



SYLLABUS OUTLINE OF LATIN AMERICAN DANCE FACULTY QUALIFICATIONS

September 2021

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General Information

Dancesport examinations cover Modern Ballroom, Latin American, Sequence, Disco Freestyle, Street Dance, Rock 'n' Roll, Country/Western and Authentic and Emerging Dance. These dance genres provide a wide diversity in both teaching and learning in dance education. On one level they form the basis of what may sometimes be referred to as 'social' dancing, and there are a range of examinations that provide those learning to dance as a recreational activity the scope to develop quality within performance. At other levels students may pursue their training further through the range of examinations in order to develop the higher artistic and technical skills necessary for competition dancing, stage performance and dance teaching. The examinations offered in the Dancesport genres enable teachers in differing situations to provide a safe and structured programme for pupils of all ages and abilities.

These examinations include:

Amateur Medal Tests	Introductory Tests One Dance Tests Medal Series – Bronze, Silver, Gold Supplementary and Higher Awards
Graded and Vocational Graded Examinations	Grades 1-6 and Intermediate
Professional Examinations	Student Teacher Associate Diploma in Dance Instruction Diploma in Dance Education
Higher Professional Examinations	Licentiate Fellowship Professional Dancing Diplomas

This syllabus outline gives information about the examination structure for Latin American Dance examinations only. Syllabi for the other Dancesport genres are obtainable from ISTD Headquarters. Separate syllabi are available for the Diploma in Dance Instruction and Diploma in Dance Education.

Latin American dances include Rumba, Samba, Paso Doble, Jive and Cha Cha Cha.

Examination Entry – All Levels

1. Teachers entering candidates for ISTD examinations in Dancesport should hold the appropriate ISTD teaching qualifications. Further information can be obtained either from the UK Examinations Department or International Examinations department as appropriate.
2. Application forms for UK examination sessions are available from ISTD Headquarters or downloadable from the website at www.istd.org/examinations/ukexaminations They should be received at Headquarters at least 12 weeks prior to the date required.
3. There must be an interval of at least 3 months from the date of the original examination if the candidate wishes to retake it for any reason.

Amateur Medal Tests

Introduction

Medal Tests and Awards in Latin American Dance are designed to be accessible to any age group and seek to:

- Promote an appreciation and enjoyment of the Latin American Dance styles, with a view to developing technical and artistic qualities
- Introduce an understanding of the various styles covered by the Latin American Dance faculty and the different rhythmic expressions/characterisations
- Motivate candidates and build self-confidence by providing carefully staged goals
- Provide a structured approach for teachers to measure the progress of individual pupils

Medal Tests and Awards build up progressively, ensuring that steps and skills learned at the lower levels prepare for more complex and higher quality movements as the candidate makes progress. The introductory tests start at Under 6 and go through to Pre-Bronze. The Medal series then progresses from Bronze through to Gold. Candidates who are successful at Gold can continue to take Gold Stars 1, 2 and 3, the Imperial Dance Awards 1, 2 and 3, Josephine Bradley Award and the Supreme Award. Successful candidates at Supreme Award level can progress to the Higher Awards – the Alex Moore Award and the Annual Award.

An outline of the different levels is given below, and further detail is given in the Syllabus Content. Those candidates who have gained the Supreme Award or other Higher Awards can progress, if they so wish, to a performing or competitive career in the Dance Sport genres.

<p>Introductory Tests Under 6 Test 1, 2, 3, 4 Under 8 Test 1, 2, 3, 4 Social Dance Test 1, 2, 3, 4 Pre-Bronze Dance Test 1, 2, 3, 4</p> <p>Medal Series Bronze Silver Gold</p> <p>Supplementary and Higher Awards Gold Stars 1, 2, 3 Josephine Bradley Award (supplementary, combining Latin American and Modern Ballroom) Imperial Dance Awards 1, 2, 3 (supplementary) Supreme Award Alex Moore Award (supplementary, combining Latin American and Modern Ballroom) Annual Award (supplementary)</p>	<p>One Dance Tests</p> <p>Social Dance Test Pre-Bronze Dance Test</p> <p>Bronze Silver Gold</p> <p>Gold Star 1,2,3</p>
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Entry Conditions and General Information

Age Divisions

Tests are conducted in 7 divisions:

1. Under 6 years
2. Under 8 years
3. Juvenile division for candidates under 12 years of age
4. Junior division for candidates of 12 and under 16 years of age
5. Adult division for candidates of 16 and under 50 years of age
6. Senior division for candidates of 50 years of age and over
7. Student division for candidates of 16 years of age and over who intend to become professional*

*Requirements are as for Adult division, but a slightly higher standard of dancing is expected. A professional qualified in another Dancesport or Theatre genre may take Student division tests. Student Teachers may continue to take Student division tests in the same genre. Holders of Student medals are not eligible to enter Adult amateur medallist competitions.

Categories

Candidates have the following options when entering for amateur medal tests:

1. Solo Entry
2. Couples Tests
3. Team Tests
4. Dancing Opposite Role (this option can be combined with any of the above options)

Solo Entry

Each candidate is partnered but assessed on their individual performance. The tests must be taken sequentially.

Couples Tests

The partnership is assessed as a couple, but two report forms are issued. Both dancers receive a certificate and award. Candidates need not have taken the appropriate test individually. The tests must be taken sequentially. When entering Couples medal tests on the timetable, teachers should write 'C' for Couple as appropriate.

Formation Medal Tests

Tests for teams of four to eight couples in any age division may be taken at any level. It is not necessary that each team member hold an individual medal at the appropriate level. The team should be entered in the Division which represents the highest age of any team member. The dress worn by the team need not be uniform, although this is desirable. Further guidance to syllabus content and procedures for Formation Teams is given later on in this Syllabus Outline.

Dancing Opposite Role

Candidates wishing to take these tests may dance in the opposite role to that which they usually dance, for example a Follower may apply to take the test performing the Leader's steps. The timetable should include the letter 'O' for Opposite Role as appropriate.

Prior Learning

No prior learning is required for the Introductory Tests. For the Medal Series, tests must be passed sequentially from Bronze to Gold. Candidates must be successful in the Gold Medal before entering for the Josephine Bradley Award or the Gold Stars. For the Imperial Dance Award and Supreme Award they must have achieved a full Gold Star 3 level. Candidates who have gained the Supreme Award can enter the Alex Moore Award and Annual Award.

Candidates who hold the Bronze Medal or higher of another teaching organisation recognised by the British Dance Council may commence with the ISTD Silver Medal.

Teachers of competitive dancers who wish to enter the Medal Test system but who have not taken a UK Dancesport examination should apply to the Latin American Dance Faculty Chairperson, with a brief CV of the prospective candidate, together with a recommendation, so that their level of entry may be assessed.

Further details of prior learning and entry conditions are outlined in the Syllabus Content.

Partnering

Candidates must provide their own partners who may be amateur or professional.

