal Academy of Dancing. In 1999 it became the Royal Academy of Dance.

Vision

Leading the world in dance education and training, the Royal Academy of Dance is recognised internationally for the highest standards of teaching and learning. As the professional membership body for dance teachers it inspires and empowers dance teachers and students, members, and staff to make innovative, artistic and lasting contributions to dance and dance education throughout the world.

Mission

To promote and enhance knowledge, understanding and practice of dance internationally by educating and training teachers and students and by providing examinations to reward achievement, so preserving the rich, artistic and educational value of dance for future generations.

We will:

- communicate openly
- collaborate within and beyond the organisation
- act with integrity and professionalism
- deliver quality and excellence
- celebrate diversity and work inclusively
- act as advocates for dance.

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Section I: Introduction

What is ‘Discovering Repertoire’?

Discovering Repertoire: a classical ballet performance programme is an innovative new concept in training and assessment from the RAD. Suitable for students from ages 12 through to adult, the three levels cater for those with some prior ballet experience (1-2 years of study, equivalent to Grade 2/3) through to those of a more advanced standard (upper grades / vocational grades). Uniquely, it includes well-known classical repertoire, meaning that students will learn and dance choreography that they have seen on stage, set to music that they know and love.

Learners have the option of taking regulated examinations recognised at the following levels on the UK qualifications framework:

- Level 2 (equivalent to Grade 5 / Intermediate Foundation standard)
- Level 3 (equivalent to Grades 6-8 / Intermediate & Advanced Foundation standard)
- Level 4 (equivalent to Advanced 1 & 2 standard)

The variations studied are taken from the following ballets:

- Level 2: *Coppélia*, *Giselle*
- Level 3: *The Sleeping Beauty*, *Paquita*
- Level 4: *Swan Lake*, *The Nutcracker*

The variation choreography is tailored to the different levels.

Flexible, modular learning and assessment

The programme is based on modular assessment, to enable students to learn at their own pace. Each level is broken down into three units of manageable size:

- Unit: Class (barre and centre)
- Unit: Variation 1 (development exercises and Variation 1)
- Unit: Variation 2 (development exercises and Variation 2)

To promote a sense of achievement and progression, students will be awarded a certificate for completing each unit, while those successfully completing all three units will achieve a qualification at the corresponding level.

Female students can decide whether or not to dance *en pointe* for the Units: Variation 1 and Variation 2, giving greater flexibility in how the work is approached and executed. No additional marks are awarded for use of pointe (ie. full marks are achievable without using pointe).

What did the trials show?

There was a fantastic response from volunteers to trial the new work as it was being developed (over 300 responses from teachers worldwide). In total, 150 teachers from 28 countries have been involved, and the feedback has been constructive and overwhelmingly positive. 'Creative', 'challenging' and 'inspiring' were among the commonly held views. This feedback has led to much greater definition of the target audience and the levels at which the material is pitched.

Who will *Discovering Repertoire* appeal to?

The social, health and wellbeing benefits of dance are well documented across all age groups. Along with increasing the accessibility of dance for all, the modular structure of *Discovering Repertoire* offers an inclusive and flexible opportunity suitable for a wide range of abilities and ages – but most importantly it will make real the aspiration of many to dance classical ballets such as *Giselle* and *Swan Lake*.

Alternative for vocational and non-vocational students

Discovering Repertoire will give teachers multiple ways in which to grow or extend their business. It will extend the interest of students who otherwise might stop dancing once they realise that ballet is not going to be their vocation by giving them a fun, creative and less time consuming option to compliment the RAD's graded and vocational syllabus. For vocational students, the modular approach provides an opportunity to enhance and refine technical skills in the class module and gain strength if preparing the Development Exercises and Variations on pointe.

Challenging and engaging adults

Adults of all ages are coming back to ballet: for fitness, for social reasons, or because they have rediscovered their passion by seeing their children dance. Our research also shows that adults want to be challenged, to progress, and to feel a sense of achievement. *Discovering Repertoire* will deliver this satisfaction, enabling them to learn and dance the ballet repertoire that they know and love, and be assessed in smaller, more manageable and less intimidating units of work.

Overview of provision

Level	No. of candidates	Age?	What?	Assessed?	Outcome?
Examinations					
Levels 2, 3 and 4	1-4	12+	any unit(s) in its entirety	assessed by the examiner, based on criteria outlined in Section 4	successful candidates receive a result form and a certificate for each unit. If all three units are passed, candidates receive a qualification certificate
Class awards					
Levels 2, 3 and 4	1-8	12+	any unit(s) in its entirety, led by the teacher or examiner (teacher's choice)	assessed by the examiner (a broad indication of standard rather than a detailed breakdown)	successful candidates receive an assessment report and a certificate for each unit

Candidates may take more than one unit at one sitting, but each unit is examined separately.

Section 2: Preparing for entry

Minimum ages

The RAD has set minimum ages for exams to ensure safe dance practice and maximise achievement.