Time Allowances/Number of Candidates

<u>Two candidates at a time</u>		<u>One candidate at a time</u>	
Number of dances	Time	Number of dances	Time
1 dance	5 minutes	1 dance	3 minutes
2 dances	6 minutes	2 dances	5 minutes
3 dances	9 minutes	3 dances	7 minutes
4 dances	11 minutes	4 dances	9 minutes
5 dances	15 minutes	5 dances	10 minutes
		8 dances*	18 minutes
		10 dances*	20 minutes

* 8 and 10 dance examinations may only be entered one candidate at a time

Musical Accompaniment

Teachers will provide their own musical equipment together with a range of appropriate music.

Recording

Filming and photography of ISTD examinations by any means, including tablets and mobile phones, is not permitted.

Dress Requirements

Candidates should be well groomed and appropriately dressed for Latin American dancing. Teachers are recommended to advise pupils that, where possible, they should wear shoes suitable for Latin American dancing.

Reasonable Adjustments

Special adjustments may be made to the examination conditions where candidates have particular needs. Further details are given on Page 38.

Syllabus Content for Amateur Medals and Awards

Introductory Tests

In the Under 6, Under 8, Social Dance and Pre-Bronze Tests, dances from different genres may be used, e.g. a candidate might choose to dance Waltz (Modern Ballroom) and Cha Cha Cha (Latin American) or a Disco/Freestyle routine with Samba (Latin American). When entering mixed genres, the teacher should enter the tests as 'IDF' (Imperial Dancesport Faculties) on the timetable.

Under 6 Dance Tests 1, 2, 3, 4

These tests are designed to encourage very young pupils and to act as an introduction to the examination system. Two dances should be shown. There is no technical requirement and parts 2, 3 and 4 do not require a higher standard of dancing than part 1. Party dances may be used. Appropriate movements and the beginnings of timing awareness should be encouraged.

Under 8 Dance Tests 1, 2, 3, 4

As for Under 6.

Social Dance Tests 1, 2, 3, 4

These are introductory tests at a social level, which may be taken by candidates of any age group. Two dances should be shown in each test and a minimum of two figures shown in each dance. Technical accuracy is not expected and parts 2, 3 and 4 do not require a higher standard of dancing than part 1. Staying in time with the music is of primary importance.

Pre-Bronze Dance Tests 1, 2, 3, 4

These tests may be taken by candidates of any age group in any dance that has a written technique, and the dancing should show the beginnings of technical awareness. Parts 2, 3 and 4 do not require a higher standard of dancing than part 1. Two dances should be shown in each test using a minimum of three figures from the Bronze syllabus in each dance.

One Dance Tests

These are tests at Social Dance, Pre-Bronze, Bronze, Silver, Gold and Gold Star standard in any of the Latin American dances. They do not qualify the candidate to enter a full medal test at a higher level.

Medal Series (Bronze 1, Bronze 2, Silver, Gold)

Tests must be passed sequentially from Bronze to Gold. (Bronze 2 is an optional examination) Candidates may enter for both the Bronze and Silver medals at the same session, but each higher test must be taken at a separate session. Candidates take this option at their own risk as the Silver result will become void if the Bronze result is unsuccessful. Candidates moving from one age division to the next (see page 4) may either commence at Bronze or Silver level or may continue their medals in rotation e.g. Juvenile Gold to Junior Gold Star etc.

In order to use the Medal Test system to best advantage, candidates who have passed the Bronze test should be encouraged to take a second Bronze test showing another two dances and a one dance test, thereby covering all five dances before moving on to Silver. Holders of Bronze 2, Silver and Gold are similarly advised to take the remaining dances as One Dance Tests before moving on to the next level.

Josephine Bradley Award

This is an eight dance test open to holders of both Modern Ballroom and Latin American Gold medals in any age division. Candidates are required to dance to Gold standard four Ballroom dances and four Latin American dances. It is not permissible to select Rhythm dancing as one of the dances. Up to Gold figures only may be danced. If so wished, these awards may be danced in two sections on the same day. These awards may not be taken on the same day as other tests in these Faculties, unless they are in a different category e.g., Couples or Opposite role.

Supplementary and Higher Awards

Gold Star 1, 2, 3

A high standard of technical accuracy, style and rhythmic expression is expected at this level. The dancing throughout the Gold Stars and Imperial Dance Awards should show a gradual progression towards the ultimate goal of Supreme Award. There must be an interval of at least 6 months between Gold Stars (3 months for under 16s). The Latin American Gold Star examinations may be taken as One Dance Tests; however, candidates entering by this method must complete all dances before moving to the next level.

Imperial Dance Award 1, 2, 3

These are optional awards that follow on from Gold Star 3. The requirements and required interval between tests are as for Gold Star.

Supreme Award

This is the highest award in the Latin American Dance Faculty and an appropriately high standard of technical accuracy, style and rhythmic expression is expected.

Alex Moore Award

This is a ten-dance test open to holders of both the Modern Ballroom and Latin American Supreme Awards in any division. Candidates are required to dance to Supreme Award standard in all four standard Ballroom dances plus Viennese Waltz and all five standard Latin American dances. Senior division candidates may dance Slow and Quick Rhythm dancing in place of Viennese Waltz. If so wished, these awards may be danced in two sections, provided it is on the same day. These awards

may not, however, be taken on the same day as other tests in these Faculties, unless they are in a different category e.g. Couples or Opposite role.

Annual Award (supplementary)

This award was introduced to encourage candidates to maintain their standard of dancing at Supreme Award level and may be taken twice a year.

Dances and Tempi

Teachers are advised to check with the BDC for current tempi but for examination purposes the following are recommended:

Rumba	23-27
Samba	49-52
Paso Doble	56-60
Jive	41-44
Cha Cha Cha	28-31

Number of Dances for Each Test

One Dance Test (any level)	1 dance
Under 6	2 dances
Under 8	2 dances
Social Dance Test	2 dances
Pre Bronze Dance Test	2 dances

All divisions (Juvenile, Junior, Adult, Senior, Student)

Bronze 1	Teachers Choice of two dances
Bronze 2	Choice of another two dances
Silver	Choice of three dances
Gold	Choice of four dances
Gold Stars	All five dances
Imperial Dance Awards	
Supreme Award	
Annual Award	
Josephine Bradley Award (Latin/Ballroom)	8 dances (Choice of 4 Latin American dances plus choice of 4 Ballroom dances excluding Rhythm)
Alex Moore Award (Latin/Ballroom)	10 dances (all 5 Latin American dances plus all 5 Ballroom dances including Viennese Waltz and excluding Rhythm)

Specified Figures for Amateur Medals and Tests

The specified figures are listed in numerical order on pages 35 – 38. Candidates may choose from the figures listed for their level. It is not necessary to dance all the figures, but at least 2-3 figures listed for the level should be shown together with some additional figures from the previous level.

For all examinations above the Gold Medal, at least 2-3 variations should be shown in addition to some specified figures. Please see the additional requirements of specified figures for these examinations below.

	Rumba	Samba	Paso Doble	Jive	Cha Cha Cha
Bronze	1-16	1-16	1-16	1-14	1-15
Silver	1-21	1-23	1-24	1-20	1-23
Gold	1-26	1-31	1-30	1-27	1-29

Syllabus Content for Teams

It is recommended that figures from the appropriate level be used as much as possible.

Social Dance Test, Pre Bronze Dance Test and Bronze:

For this test, a choice of a segue or any single rhythm in the Faculty applicable to the test, i.e. Ballroom/Latin/Sequence is danced. (Maximum time limit 2 ½ minutes)

Silver:

A segue of a minimum of any two dances from one Faculty, e.g., Waltz and Quickstep; Rumba and Jive; Veleta and Boston Two Step. (Maximum time limit 2 ½ minutes)

Gold:

A segue of a minimum of any 3 dances from one Faculty. (Maximum time limit 3 minutes)

Gold Star:

A segue of any 4 dances from one Faculty. (Maximum time limit 4 minutes)

Music for all tests can be:

- a) Separate tracks.
- b) A recording from CD.
- c) CD especially designed for Formation Dancing.
- d) Downloaded and played on Ipods, laptops etc

Procedure

Having taken a Bronze test in one dance the team can, if they wish, train and enter for other dances, so that eventually they will have covered several rhythms before proceeding onward to Silver and above.

Teachers should arrange that the examiner can view the team or teams from a high vantage point as the hall or studio allows, so that the emphasis of the examination is on the pattern and the general effect created in the formation, rather than on the individual dancing and technical ability of the couples. Examiners will see the routine twice.

Entry

The names of the individual team members should be listed on the normal timetable/entry form, stating first names, surnames and PINs. Teams enter in the age division of the oldest team member. Please place 'T' against each name in the appropriate box on the timetable.

Awards

Only one report form will be issued, however a medal and certificate is awarded to each member of the successful team. A team trophy may be requested by the teacher on payment of an additional fee.

Method of Assessment/Mark Scheme for Amateur Medals and Tests

Each dance must be passed at 65% in order for the examination to be successful overall. Maximum marks allocated for each dance is 100. The marks for each dance are then aggregated and the overall result is indicated as a percentage as follows:

Honours	85%
Commended	75%
Pass	65%
Unsuccessful on this occasion	0%-64%

All Amateur Medal Tests are assessed by the examiner as above. However for the Under 6, Under 8, Social Dance and Pre Bronze Dance Tests, the teacher can choose whether the examiner gives percentage marks or only an overall result of Unsuccessful on this Occasion, Pass, Commended or Honours. The teacher should inform the examiner at the beginning of the examination session which method of marking is preferred if entering candidates at these levels. The assessment of the candidate is carried out in the same way regardless of which method is selected.

Graded Examinations in Dance

Rationale

Latin American Dance makes a distinctive contribution to the education of all students, in that it uses movement, which is the fundamental mode of human expression. It offers a range of learning opportunities and enables participants to enjoy physical expression as well as develop intellectual sensibilities. As they work together in Latin American 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 Latin American 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 Latin American Graded Examination allows candidates to progress to the next higher grade in the Latin American genre. Also, a range of transfers to other dance genres becomes possible as the candidate develops physically and learns common skills such as posture, use of arms, timing and rhythmic awareness. In this way, with additional teaching input, the candidate is able to develop a broad base of dancing skills.

Following on from the Graded Examinations, candidates may wish to progress to the Vocational Graded Examinations as preparation for employment as a professional dancer or as preparation for dance teaching qualifications.

The Graded Examinations in Latin American Dance also allow for those participating solely for recreational purposes to produce quality work in a safe dance context.

Aims

The aim of Graded Examinations is to provide an assessment scheme for dance, which gives the basis for the measurement of the individual candidate's progress and development, whether the candidate is pursuing dance as a leisure activity or as preparation for a professional career as a dance teacher or performer. There are six practical examination grades, numbered from 1 to 6, in order to indicate the increasing order of difficulty (6 represents the highest level of attainment).

Objectives

The syllabus objectives of the Latin American Grades are to:

- teach correct posture
- build a sound technique
- develop the range of movement within the students' capabilities
- teach an appreciation of the various styles of the Latin American dances and their characterisation

- develop correct timing and an understanding of rhythm and its expression
- teach correct hold and poise
- develop lead/following skills through partner awareness, shape and timing
- promote knowledge of floorcraft
- encourage a sense of performance
- promote the understanding and application of dance terminology
- encourage a sense of self-expression within the character of the dance
- promote self-confidence and a sense of achievement

Entry Conditions and General Information

Age Limits

Grades 1-3	Recommended minimum age 7 years
Grades 4-5	Recommended minimum age 9 years
Grade 6	Recommended minimum age 11 years

The lower age limits given above are to ensure that candidates are physically developed sufficiently to safely meet the demands of the syllabus.

Prior Learning

The Graded Examinations in Latin American are intended to be taken consecutively and most candidates will wish to progress through them sequentially in order to develop and demonstrate the requisite skills. However, in cases where examinations are undertaken without success at the previous grade, the candidate needs to be at an appropriate level of physical and artistic development. Before a candidate enrolls in a class leading to a Graded Examination, teachers are under a particular duty, therefore, to assess the achievement of the candidate, particularly with regard to safe dance practice.

Gender Distinctions

The Graded Examinations in Latin American are suitable for all genders and are designed to develop the strengths and abilities of both leader and follower candidates. Candidates take the examination in one role, performing either the leader's or follower's steps.

Partnering

Candidates enter in one role and should, where possible, be entered two at a time. During the partnered sections of the examination, a professional must partner the candidates, who perform one at a time.

Teachers

During the examination, the teacher may remain in the room, both to operate the music system and to partner the candidate. However, they should be seated unobtrusively, with their back to the candidate and must not assist them verbally. The teacher may arrange for someone else to play the music and that person may be an amateur but **must not** be a relative of the candidate or another candidate in the examination session.

Time Allowances / Number of Candidates

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

Candidates will be assessed two at a time, but one candidate may be entered singly where there is an odd number.

Use of CDs, Musical Accompaniment

All exercises should be shown to the set music obtainable from the ISTD Sales Department. Clapping, set amalgamations and individual figures danced solo should be performed to appropriate music provided by the teacher.

Dress Requirements

Candidates should be well groomed and appropriately dressed for Latin American dancing. The Warmup exercises may be performed barefoot at Grades 1 to 3. At the higher grades candidates must wear suitable footwear, such as jazz shoes, after which they will change into their dancing shoes.

Plain coloured Practice wear should be worn.

Number Cards

Number cards should be worn by all candidates on the front for ease of identification.

Syllabus Content For Graded Examinations

The syllabus content given below for Grades 1 to 6 gives an outline of what is required of the candidate at each level. Full technical details are available in the Technical Specification for Latin American Graded Examinations, available from the ISTD Sales Department.

Musical Appreciation

Candidates are assessed on their sense of rhythm, timing, and knowledge of dance terminology, throughout the examination. This is further demonstrated by carrying out the following tasks that are within this unit, during the dance sections of the examination: Clapping to music and Performance of figures solo to music.