Candidates **must** have reached the minimum age by the local cut-off date for the session. Contact your local office for more details.

Exam / level	Minimum age
<i>Discovering Repertoire</i> Levels 2, 3 and 4	12

There are no *maximum* age limits for any exams.

Pre-requisites

There are no pre-requisites for *Discovering Repertoire* exams or class awards.

Sets

Candidates should be grouped in sets according to the tables in the *Timings* section below.

Male and female candidates are examined together.

Within sets, candidates should be prepared to dance solo and in combinations as in the exam content tables (see Section 4).

Exam studios (AECs)

For *Discovering Repertoire* exams and class awards the recommended minimum size is **100m²**, although **169m²** is considered ideal. If the performing space is rectangular the length of the short walls should be no less than 9m.

Class awards

For *Discovering Repertoire*, the examiner or the teacher conducts the class (teacher's choice).

For class awards with 5-8 candidates, additional barres may be used to ensure candidates have enough performance space.

Timings

Examinations	Number of candidates	Timing (minutes)	Class awards	Number of candidates / participants	Timing (minutes)
<i>Discovering Repertoire</i> Level 2 Unit: Class	1	20	<i>Discovering Repertoire</i> Level 2 Unit: Class	1 - 2	25
	2	25		3 - 4	35
	3	30		5 - 6	40
	4	35		7 - 8	45
<i>Discovering Repertoire</i> Level 2 Unit: Variation 1	1	15	<i>Discovering Repertoire</i> Level 2 Unit: Variation 1	1 - 2	20
	2	20		3 - 4	35
	3	25		5 - 6	50
	4	35		7 - 8	60
<i>Discovering Repertoire</i> Level 2 Unit: Variation 2	1	15	<i>Discovering Repertoire</i> Level 2 Unit: Variation 2	1 - 2	20
	2	20		3 - 4	35
	3	25		5 - 6	50
	4	35		7 - 8	60
<i>Discovering Repertoire</i> Level 3 Unit: Class	1	20	<i>Discovering Repertoire</i> Level 3 Unit: Class	1 - 2	25
	2	25		3 - 4	35
	3	30		5 - 6	40
	4	35		7 - 8	45
<i>Discovering Repertoire</i> Level 3 Unit: Variation 1	1	15	<i>Discovering Repertoire</i> Level 3 Unit: Variation 1	1 - 2	20
	2	20		3 - 4	35
	3	25		5 - 6	50
	4	35		7 - 8	60
<i>Discovering Repertoire</i> Level 3 Unit: Variation 2	1	15	<i>Discovering Repertoire</i> Level 3 Unit: Variation 2	1 - 2	20
	2	20		3 - 4	35
	3	25		5 - 6	50
	4	35		7 - 8	60
<i>Discovering Repertoire</i> Level 4 Unit: Class	1	20	<i>Discovering Repertoire</i> Level 4 Unit: Class	1 - 2	25
	2	25		3 - 4	35
	3	30		5 - 6	40
	4	35		7 - 8	45
<i>Discovering Repertoire</i> Level 4 Unit: Variation 1	1	15	<i>Discovering Repertoire</i> Level 4 Unit: Variation 1	1 - 2	20
	2	20		3 - 4	35
	3	25		5 - 6	50
	4	35		7 - 8	60
<i>Discovering Repertoire</i> Level 4 Unit: Variation 2	1	15	<i>Discovering Repertoire</i> Level 4 Unit: Variation 2	1 - 2	20
	2	20		3 - 4	35
	3	25		5 - 6	50
	4	35		7 - 8	60

Music

Exam type / level	Piano	CD	Combination – recorded and pianist – teacher's choice	Notes
Discovering Repertoire Levels 2, 3 and 4	✓	✓	Unit: Class and Units: Variation 1 & Variation 2 (development exercises only) may be performed to CD or piano.	the variations and variation révérences in Units: Variations 1 & 2 are performed to the CD; the rest of the exam and Unit: Class may be performed to CD or piano.

Uniform and presentation

Female

Levels	Leotard	Colours	Skirt	Tights	Shoes
Levels 2, 3 and 4	capped sleeve scooped neck or camisole leotard	black, burgundy	Optional asymmetrical knee length chiffon skirt to match leotard. For Variations at all levels, a romantic or classical tutu in white or black with / or without decorative ribbons may be worn.	pink / flesh coloured tights	pink / flesh coloured (to tone with tights) soft ballet shoes in satin, canvas or leather with pink / flesh coloured elastic / ribbons may be worn for all units. Pointe shoes or soft pointe shoes may be worn for Units: Variation 1 and Variation 2 (satin pink or flesh coloured with ribbons). Split sole shoes are permitted.

Male

Levels	T-shirt/ leotard	Colours	Socks	Tights	Shoes
Levels 2, 3 and 4	short sleeved leotard or well fitted t-shirt	white t-shirt / white, navy or black leotard	short white socks (with grey or navy tights) or black socks (with black tights)	grey, navy or black stirrup tights	white or black ballet shoes in canvas or leather with matching elastic and socks

A romantic or classical tutu may be worn for the variations at each level.