Grade 1

1 Warm Up

- a. Exercise for transference of weight from foot to foot
- b. Exercise for tap steps
- c. Exercise for use of the arms
- d. Exercise for pointing and flexing the foot
- e. Stretch exercise

2 Dances

Rumba

- a. Clapping to music
- b. Preparatory Dance Exercise for the Closed Basic Movement
- c. Preparatory Dance Exercise for the Forward and Backward Walks
- d. Performance of figures solo to music (2 figures)
- e. Dancing with partner to music in chosen role

Jive

- a. Clapping to music
- b. Preparatory Dance Exercise for the Basic in Place
- c. Preparatory Dance Exercise incorporating the Forward and Backward Chasses
- d. Performance of figures solo to music (2 figures)
- e. Dancing with partner to music in chosen role

3 Acknowledgement

Grade 2

1 Warm Up

- a. Combined Exercise Routine
- b. Stretch Exercises

2 Dances

Samba

- a. Clapping to music
- b. Preparatory Dance Exercise incorporating the Volta

- c. Preparatory Dance Exercise incorporating the Bota Fogo
- d. Performance of figures solo to music (3 figures)
- e. Dancing with partner to music in chosen role

Cha Cha Cha

- a. Clapping to music
- b. Preparatory Dance Exercise incorporating the New York
- c. Preparatory Dance Exercise incorporating the Three Cha Cha Cha's
- d. Performance of figures solo to music (3 figures)
- e. Dancing with partner to music in chosen role

3 Acknowledgement

Grade 3

1 Warm Up

- a. Combined Exercise Routine
- b. Stretch Exercises

2 Dances

Rumba

- a. Clapping to music
- a. Preparatory Dance Exercise for the Forward Walk Turning Left
- b. Preparatory Dance Exercise incorporating the Natural Top
- c. Preparatory Dance Exercise incorporating the Side Step
- d. Performance of figures solo to music (3 figures)
- e. Dancing with partner to music in chosen role

Paso Doble

- a. Clapping to music
- b. Preparatory Dance Exercise to develop posture and shaping
- c. Preparatory Dance Exercise incorporating the Separation and Chasses to Right with Elevations
- d. Preparatory Dance Exercise for the Huit
- e. Performance of figures solo to music (3 figures)
- f. Dancing with partner to music in chosen role

3 Acknowledgement

Grade 4

1 Warm Up

- a. Combined Exercise Routine as performed at Grade 3
- b. Stretch Exercises

2 Dances

Rumba

- a. Counting to music

Preparatory Dance Exercises: the Examiner to select 2 of the exercises:

- a. Preparatory Dance Exercise incorporating the Spiral and Rope Spinning as Leader
- b. Preparatory Dance Exercise for the Spiral Turn to L as Follower
- c. Preparatory Dance Exercise for the Spiral Turn to R as Follower
- d. Preparatory Dance Exercise for the Open Hip Twist

- e. Performance of figures solo to music (3 figures)
- f. Dancing with partner to music in chosen role

Samba

- b. Counting to music

Preparatory Dance Exercises: The Examiner to select 2 of the exercises:

- c. Preparatory Dance Exercise for the Reverse Turn, incorporating the 1 a 2 and SQQ timings
- d. Preparatory Dance Exercise incorporating the Volta Turns
- e. Preparatory Dance Exercise incorporating Foot Change No 1, from Closed to Right Shadow Position and No 2, from Right Shadow Position to Closed Position

- f. Performance of figures solo to music (3 figures)
- g. Dancing with partner to music in chosen role

Jive

- a. Counting to music

Preparatory Dance Exercises: The Examiner to select 2 of the exercises:

- b. Preparatory Dance Exercise incorporating Basic Movements
- c. Preparatory Dance Exercise incorporating the Whips
- d. Preparatory Dance Exercise the Runs Forward

- e. Performance of figures solo to music (3 figures)
- f. Dancing with partner to music in chosen role

3 Acknowledgement

Grade 5

Warm Up

- a. Combined Exercise Routine as performed at Grade 3
- b. Stretch Exercises

2 Dances

Samba

- a. Counting to music

Preparatory Dance Exercises: the candidate will perform all the exercises:

- b. Preparatory Dance Exercise incorporating the Closed, Open and Back Rocks and the SQQ timing
- c. Preparatory Dance Exercise incorporating the Argentine Crosses and the QQS timing
- d. Preparatory Dance Exercise incorporating the Foot Changes, Rolling off the Arm and the 1.2.3 timing
- e. Performance of figures solo to music (3 figures)
- f. Dancing with partner to music in chosen role

Paso Doble

- a. Counting to music

Preparatory Dance Exercises: the candidate will perform all the exercises:

- b. Preparatory Dance Exercise incorporating the Spanish Lines and Flamenco Taps
- c. Preparatory Dance Exercise for La Passe
- d. Preparatory Dance Exercise for the Coup de Pique
- e. Performance of figures solo to music (3 figures)
- f. Dancing with partner to music in chosen role

Cha Cha Cha

- a. Counting to music

Preparatory Dance Exercises: the candidate will perform all the exercises:

- b. Preparatory Dance Exercise incorporating the Cuban Breaks
- c. Preparatory Dance Exercise incorporating the Cross Basics
- d. Preparatory Dance Exercise incorporating the Compact and Slip Chasses
- e. Performance of figures solo to music (3 figures)
- f. Dancing with partner to music in chosen role

3 Acknowledgement

Grade 6

1 Warm Up

- a. Combined Exercise Routine performed as at Grade 3
- b. Stretch Exercises

2 Dances

Rumba

- a. Counting to music

Preparatory Dance Exercises: the Examiner will select 2 of the 3 exercises:

- b. Preparatory Dance Exercise for the Fwd Walk and Spiral Turns as Follower
- c. Preparatory Dance Exercise for the Leader and Follower Solo Spins to Rand L
- d. Preparatory Dance Exercise to develop the Hip Twists, incorporating the Pressed Fwd, Pressed Backward and Extended Fwd Walks
- e. Performance of figures solo to music (3 figures)
- f. Dancing with partner to music in chosen role

Samba

- a. Counting to music

Preparatory Dance Exercises: The Examiner will select 2 of the 3 exercises:

- b. Preparatory Dance Exercise incorporating the Natural and Reverse Rolls
- c. Preparatory Dance Exercise incorporating the Cruzados Walks and Locks, and the Samba Locks
- d. Preparatory Dance Exercise for the Promenade and Counter Promenade Runs
- e. Performance of figures solo to music (3 figures)
- f. Dancing with partner to music in chosen role

Paso Doble

- a. Counting to music

Preparatory Dance Exercises: The Examiner will select 2 of the 4 exercises:

- b. Preparatory Dance Exercise for the Twists
- c. Preparatory Dance Exercise for the Chasse Cape
- d. Preparatory Dance Exercise for the Travelling Spins from Counter Promenade Position
- e. Preparatory Dance Exercise for the Travelling Spins from Promenade Position
- f. Performance of figures solo to music (3 figures)
- g. Dancing with partner to music in chosen role

Jive

- a. Counting to music
- Preparatory Dance Exercises: The Examiner will select 2 of the 3 exercises
- b. Preparatory Dance Exercise incorporating the Toe Heel Swivel
 - c. Preparatory Dance Exercise incorporating the Whips
 - d. Preparatory Dance Exercise for the Chicken Walks
 - e. Performance of figures solo to music (3 figures)
 - f. Dancing with partner to music in chosen role

Cha Cha Cha

- a. Counting to music
- Preparatory Dance Exercises: the Examiner will select 2 of the 3 exercises
- b. Preparatory Dance Exercise for the Foot Change; Methods 1 & 2, incorporating Right Side or Right Shadow Position
 - c. Preparatory Dance Exercise for the Foot Change; Methods 3 & 4, incorporating Tandem Position
 - d. Preparatory Dance Exercise for the Runaway Chasse as Follower
 - e. Performance of figures solo to music (3 figures)
 - f. Dancing with partner to music in chosen role

3 Acknowledgement

Mark Scheme For Graded Examinations

Grades 1-6

Title of component	Marks attainable
SAFE DANCE PRACTICE	
Warm Up	10
Section Total	10
TECHNIQUE	
Placement, poise and hold	10
Quality of line and style	10
Foot and leg actions	10
Other technical requirements	10
Section Total	40
PRESENTATION	
Sense of performance	10
Quality of movement	10
Rhythmic Expression/Characterisation	10
Section Total	30
Musical Appreciation	
Rhythm and timing	20
Section Total	20
Total	100

Method of Assessment

The examinations are divided into Sections and each Section is composed of several components which are separately assessed and aggregated to give the Section total.

Candidates must gain at least 25% of the marks attainable in each Section in order to pass the examination overall. In cases where 25% of the marks attainable does not come to a round figure, e.g. 12½, the pass mark for the Sections is lowered to the nearest round figure, in this example, 12. The Section totals are aggregated and the overall mark is given out of 100. If all Sections are passed, then the overall result is indicated as follows:

Distinction	80 - 100 marks
Merit	60 - 79 marks
Pass	40 - 59 marks
Not Attained	00-39 marks

However, if the candidate is unsuccessful in one or more Sections, as explained above, the total mark given out of 100 will not correspond to the result indicators in the chart. In this circumstance, whatever the overall numerical mark may be, the result given will be **Not Attained**.

Classification of Results

The principle of best fit is applied in deciding the appropriate classification for each candidate. It is not to be expected that a candidate in a particular category will necessarily demonstrate all the characteristics listed in that category.

A candidate who achieves a **Distinction** classification (80-100 marks) is one who demonstrates the following attributes in performance:

- flair, vitality and skill
- fully appropriate style
- incisively-focussed dancing
- precision in the technique of the genre
- consistent, highly developed musicality
- confident and accurate responses to questions asked and/or tasks set

A candidate who achieves a **Merit** classification (60-79 marks) is one who demonstrates the following attributes in performance:

- skill and proficiency
- largely appropriate style
- focussed dancing
- competence in the technique of the genre
- evidence of developing musicality
- relevant and appropriate responses to questions asked and/or tasks set

A candidate who achieves a **Pass** classification (40-59 marks) is one who demonstrates the following attributes in performance:

- competence
- basic ability to carry out the required movements
- periodic moments of convincing focus
- basic competence in most aspects of the technique of the genre
- basic musicality
- broadly relevant and appropriate response to questions asked and/or tasks set, but some prompting may be required

A candidate who achieves an insufficient level of achievement **Not Attained** classification (00-39 marks) is one who has not yet demonstrated attributes required to gain at least a 'Pass' classification.

Assessment Criteria

Candidates are assessed on their ability to show

- Technical accuracy with correct placement to the best of their physical facility
- Appropriate use of limbs showing an understanding of the purpose or significance of each movement or sequence of movements
- A sense of line and well co-ordinated movements
- An assured performance showing the different qualities of movement required by each section of the examination structure
- Musicality and rhythmic awareness

Vocational Graded Examinations in Dance

Please note that only the Intermediate examination is currently available

Rationale

The Intermediate Vocational Graded Examination in Latin American Dance develops the candidate's expertise in such a way as to provide the basis for either more advanced/competitive dancing or further training as a dance teacher.

Throughout the study of the syllabus, candidates are following a vocational path, requiring a high level of commitment and with an increasing emphasis on safe dance practice. Successful candidates at this level should show virtuosity in performance, a high standard of technique and a sound knowledge and understanding of the Latin American genre. Candidates undertaking a study of the Latin American Vocational Graded Intermediate syllabus should typically display a sense of self-awareness and be self-motivated in terms of their personal development. As distinct from the General Graded Examinations, a greater degree of flair and expression is encouraged and the candidate is expected to show an assertive/responsive performance to partner, depending upon the role of the candidate.

All Latin American graded examinations are concerned with progressive mastery in defined stages. They also develop and demonstrate competence and artistry in the Latin American technique. The Vocational Graded Examination is concerned specifically with the mastery of technique and underpinning understanding, to a level sufficient to prepare candidates for further vocational training and match current expectations in the competitive and employment sector.

Candidates will need to show the qualities of commitment and focus, with the ability to manage a greater amount of work-related study than that required for the General Graded Examinations. This would typically result in a successful candidate spending significant additional time each week in lessons, in practising and in studying independently.

The Intermediate Vocational Graded Examination is a regulated qualification on the Regulated Qualifications Framework and is located at Level 3.

Aim

The aim is to provide an assessment scheme, which gives the basis for the measurement of the individual candidate's progress and development, in preparing to be a professional dance performer or teacher.

Objectives

The objectives of the Intermediate Latin American Vocational Graded Examination syllabus are to ensure that candidates gain the following:

- Demonstration of a correct and maintained posture
- Demonstration of sound technique
- A deep appreciation of the various styles of the Latin American dances with a definable sense of character
- Demonstration of a full understanding of rhythm and its expression
- An understanding and performance of poise relative to the rhythm and character
- Communication through control and sensitivity within leading/following skills and the higher levels of partner awareness
- Demonstration of a visually appealing and technically sound use of floorcraft
- An intrinsic response to the various rhythms, demonstrating the finer nuances of style
- Demonstration of knowledge and application of Latin American Dance terminology
- Self motivation and commitment within preparation

Entry Conditions and General Information

Age Limits

There is a recommended minimum age of 14 years for the Intermediate Vocational Graded Examination in Dance. This is to ensure that candidates are physically developed sufficiently to safely meet the demands of the syllabus

Prior Learning

Exemption from the Intermediate examination may be obtained if the candidate is a student who already holds an equivalent genre Intermediate certificate of an Ofqual recognised dance awarding body. Application for exemption must be made in writing to the UK Examinations department.

Gender Distinctions

The syllabus is suitable for all genders and is designed to develop the strengths and abilities of both leader and follower candidates. Candidates take the examination in one role, performing either the leader's or the follower's steps. Candidates are encouraged to take the Intermediate Vocational Graded Examination in the opposite role, where appropriate, as an endorsement.