Props

The prop shown below is *required* for the exercise and variation shown:

Level	Exercise / dance	Prop
Level 2	Variation 1 (female): <i>Coppélia</i> (Spanish)	Fan

Section 3: Resources

Printed syllabus books, printed music books, CDs and DVDs

For more details, or to purchase, visit our online shop:

UK (and all countries except those below)	www.radenterprises.co.uk/rad-syllabus
Australia	www.rad.org.au/more/shopping
Canada	shop.radcanada.org
New Zealand	www.rad.org.nz/shopping
South Africa	www.radshop.co.za
USA	www.radusa.org/shop
China and Hong Kong	Contact local office

Digital syllabus resources

Video app (same content as DVD)	www.radenterprises.co.uk/rad-video-applications
iBooks for Apple	www.radenterprises.co.uk/rad-syllabus/ebooks-apple-ios
eBooks for Android	www.radenterprises.co.uk/syllabus/ebooks

Uniform, props etc.

Uniform	www.radenterprises.co.uk/rad-examination-wear
Props	www.radenterprises.co.uk/rad-examination-wear/props-accessories
Exam numbers	www.radenterprises.co.uk/rad-examination-wear/exam-badges

Stock is also available at the RAD shop – 36 Battersea Square, London, SW11 3RA; tel: +44 (0)207 326 8080 – or contact your local office for information on your nearest stockist.

For teachers who sell uniform to students through their schools, RAD recommended uniform is available to Registered Teachers at a 30% discount through the RADE Uniform Direct promotion from Freed of London – www.radefreed.com

The RAD works in collaboration with the following licenced suppliers who are authorised to manufacture and sell RAD approved exam wear bearing the RAD logo through various stockists:

Bloch®	
Freed of London	
International Dance Supplies®	
Mondor	
Little Ballerina	

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RAD style uniform without our logo has not been approved by RAD.

Section 4: Content

Overview

Type	Class awards
Level(s)	Levels 2, 3, 4
Title(s)	<i>Discovering Repertoire</i> Level 2 (Units: Class, Variation 1, Variation 2) <i>Discovering Repertoire</i> Level 3 (Units: Class, Variation 1, Variation 2) <i>Discovering Repertoire</i> Level 4 (Units: Class, Variation 1, Variation 2)
No of candidates	1 - 8
Minimum age	12
Timings	See <i>Timings</i> section above (p19)
Assessed?	Yes, a broad indication of standard rather than a detailed breakdown
Outcome	Assessment report and certificate for each unit
Regulated?	No, class awards are not regulated qualifications

Type	Examination
Level(s)	Levels 2, 3, 4
Title(s)	RAD Level 2 Certificate in Classical Ballet Repertoire (Units: Class, Variation 1, Variation 2) RAD Level 3 Certificate in Classical Ballet Repertoire (Units: Class, Variation 1, Variation 2) RAD Level 4 Certificate in Classical Ballet Repertoire (Units: Class, Variation 1, Variation 2)
No of candidates	1 - 4
Minimum age	12
Timings	See <i>Timings</i> section above (p19)
Assessed?	Yes, as per marking criteria
Outcome	Result form and certificate for each unit. On completion of all three units in a level, a qualification certificate is issued.
Regulated?	Yes, Levels 2, 3 and 4 are qualifications regulated in England, Wales and Northern Ireland.

Level 2: Unit – Class

Exam and class award content & format (female/male)

Content	Format (with four candidates)
Barre	
Warm-up	all together
Pliés	
Battements tendus	
Battements glissés	
Preparation for ronds de jambe à terre	all together, twice through
Battements fondus	
Adage	all together
Grands battements	
Centre	
Port de bras	two by two (3 candidates 2 + 1)
Centre practice	
Adage	
Allegro 1	
Allegro 2	
Allegro 3	one at a time
Class révérence	all together

Level 2: Unit – Variation I

Exam and class award content & format (female)

Content	Format (with four candidates)
Development exercises	
A: Transfer of weight	two at a time (3 candidates 2 + 1)
B: Port de bras	
C: Port de bras with temps levé	
D: Walks	
E: Balancés	
F: Posés in attitude	one at a time
G: Chaînés	
H: Swivel turns	
Variation I female: Coppélia Act II (Spanish)	one at a time
Coppélia révérence	all together

Level 2: Unit – Variation 1

Exam and class award content & format (male)

Content	Format (with four candidates)
Development exercises	
A: Retirés passés derrière	two at a time (3 candidates 2 + 1)
B: Kneel and développé	
C: Développé relevé	
D: Sissonnes	
E: Balancés	
F: Temps levé in 2nd	
G: Tours en l'air	
H: Posé temps levé	
Variation 1 male: Coppélia Act I (Franz)	one at a time
Coppélia révérence	all together

Level 2: Unit – Variation 2

Exam and class award content & format (female)