Partnering

Candidates enter in one role and should, where possible, be entered two at a time. During the partnered sections of the examination, a professional must partner the candidates, who perform one at a time.

Teachers

During the examination, the teacher may remain in the room, both to operate the music system and to partner the candidate. However, they should be seated unobtrusively, with their back to the candidate and must not assist them verbally. The teacher may arrange for someone else to play the music and that person may be an amateur but **must not** be a relative of the candidate or another candidate in the examination session.

Time Allowances / Number of Candidates

Examination	1 candidate	2 candidates
Intermediate	75 minutes	90 minutes

Use of CDs, Musical Accompaniment

Teachers will select the music for sections 1, 2, 3 and 5: The Preparatory Dance Exercises, Solo Amalgamations, Dancing with a partner and Cool Down Stretch.

The candidate will select the music for section 4: Candidate's choreography.

Dress Requirements

Candidates should be well groomed and appropriately dressed for Latin American dancing.

Leader:

Dark trousers, plain coloured shirt.

Follower:

Plain dress such as practice wear

Syllabus Content for Vocational Graded Examinations

The syllabus content given below for the Vocational Grades gives an outline of what is required of the candidate. Full technical details are available in the Technical Specification for the Latin American Intermediate Vocational Graded Examination, available from the ISTD Sales Department.

Intermediate

Sections 1, (Preparatory Dance Exercises (PDE)), 2 (Amalgamations) and 3 (Dance with partner) are performed within each dance. PDEa. is always performed and the examiner will then select one further PDE within each dance.

The examiner will select one of the Set amalgamations listed.

Rumba

- a. Preparatory Dance Exercise: Dance Specific Warm Up
- b. Preparatory Dance Exercise to develop the Fan and Hockey Stick
- c. Preparatory Dance Exercise for the Alemana
- d. Preparatory Dance Exercise for the Opening Out to R and L

- e. Set amalgamation no. 1
- f. Set amalgamation no. 2
- g. Set amalgamation no. 3

- h. Unset amalgamation (Set by the Examiner)
- i. Dance with partner to music in chosen role

Samba

- a. Preparatory Dance Exercise: Dance Specific Warm Up
- b. Preparatory Dance Exercise to develop the Reverse Turn
- c. Preparatory Dance Exercise incorporating $\frac{1}{2}$ and full beats of music
- d. Preparatory Dance Exercise incorporating $\frac{3}{4}$ and full beats of music

- e. Set amalgamation no. 1
- f. Set amalgamation no. 2
- g. Set amalgamation no. 3

- h. Unset amalgamation
- i. Dance with partner to music in chosen role

Paso Doble

- a. Preparatory Dance Exercise: Dance Specific Warm Up
- b. Preparatory Dance Exercise for the Fallaway Ending to the Separation
- c. Preparatory Dance Exercise to develop the Slip Appel
- d. Preparatory Dance Exercise incorporating Foot Changes

- e. Set amalgamation no. 1
- f. Set amalgamation no. 2
- g. Set amalgamation no. 3

- h. Unset amalgamation
- i. Dance with partner in chosen role

Jive

- a. Preparatory Dance Exercise: Dance Specific Warm Up
- b. Preparatory Dance Exercise to develop the American Spin and Rolling off the Arm
- c. Preparatory Dance Exercise incorporating the Fallaway Throwaway
- d. Preparatory Dance Exercise for the Mooch
- e. Set amalgamation no. 1
- f. Set amalgamation no. 2
- g. Set amalgamation no. 3

- h. Unset amalgamation
- i. Dance with partner in chosen role

Cha Cha Cha

- a. Preparatory Dance Exercise: Dance Specific Warm Up
- b. Preparatory Dance Exercise for the Spot and Switch turns
- c. Preparatory Dance Exercise incorporating the Forward and Backward Runs
- d. Preparatory Dance Exercise incorporating the Curl and Aida

- e. Set amalgamation no. 1
- f. Set amalgamation no. 2
- g. Set amalgamation no. 3

- h. Unset amalgamation
- i. Dance with partner in chosen role

Section 4.

Candidate's choreography, shown within one dance of their choice.

Section 5.

Cool Down Stretches, performed in sequence.

Mark Scheme for Intermediate

TITLE OF COMPONENT	MARKS ATTAINABLE
SAFE DANCE PRACTICE	
Warm up and cool down	10
Section Total	10
TECHNIQUE	
Placement, poise and hold	10
Quality of line and style	10
Foot and leg actions	10
Other technical requirements	10
Section Total	40
PRESENTATION	
Sense of performance	10
Quality of movement	10
Rhythmic expression/characterisation	10
Section Total	30
MUSICAL APPRECIATION	
Rhythm and timing	20
Section Total	20
TOTAL	100

Method Of Assessment

Vocational Graded Examinations are assessed externally by visiting examiners recruited and trained by the ISTD. Assessment is carried out by means of a practical demonstration of the knowledge, understanding and skills required. The examination is divided into Sections and each Section is composed of several components, which are separately assessed and aggregated to give the total out of 100.

Candidates will, however, be unsuccessful if:

1. 20% of the marks attainable or below are given for any one component
2. 40% of the marks attainable or below are given for any three components.

This reflects the need to ensure competence across a wide range of components. Results are indicated using the following attainment bands:

Distinction	80-100
Merit	65-79
Pass	50-64
Not Attained	00-49

Full attainment descriptors are as follows

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 the characteristics listed in that category.

A candidate who achieves a **Distinction** classification (80-100 marks) is one who demonstrates the following attributes in performance:

- flair, vitality and skill
- fully appropriate style
- incisively-focussed dancing
- precision in the technique of the genre
- consistent, highly developed musicality
- confident and accurate responses to questions asked and/or tasks set

A candidate who achieves a **Merit** classification (65-79 marks) is one who demonstrates the following attributes in performance:

- skill and proficiency
- largely appropriate style
- focussed dancing
- competence in the technique of the genre
- evidence of developing musicality
- relevant and appropriate responses to questions asked and/or tasks set

A candidate who achieves a **Pass** classification (50-64 marks) is one who demonstrates the following attributes in performance:

- competence
- basic ability to carry out the required movements
- periodic moments of convincing focus
- basic competence in most aspects of the technique of the genre
- basic musicality
- broadly relevant and appropriate response to questions asked and/or tasks set, but some prompting may be required

A candidate who achieves an insufficient level of achievement **Not Attained** classification (00-49 marks) is one who has not yet demonstrated the attributes required to gain at least a 'Pass' classification.

Assessment Criteria

- Technical accuracy with correct placement to the best of the physical facility. An appropriate use of limbs showing an understanding of the purpose of each exercise
- A sense of line and well co-ordinated movement with an awareness of the use of space
- An assured performance showing the differing qualities of movement and style required by each section of the exam structure
- An instinctive musicality and a highly developed sense of rhythm

Professional Teaching Examinations

Diploma in Dance Instruction and Diploma in Dance Education

Separate syllabi are available for the Diploma in Dance Instruction and Diploma in Dance Education.