Content	Format (with four candidates)
Development exercises	
A: Posés en diagonale	two at a time (3 candidates 2 + 1)
B: Posés en tournant en diagonale	
C: Sissonnes relevées	
D: Posés in attitude	
E: Sissonnes ordinaires	
F: Petits jetés en tournant	
G: Sauts de basque	
H: Cabriole devant	
Variation 2 female: Giselle Act I (Peasant pas de deux)	one at a time
Giselle révérence	all together

Level 2: Unit – Variation 2

Exam and class award content & format (male)

Content	Format (with four candidates)
Development exercises	
A: Tours en l'air	two at a time (3 candidates 2 + 1)
B: Tours en l'air to kneel	
C: Grand jeté en avant	
D: Glissade and jeté ordinaire	one at a time
E: Sissonne fermée dessus	
F: Temps levé and grand jeté en avant	
G: Demi-contretemps and fouetté sauté	
H: Assemblés en avant	one at a time
Variation 2 male: Giselle Act I (Peasant pas de deux)	
Giselle révérence	all together

Level 3: Unit – Class

Exam and class award content & format (female/male)

Content	Format (with four candidates)
Barre	
Warm-up	all together
Pliés	
Battements tendus	
Battements glissés	
Ronds de jambe à terre	
Battements fondus	
Preparation for batterie	
Adage (female/male)	
Grands battements	
Centre	
Port de bras (female/male)	two at a time (3 candidates 2 + 1)
Centre practice	
Adage	
Allegro 1	
Allegro 2	
Allegro 3	one at a time
Class révérence	all together

Level 3: Unit – Variation I

Exam and class award content & format (female)

Content	Format (with four candidates)
Development exercises	
A: Battement to 2nd and courus	two at a time (3 candidates 2 + 1)
B: Fouetté à terre	
C: Posés in attitude	
D: Échappés relevés	
E: Courus de côté	
F: Chaînés	
G: Posé pirouettes en dedans	one at a time
H: Posé to arabesque and kneel	
Variation I female: <i>The Sleeping Beauty</i> Act III (Princess Florine)	one at a time
<i>The Sleeping Beauty</i> révérence	all together

Level 3: Unit – Variation I

Exam and class award content & format (male)

Content	Format (with four candidates)
Development exercises	
A: Jeté passé devant	two at a time (3 candidates 2 + 1)
B: Assemblé en avant	
C: Posé pirouettes en dehors	
D: Tours en l'air	
E: Demi-grand rond de jambe	
F: Posé to attitude	
G: Sissonne en avant in attitude	
H: Preparation for pirouette and kneel	
Variation I male: <i>The Sleeping Beauty</i> Act II (Prince Désiré)	one at a time
<i>The Sleeping Beauty</i> révérence	all together

Level 3: Unit – Variation 2

Exam and class award content & format (female)

Content	Format (with four candidates)
Development exercises	
A: Relevé in attitude devant	two at a time (3 candidates 2 + 1)
B: Développé to 2nd with temps levé	
C: Cabriole and pirouette preparation	
D: Pirouettes en dehors	
E: Cabriole and balancé en tournant	one at a time
F: Posé to attitude	two at a time (3 candidates 2 + 1)
G: Preparation for jeté élancé	
H: Temps levé in arabesque and pirouettes en dehors	one at a time
Variation 2 female: Paquita (Pas de trois)	one at a time
Paquita révérence	all together

Level 3: Unit – Variation 2

Exam and class award content & format (male)

Content	Format (with four candidates)
Development exercises:	
A: Temps de flèche	one at a time
B: Grand jeté in attitude	two at a time (3 candidates 2 + 1)
C: Temps levé en tournant	one at a time
D: Pirouettes	two at a time (3 candidates 2 + 1)
E: Balancés	one at a time
F: Pas de bourrée and changement	
G: Sissonne ordinaire to 4th en fondu	
H: Sissonne ordinaire to kneel	
Variation 2 male: Paquita	one at a time
Paquita révérence	all together

Level 4: Unit – Class

Exam and class award content & format (male/female)

Content	Format (with four candidates)
Barre	
Warm-up	all together
Pliés	
Battements tendus	
Battements glissés	
Ronds de jambe à terre	
Battements fondus	
Battements frappés and petits battements	
Adage (female/male)	
Grands battements	
Centre	
Port de bras (female/male)	two at a time (3 candidates 2 + 1)
Centre practice	
Adage (female/male)	
Allegro 1	
Allegro 2	
Allegro 3	one at a time
Class révérence	all together

Level 4: Unit – Variation I

Exam and class award content & format (female)

Content	Format (with four candidates)
Development exercises	
A: Port de bras	two at a time (3 candidates 2 + 1)
B: Rond de jambe en l'air	
C: Développé passé to arabesque	
D: Posé to attitude	
E: Posé to arabesque	
F: Sissonnes	
G: Posé pirouettes en dehors	one at a time
H: Cœurs en tournant	two at a time (3 candidates 2 + 1)
Variation I female: Swan Lake Act II (Odette)	one at a time
Swan Lake révérence	all together

Level 4: Unit - Variation I

Exam and class award content & format (male)

Content	Format (with four candidates)
Development exercises:	
A: Saut de basque	one at a time
B: Grand jeté en tournant	
C: Relevé in attitude	two at a time (3 candidates 2 + 1)
D: Sauté in 2nd	
E: Grands jetés en avant	one at a time
F: Assemblé and relevé in 5th	two at a time (3 candidates 2 + 1)
G: Pirouettes	
H: Tours en l'air	
Variation I male: <i>Swan Lake</i> Act III (Prince Siegfried)	one at a time
<i>Swan Lake</i> révérence	all together

Level 4: Unit – Variation 2

Exam and class award content & format (female)

Content	Format (with four candidates)
Development exercises	
A: Relevés passés derrière	two at a time (3 candidates 2 + 1)
B: Pas de chat and détourné	
C: Cœurs and petits battements battus	
D: Posés to cou-de-pied	
E: Pas de basque	
F: Dégagés and cœurs	
G: Posés passés	
H: Posés to arabesque and retiré devant	
Variation 2 female: <i>The Nutcracker</i> Act II (Sugar Plum Fairy)	one at a time
<i>The Nutcracker</i> révérence	all together

Level 4: Unit – Variation 2

Exam and class award content & format (male)

Content	Format (with four candidates)
Development exercises:	
A: Pirouettes	two at a time (3 candidates 2 + 1)
B: Chassés	
C: Détourné and changements	
D: Pas de bourrée and tour en l'air	
E: Chassé and assemblé	
F: Cabrioles	
G: Jeté élané	one at a time
H: Assemblés en tournant	
Variation 2 male: <i>The Nutcracker Act II (Nutcracker Prince)</i>	one at a time
<i>The Nutcracker</i> révérence	all together

Further information:

Révérence (all levels and units): The music is set and choreography is free arrangement.

Pointe: Pointe work is optional for females for units: Variation 1 & Variation 2 at all levels. If the variation is performed en pointe, all development exercises must also be performed en pointe. No additional marks are awarded for use of pointe (ie. full marks are achievable without using pointe).

Section 5: Learning outcomes and assessment criteria

Learning outcomes describe what a learner should know, understand or be able to do on completion of a learning process, defined in terms of knowledge, skills and competence.

Assessment criteria specify the standard a learner is expected to meet in order to demonstrate that the learning outcomes have been achieved.

Exams

Level 2 (Unit: Class)

Learning outcomes The learner will:	Assessment criteria The learner can:
<ul style="list-style-type: none"> be able to perform moderately demanding exercises and movement sequences in 'class' format showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a moderately demanding level of choreography
<ul style="list-style-type: none"> be able to perform moderately demanding exercises and movement sequences in 'class' format demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a moderately demanding level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills in moderately demanding exercises and movement sequences in 'class' format 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a moderately demanding level of choreography

Level 2 (Units: Variation 1, Variation 2)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform moderately demanding development exercises and a variation showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a moderately demanding level of choreography
<ul style="list-style-type: none"> be able to perform moderately demanding development exercises and a variation demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a moderately demanding level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills through the performance of moderately demanding development exercises and a variation 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a moderately demanding level of choreography

Level 3 (Unit: Class)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform more demanding exercises and movement sequences in 'class' format showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a more demanding level of choreography
<ul style="list-style-type: none"> be able to perform more demanding exercises and movement sequences in 'class' format demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a more demanding level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills in more demanding exercises and movement sequences in 'class' format 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a more demanding level of choreography

Level 3 (Units: Variation 1, Variation 2)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform more demanding development exercises and a variation showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a more demanding level of choreography
<ul style="list-style-type: none"> be able to perform more demanding development exercises and a variation demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a more demanding level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills through the performance of more demanding development exercises and a variation 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a more demanding level of choreography

Level 4 (Unit: Class)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform challenging exercises and movement sequences in 'class' format showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a challenging level of choreography
<ul style="list-style-type: none"> be able to perform challenging exercises and movement sequences in 'class' format demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a challenging level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills in challenging exercises and movement sequences in 'class' format 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a challenging level of choreography

Level 4 (Units: Variation 1, Variation 2)

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<ul style="list-style-type: none"> be able to perform challenging development exercises and a variation showing an awareness of secure technique in ballet 	<ul style="list-style-type: none"> demonstrate knowledge of the set content demonstrate technical skills as required by a challenging level of choreography
<ul style="list-style-type: none"> be able to perform challenging development exercises and a variation demonstrating musicality in ballet 	<ul style="list-style-type: none"> demonstrate an ability to dance in time with the music demonstrate an understanding of music including: phrasing, dynamics, atmosphere, accents and dance rhythms as required by a challenging level of choreography
<ul style="list-style-type: none"> be able to demonstrate appropriate performance skills through the performance of challenging development exercises and a variation 	<ul style="list-style-type: none"> demonstrate the use of expression, interpretation and projection communicate effectively with the audience as required by a challenging level of choreography

A candidate who has successfully completed a course of study based on the *Discovering Repertoire* programme will be able to:

Technique

- demonstrate knowledge and understanding of the fundamental and relevant technique required at Regulated Qualifications Framework (RQF) Levels 2, 3 & 4
- demonstrate co-ordination, control and accuracy of line in a range of sequences
- perform with spatial awareness of the body in travelling movements and turning actions
- demonstrate an awareness of the appropriate dynamic values in the performance of the vocabulary.