Student Teacher Syllabus Content

Note: Student Teacher is NOT a teaching qualification. Candidates should have knowledge of Amateur Medal Tests.

Duration of examination: 75 minutes

Candidates must be 16 years of age or over. Successful candidates are permitted to attend courses on payment of an admission fee but are not eligible to take part in amateur medallist competitions or amateur medal tests except in the role of 'partner'.

Practical Demonstration

Candidates are required to dance with a partner to music all five dances using a selection of the specified figures only. Additional figures from the Associate syllabus may be danced. They may demonstrate in the role of their choice, i.e. dancing the leader's or follower's steps, or demonstrate both roles with a partner if desired.

Theory (Oral Examination)

Candidates are expected to give a simple description of the Basic Action, Hold, Time, Tempo and Rhythm of each dance and to give one Precede and Follow to each specified figure.

Technical analysis and solo demonstration of the specified figures as Leader and Follower are confined to:

1. Foot Positions
2. Alignment (where applicable)
3. Amount of Turn
4. Footwork
5. Timing
6. Counting in beats or beats and bars

Specified Figures:

Rumba 1-9, Samba 1-7, Paso Doble 1-10, Jive 1-8, Cha Cha Cha 1-9

Method of Assessment

As for Associate, see below

Associate Syllabus Content

(This examination is a professional teaching qualification accredited by the ISTD)

Duration of examination 105 minutes

Candidates must be 17 years of age or over

Practical Demonstration

Candidates are required to:

1. Dance with a partner to music all five dances using a selection of the specified figures. Additional figures from the Licentiate syllabus may be danced. They may demonstrate in the role of their choice, i.e. dancing the leader's or follower's steps, or demonstrate both roles with a partner if desired
2. Dance solo to music, leader's or follower's steps as requested, a short amalgamation of the specified figures of the examiner's choice in any or all of the five dances
3. Start an imaginary class to music (the dance/s will be of the examiner's choice)

Theory (Oral Examination)

Candidates are required to:

1. Show technical knowledge of the specified figures
2. Apply the following principles to the specified figures in each dance – Basic Action, Hold, Time, Tempo and Rhythm, Timing, Counting in beats and in beats and bars, Foot Positions, Alignment (where applicable), Amount of Turn, Footwork, Two Precedes and Follows to each specified figure
3. Answer questions on Class Teaching methods in Cha Cha Cha and Jive

Specified Figures:

Rumba 1-16, Samba 1-16, Paso Doble 1-16, Jive 1-14, Cha Cha Cha 1-15

Method of Assessment

The examination is divided into 2 sections (Demonstration and Theory), and each section must be passed at 65% to pass the examination overall. The marks within a section are added and averaged. The overall result is the lower mark of the 2 sections and is awarded as follows:

Highly Commended	85-100
Commended	75-84
Pass	65-74

Higher Professional Examinations

Licentiate Syllabus Content

Duration of examination 120 minutes

Candidates must be 21 years of age or over, with a minimum of 2 years teaching experience

Practical Demonstration

Candidates are required to:

1. Dance with a partner to music all five dances using a selection of the specified figures. Additional figures from the Fellowship syllabus may be danced. They may demonstrate in the role of their choice, i.e. dancing the leader's or follower's steps, or demonstrate both roles with a partner if desired
2. Dance solo to music, leader's or follower's steps as requested, a short amalgamation of the specified figures of the examiner's choice in any or all of the five dances
3. Start an imaginary class to music (the dance/s will be of the examiner's choice)

Theory (Oral Examination)

Candidates are required to:

1. Show technical knowledge of the specified figures
2. Apply the following principles to the specified figures in each dance – Basic Action, Hold, Time, Tempo and Rhythm, Timing, Counting in beats and in beats and bars, Foot Positions, Alignment (where applicable), Amount of Turn, Footwork. Three Precedes and Follows to each specified figure, where applicable.
3. Show practical methods of teaching any dance or specified figure selected from the syllabus by the examiner

Specified Figures

Rumba 1-21, Samba 1-23, Paso Doble 1-24, Jive 1-20, Cha Cha Cha 1-23

Method of Assessment

The method of assessment is the same as for Student Teacher and Associate – see Page 30.

Fellowship Syllabus Content

Duration of examination 135 minutes

Candidates must have held the Licentiate qualification for minimum of three years.

Practical Demonstration and Theory

As Licentiate, using a selection of specified figures plus suitable variations, if so desired.

Requirements are as follows:

1. All work included in the Licentiate examination plus additional specified figures and Four Precedes and Follows, where applicable.
2. The presentation of dancing and depth of knowledge for this examination must be of a high quality

Specified Figures:

Rumba 1-26, Samba 1-31, Paso Doble 1-30, Jive 1-27, Cha Cha Cha 1-29

Method of Assessment

The method of assessment is the same as for Student Teacher and Associate – see Page 30

Professional Dancing Diplomas

These diplomas are awarded for proficiency in dancing. Candidates must hold a professional qualification in the ISTD Latin American Dance Faculty. The examination may be taken in the role of the candidate's choice, i.e. the Leader's or Follower's steps.

Candidates should show a high standard of dance technique and artistic and rhythmical expression, working towards a higher level in each diploma.

A selection from the specified figures in all five dances must be danced.

Class III

Associates must commence at this level, optional to Diploma in Dance Education and Certificate in Dance Education holders, Licentiates and Fellows.

Specified Figures

Rumba 1-16, Samba 1-16, Paso Doble 1-16, Jive 1-14, Cha Cha Cha 1-15. Additional figures from the Licentiate syllabus may be danced.

Class II

For all professional levels.

Specified Figures

Rumba 1-21, Samba 1-23, Paso Doble 1-24, Jive 1-20, Cha Cha Cha 1-23
Additional figures from the Fellowship syllabus may be danced.

Class 1

For Licentiates and Fellows who have attained Class II.

There is no restriction on the figures used. This examination may be repeated.

Dancing Opposite Role

Candidates wishing to take these tests may dance in the opposite role to that which they usually dance, for example a Follower may apply to take the test performing the Leader's steps. The timetable should include the letter 'O' for Opposite Role as appropriate.