Music

- perform with correct and accurate timing and appropriate response to the music.

Performance

- perform with expression, projection and communication

In the examination, candidates will be assessed on their ability to:

- perform a series of prepared exercises and (for Units: Variation 1 and Variation 2 only) a variation which require the ability to demonstrate secure posture, correct weight placement, co-ordination of the whole body, control, line, spatial awareness and dynamic values as follows:
- dance, throughout the examination, in time to the music and show responsiveness to the music
- dance, throughout the examination, with understanding of interpretation

In progressing through these RQF Levels 2, 3 & 4 qualifications, candidates are expected to demonstrate an increasing vocabulary of steps, and apply awareness and mastery of dance technique to the increasing complexity of the content. Candidates are expected to demonstrate knowledge of vocabulary as defined by the content. An understanding of technique is reflected in the ability to co-ordinate movements to

produce increasingly complex combinations of steps with appropriate quality of movement (i.e. precision and control).

Candidates are required to maintain confidence in performance. They should be able to interpret music and display sensitivity to musical content and style. Candidates' performances should demonstrate spatial awareness and responsiveness to an audience. Candidates should display an understanding of classical ballet repertoire through appropriate performance, show a range of interpretation and mastery of technical skills.

Class awards

The assessment system for class awards is formative in nature rather than summative, and is intended to give broad overview of the candidate's achievement and progress to date as observed by the examiner. Class awards do not provide a specified level of attainment for the candidate and are not qualifications.

Section 6: Assessment

Examinations

The **learning outcomes** and **assessment criteria** detailed above are differentiated across the exam via the following related assessment areas:

- technique
- music
- performance

Technique, music, and performance are assessed using a markscheme which comprises ten component marks (or eight for the Grade 8 exam; 27 for the Solo Seal), applied to the content of the assessment.

Some are applied to one particular section of the exam (e.g. 'Dance A or B', 'waltz enchaînement', or 'barre') while others are generic to a number of sections, as indicated in the markscheme tables below.

The component marks are awarded through the assessment of related elements, as appropriate to each assessment area, which contribute to the skill and ability of the dancer, i.e. co-ordination, control, line, spatial awareness and dynamic values, and where applicable, the specific studies of pointe work for females and allegro for males. All these elements require a sound classical technique incorporating correct posture, weight placement and use of turnout (as appropriate to the genre). Definitions of the terms used are given below.

Candidates are assessed on their ability to:

- perform the prescribed examination content, demonstrating secure posture, correct weight placement, co-ordination of the whole body, control, line, spatial awareness, dynamic values, and (for female candidates in vocational graded exams), the successful execution of movements en pointe
- dance, throughout the examination, in time to the music and show responsiveness to the music
- dance, throughout the examination, with expression, interpretation, communication and projection

Attainment descriptors

In the exam, the examiner awards a mark of between 0 and 10 for each component.

A mark of 1 or higher signifies the standard attained by the candidate with respect to that component. A mark of 0 signifies that no work was shown for the section of the exam relating to that component.

The table below explains the standard which the candidate needs to demonstrate in order to achieve these marks. The descriptors are used generically in examinations and solo performance awards at all levels for technique, music, performance and (where appropriate) recall and accuracy of choreography.

Mark	Descriptor
0	No work was shown
1	The candidate showed an extremely limited ability to achieve the elements assessed
2	The candidate showed a very limited ability to achieve the elements assessed
3	The candidate showed a limited ability to achieve the elements assessed
4	The candidate showed an adequate ability to achieve the elements assessed
5	The candidate showed a fair ability to achieve the elements assessed
6	The candidate showed a fairly good ability to achieve the elements assessed
7	The candidate showed a good ability to achieve the elements assessed
8	The candidate showed a very good ability to achieve the elements assessed
9	The candidate showed an excellent ability to achieve the elements assessed
10	The candidate showed an exceptional ability to achieve the elements assessed

Definitions of terms used in the markschemes

Technique

Term	Definition
Correct posture and weight placement	Secure use of torso (refer to page 8 <i>The Foundations of Classical Ballet Technique</i>) The body weight centred over one or two legs or transferring with ease from one to two legs and two to one leg <i>sur place</i> or in travelling movements
Co-ordination of the whole body	The harmonious relationship of torso, limbs, head and eye focus in movement
Control	Sustained and balanced movements, achieved through strength and correct use of turnout (as appropriate to the genre)
Line	The ability to demonstrate a range of harmonious lines through the whole body
Spatial awareness	Effective use of peripheral space and performance space, also the ability to move through space
Dynamic values	The ability to perform the range of movement dynamics appropriate to each step

Music

Term	Definition
Timing	The steps performed in time with the music, i.e. on the correct beat
Responsiveness to music	The ability to respond to phrasing (musical punctuation), dynamics (volume and musical highlights), atmosphere (the style and mood of the music) and the varying accents and 'shape' of different time signatures and dance rhythms

Performance

Term	Definition
Expression	Expression reflected in face, body and dynamics of the movement
Projection	The ability to project expression, feelings and emotions to an audience
Interpretation	Dancing with understanding and intelligent response to what one is dancing about, i.e. the motivation for the movement
Communication	Appropriate engagement with the audience and partners

Class awards

Component	Key features	Definition
Barre or development exercises	Control and co-ordination	Demonstrating control and co-ordination
Centre or variation	Control and co-ordination	Demonstrating control and co-ordination
Music	Timing / response	Showing correct timing and appropriate response to the music
Performance	Expression / communication / interpretation / projection	Maintaining appropriate expression through face and body Demonstrating control and co-ordination Showing correct timing and appropriate response to the music Demonstrating the use of projection

Attainment descriptors

Attainment	Descriptor
Not shown	The elements to be assessed were not shown
Occasionally	The candidate showed an ability to achieve the required assessment criteria some of the time
Generally	The candidate showed an ability to achieve the required assessment criteria more than half of the time
Frequently	The candidate showed an ability to achieve the required assessment criteria almost all of the time

Examination markscheme: Levels 2-4 (Units: Class)

Examination content	Component marks
Technique 1: Barre <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Music: Barre <ul style="list-style-type: none"> • Timing 	10
Performance: Barre <ul style="list-style-type: none"> • Expression • Communication 	10
Technique 2: Port de bras <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Technique 3: Centre Practice <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Technique 4: Adage <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Technique 5: Allegro 1 and Allegro 2 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Technique 6: Allegro 3 <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Music: Centre <ul style="list-style-type: none"> • Timing 	10
Performance: Centre <ul style="list-style-type: none"> • Expression • Communication 	10
TOTAL	100

Examination markscheme: Levels 2-4 (Units: Variation 1, Variation 2)

Examination content	Component marks
Technique 1: Development exercises A & B <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Technique 2: Development exercises C & D <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Technique 3: Development exercises E & F <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Technique 4: Development exercises G & H <ul style="list-style-type: none"> • Correct posture and weight placement • Co-ordination • Control 	10
Music: Development exercises <ul style="list-style-type: none"> • Timing 	10
Performance: Development exercises <ul style="list-style-type: none"> • Expression • Communication 	10
Variation: Technique A <ul style="list-style-type: none"> • Correct posture and weight placement • Control 	10
Variation: Technique B <ul style="list-style-type: none"> • Co-ordination • Spatial awareness 	10
Music: Variation <ul style="list-style-type: none"> • Timing 	10
Performance: Variation <ul style="list-style-type: none"> • Expression • Communication 	10
TOTAL	100

Section 7: Awarding and reporting

Marks and attainment bands

For examinations, candidates receive both a final mark (expressed as a percentage) and an attainment band. There are three attainment bands: pass, merit, and distinction. Candidates who do not achieve the standard required for a pass will receive the result of 'standard not attained'.

Marks are aggregated to arrive at an overall total which corresponds to the following result classifications:

Result classification	Total marks	Medal classification (graded examinations only)
Standard not attained	0 – 39	n/a
Pass	40 – 54	Bronze
Merit	55 – 74	Silver
Distinction	75 – 100	Gold

There is no requirement to pass any **specific** section of the exam. The marks required may come from **any** section.

Candidates who successfully complete all three units (exams) in the same level are awarded the qualification for that level. The mark and attainment band are calculated from an average of the marks awarded for each of the three units.

Attainment band descriptors

The descriptors below give a general indication of expected overall outcome for each attainment band. Because of the compensatory nature of the markscheme in most cases, some aspects may be stronger and others weaker for some candidates.

Attainment band	Descriptor
Distinction	Secure and precise technique overall, with an ability to demonstrate contrast in style as required by the content. Musicality is highly developed most of the time and performance shows appropriate expression and communication.
Merit	Proficient technique overall, although probably stronger in some areas than in others. Musical qualities are evident, although they could sometimes be more consistent. Performance shows expression and communication, although these aspects could be more sustained.
Pass	A basic competence in the technical aspects of the work, although some areas are stronger than others. Some musicality is evident although there are limitations in certain areas. A basic ability to show some expression and communication in performance is evident.
Standard not attained	Little awareness of technique is shown overall. Musical and performance qualities are rarely evident.

Result forms, assessment reports, certificates, and medals

Type	Level	Result form / assessment report (all candidates)	Certificate (successful candidates)
Examinations	Levels 2-4	✓	a certificate for each unit, and for candidates that complete all three units in a level, a qualification certificate. (NB. an additional result form is not provided with the qualification certificate)
Class awards	Levels 2-4	✓	a certificate for each unit

Certificates specify the level, attainment band and other qualification information.