Specified Figures

Rumba

1. Basic Movements (Closed, Open, In Place and Alternative)
2. Cucarachas
3. New York (To Left or Right Side Position)
4. Spot Turns to Left or Right (Including Switch and Underarm Turns)
5. Shoulder to Shoulder (To Left and Right Side Position)
6. Hand to Hand (To Right and Left Side Position)
7. Progressive Walks Forward or Back
8. Side Steps (To Left or Right)
9. Cuban Rocks
10. Fan
11. Alemana
12. Hockey Stick
13. Natural Top
14. Opening Out to Right and Left
15. Natural Opening Out Movement
16. Closed Hip Twist
17. Open Hip Twist
18. Reverse Top
19. Opening Out from Reverse Top
20. Aida
21. Spiral Turns (Spiral, Curl and Rope Spinning)
22. Sliding Doors
23. Fencing
24. Three Threes
25. Three Alemanas
26. Hip Twists (Advanced, Continuous and Circular)

Samba

1. Basic Movements (Natural, Reverse, Side and Progressive)
2. Whisks (also with Lady's Underarm Turn)
3. Samba Walks (Promenade, Side and Stationary)
4. Rhythm Bounce
5. Volta Movements
6. Travelling Bota Fogos Forward
7. Criss Cross Bota Fogos (Shadow Botafogos)
8. Travelling Bota Fogos Back
9. Bota Fogos to Promenade Position and Counter Promenade Position
10. Criss Cross Volta
11. Solo Spot Voltas
12. Foot Changes
13. Shadow Travelling Volta
14. Reverse Turn
15. Corta Jaca
16. Closed Rocks
17. Open Rocks
18. Back Rocks
19. Plait
20. Rolling off the Arm
21. Argentine Crosses
22. Maypole
23. Shadow Circular Volta
24. Contra Bota Fogos
25. Roundabout
26. Natural Roll
27. Reverse Roll
28. Promenade and Counter Promenade Runs
29. Three Step Turn
30. Samba Locks
31. Cruzados Walks and Locks

Paso Doble

1. Sur Place
2. Basic Movement
3. Chasses to Right or Left (including Elevations)
4. Drag
5. Displacement (also Attack)
6. Promenade Link (also Promenade Close)
7. Promenade
8. Ecart (Fallaway Whisk)
9. Separation
10. Separation with Lady's Caping Walks
11. Fallaway Ending to Separation
12. Huit

13. Sixteen
14. Promenade and Counter Promenade
15. Grand Circle
16. Open Telemark
17. La Passe
18. Banderillas
19. Twist Turn
20. Fallaway Reverse Turn
21. Coup de Pique
22. Left Foot Variation
23. Spanish Lines
24. Flamenco Taps
25. Syncopated Separation
26. Travelling Spins from Promenade Position
27. Travelling Spins from Counter Promenade Position
28. Fregolina (also Farol)
29. Twists
30. Chasse Cape (including Outside Turn)

Jive

1. Basic in Place
2. Fallaway Rock
3. Fallaway Throwaway
4. Link
5. Change of Places Right to Left
6. Change of Places Left to Right
7. Change of Hands behind the Back
8. Hip Bump (Left Shoulder Shove)
9. American Spin
10. Walks
11. Stop and Go
12. Mooch
13. Whip
14. Whip Throwaway
15. Reverse Whip
16. Windmill
17. Spanish Arms
18. Rolling off the Arm
19. Simple Spin
20. Miami Special
21. Curly Whip
22. Shoulder Spin
23. Toe Heel Swivels
24. Chugging
25. Chicken Walks
26. Catapult
27. Stalking Walks, Flicks and Break

Cha Cha Cha

1. Basic Movements (Closed, Open and In Place)
2. New York (To Left or Right Side Position)
3. Spot Turns to Left or Right (Including Switch Turns and Underarm Turns)
4. Shoulder to Shoulder (Left Side and Right Side)
5. Hand to Hand (to Right and Left Side Position)
6. Three Cha Cha Chas (Forward and Back)
7. Side Steps (To Left and Right)
8. There and Back
9. Time Steps
10. Fan
11. Alemana
12. Hockey Stick
13. Natural Top
14. Natural Opening Out Movement
15. Closed Hip Twist
16. Open Hip Twist
17. Reverse Top
18. Opening Out from Reverse Top
19. Aida
20. Spiral turns (Spiral, Curl and Rope Spinning)
21. Cross Basic
22. Cuban Breaks (including Split Cuban Breaks)
23. Chase
24. Advanced Hip Twist
25. Hip Twist Spiral
26. Turkish Towel
27. Sweetheart
28. Follow My Leader
29. Foot Changes

Reasonable Adjustments

Candidates Who May Require Adjustments to the Assessment

The ISTD is committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills, encouraging its teachers to maintain an open approach towards the different talents and abilities offered by all their students. It is, therefore, required of all ISTD teaching members that they do not discriminate, either directly or indirectly, on the grounds of colour, race, nationality, ethnic origin, gender, mental or physical disability, marital status or sexuality, and pupils with disabilities should not be treated less or more favourably than able-bodied pupils simply because of their disability.

Disability takes the form of mental or physical impairments or both and may be long or short term. The ISTD recognises that some students with a mental or physical impairment may need special adjustments to assessment conditions to allow them to demonstrate their knowledge in dance. The procedure should be used in all cases, every time the candidate enters for an examination, as the conditions, and necessary adjustments, may change.

If a teacher wishes to enter such a pupil for an examination, the ISTD would like to make it clear that although pupils with mental or physical impairments may require extra time in an examination, or special aids (e.g. special headphones if the pupil is deaf) in order to perform to the best of their ability, the *quality of the performance in an examination is to be equal to that of a non-disabled candidate*. The candidate cannot be marked on different criteria because of the restriction the impairment may cause them. This is mandatory in order to achieve a true and fair dance award.

If such a candidate is to be submitted for an examination, the teacher must apply to the Customer Services and Quality Assurance department for an 'Application for Reasonable Adjustments' form, or download it from the Customer Services section of the ISTD website, www.istd.org. This should be completed and returned, with a doctor's letter if relevant, to the Customer Services and Quality Assurance department, a minimum of three weeks prior to the examination entries being sent into the Examinations department. This form may be submitted to the Faculty for advice, and the teacher and examiner will be informed of the adjustment agreed.

For further details see the Equal Opportunities policy on the ISTD website
www.istd.org/documents/istd-equal-opportunities-policy

Results and Certification

All ISTD examinations are single performances 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 will be issued to the teacher within 10 working days of the examination for UK examinations. 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, and checked for achieving the minimum pass levels, and correct levels of attainment against the total mark achieved.

Results are then cleared for the certificate issue, which 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.

Regulation

The ISTD is a regulated awarding body and ISTD Graded and Vocational Graded Examinations in Dance, the Diploma in Dance Instruction, and Diploma in Dance Education are regulated by Ofqual in England; Qualifications Wales in Wales; and the Council for the Curriculum Examinations and Assessment (CCEA) in Northern Ireland. Teachers in other countries should note that while the ISTD and all ISTD regulated examinations must meet these criteria, the Regulatory Authorities themselves have no remit outside England, Wales and 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 (Latin American)	501/0755/0	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 2 (Latin American)	501/0753/7	60	70	7
ISTD Level 1 Award in Graded Examination in Dance: Grade 3 (Latin American)	501/0754/9	60	70	7
ISTD Level 2 Award in Graded Examination in Dance: Grade 4 (Latin American)	501/0756/2	75	95	10
ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Latin American)	501/0757/4	75	95	10
ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Latin American)	501/0758/6	90	130	13
ISTD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Latin American)	501/0728/8	150	275	28
ISTD Level 3 Diploma in Dance Instruction (Latin American)	501/1002/0	430	680	68
ISTD Level 4 Diploma in Dance Education (Latin American)	501/0750/1	630	920	92

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