Section 8: Regulatory information

Aims and objectives

The knowledge and skills gained through completion of the RAD's qualifications provide **continuing personal development, lifelong learning** and **further** and **higher education opportunities**.

They also prepare candidates for **progression** to subsequent exams in ballet and other dance genres.

The graded and vocational graded syllabi, and the *Discovering Repertoire Programme*, provide pathways to recognised achievement at a high level in dance performance. The higher level qualifications are accepted as benchmarks of achievement by vocational schools, attended by most young dancers intending to enter the profession.

The qualifications are also taken into account by universities / HE institutions offering degree courses / programmes in dance and dance teacher education. They also help with progression to workplace opportunities such as: professional dancer, professional dance teacher, professional choreographer, professional dance notator, professional dance historian, lecturer in dance, and facilitator in community dance.

Achievement in dance contributes to the development of a range of competencies and life skills, such as **motor control, self-expression, physical fitness** and **stamina, health and nutrition, discipline, mental ability** and **confidence**.

The aims of the ***Discovering Repertoire Programme*** are to:

- promote the study of ballet and related dance disciplines for dancers aged 12 and over
- provide a means of measuring the acquisition of technical, musical and performance skills in ballet
- promote and encourage enjoyment of movement as a form of physical exercise
- provide all candidates, particularly young people and adults, with an opportunity of experiencing dance accompanied by music from classical ballets
- encourage personal self-confidence and growth through dance
- aid the development of an appreciation of music associated with the classical ballet repertoire
- motivate students by providing a series of clearly defined goals which have been structured to reflect the principles of safe dance practice
- provide teachers with a means by which to measure and develop the individual progress of their students.

A course of study based on the ***Discovering Repertoire Programme*** is intended to provide students with:

- an increasing ability to demonstrate practical knowledge of classical ballet
- a graduated measure of attainment against specific criteria
- increasing self-confidence through the learning, memorising and performing of prescribed sequences of movement, studies and dances
- an appreciation, through practical experience, of contrasting dance disciplines with their accompanying music.

Required knowledge, skills and understanding

An indication of the knowledge, skills and understanding required to commence a course of study leading to each qualification is as follows:

Level	Indication of knowledge, skills and understanding required
2	Grade 3
3	<i>Discovering Repertoire Level 2</i>
4	<i>Discovering Repertoire Level 3</i>

At-a-glance summary of progression and RQF level

RQF Level	From age (years)	Demonstration classes (not regulated)	Class awards (not regulated)	Solo performance awards (regulated)	Presentation classes (not regulated)	Graded examinations (regulated)	Vocational graded examinations (regulated)	Discovering Repertoire examinations (regulated)
	2½	Dance to Your Own Tune						
	5		Pre-Primary in Dance					
Entry	6		Primary in Dance			Primary in Dance		
1	7		Grade 1	Grade 1		Grade 1		
	7		Grade 2	Grade 2		Grade 2		
	7		Grade 3	Grade 3		Grade 3		
2	7		Grade 4	Grade 4		Grade 4		
	7		Grade 5	Grade 5		Grade 5		
	11						Intermediate Foundation	
	11							
	12		<i>Discovering Repertoire Level 2</i>					Level 2
3	11				Grade 6	Grade 6	Intermediate	
	11				Grade 7	Grade 7		
	11				Grade 8	Grade 8		
	12		<i>Discovering Repertoire Level 3</i>					Level 3
	13						Advanced Foundation	
4	12		<i>Discovering Repertoire Level 4</i>					Level 4
	14						Advanced 1	
	15						Advanced 2	
5	15						Solo Seal	

How the *Discovering Repertoire* qualifications are regulated on the RQF

Qualification title	Abbreviated title	Qualification number	Unit numbers	RQF Level	EQF Level	Credit value
RAD Level 2 Certificate in Classical Ballet Repertoire	<i>Discovering Repertoire</i> Level 2	603/2484/3	J/616/2483 K/616/3335 M/616/3336	2	3	24
RAD Level 3 Certificate in Classical Ballet Repertoire	<i>Discovering Repertoire</i> Level 3	603/2485/5	A/616/3338 T/616/3337 F/616/3339	3	4	27
RAD Level 4 Certificate in Classical Ballet Repertoire	<i>Discovering Repertoire</i> Level 4	603/2486/7	F/616/3342 T/616/3340 A/616/3341	4	5	30

Total Qualification Time and Guided Learning Hours

Total Qualification Time (TQT) is an indication of the total number of hours required for the average learner to achieve and demonstrate the attainment necessary for the award of a qualification.

Qualification	Guided Learning Hours	Additional learning	Total Qualification Time
<i>Discovering Repertoire</i> Level 2	180	60	240
<i>Discovering Repertoire</i> Level 3	210	60	270
<i>Discovering Repertoire</i> Level 4	240	60	300