

Grades: Primary & 1-6 Specification



8 Qualification purpose - Graded Examinations

In this section, you will find information on the purposes of the following qualifications in this specification: Imperial Classical Ballet Graded Examinations.

Primary Grade in [Imperial Classical Ballet](#) (non-regulated qualification)

Level 1: Grade 1 in [Imperial Classical Ballet](#)

Level 1: Grade 2 in [Imperial Classical Ballet](#)

Level 1: Grade 3 in [Imperial Classical Ballet](#)

Level 2: Grade 4 in [Imperial Classical Ballet](#)

Level 2: Grade 5 in [Imperial Classical Ballet](#)

Level 3: Grade 6 in [Imperial Classical Ballet](#)

The Graded Examinations in Imperial Classical Ballet, from Primary through to Grade 6, provide an assessment scheme for ballet which forms 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. This progressive training system, with a clearly defined structure, ensures that steps and skills learned at lower levels prepare for more complex movements as candidates progress and that learning takes place in the context of safe dance practice.

They are designed to function in tandem with the non-regulated Imperial Classical Ballet Class Examinations, so that teachers can enter students for equivalent exams at each level to act in a complementary fashion. Equally, teachers can select either one strand or the other, to best suit their students.

There are seven practical examination grades, beginning with Primary and then Grades 1 to 6 (6 represents the highest level of attainment).

Ballet is a key dance skill which develops core strength, coordination, line, placement and flexibility along with the requisite artistry and musicality. Students build a sound technique and understanding of the genre through studying the Imperial Classical Ballet syllabus, at the same time as developing the physical ability to communicate through movement in an expressive and artistic way.

From the Graded Examinations, candidates can progress to the Vocational Graded Examinations as preparation for further or higher education, full time dance training, employment as a professional dancer or as preparation for dance teaching qualifications.

Aims

- To educate by providing a progressive awareness of the artistry and technique of Imperial Classical Ballet through a graded and systematic programme of training and assessment.
- To develop artistic and musical appreciation whilst providing a safe form of physical training.
- To provide a structured examination system suitable for learners who aim to progress to vocational training and for those who wish to study classical ballet primarily as a recreational pursuit.

Objectives

The objectives of the Imperial Classical Ballet Graded Examinations are to show:

- Correct posture, classical body alignment, placing and maintenance of turnout
- Strength, suppleness, balance and poise in adage movements
- Articulated use of the feet, ballon and elevation in allegro movements
- Harmonious, co-ordinated and sensitive use of port de bras
- Rhythmic awareness, interpretation of musical qualities and artistic expression
- Understanding of classical ballet vocabulary
- An alert response to instructions
- Appropriate use of space in relation to the other members of the group and the dance area available
- Confidence and sense of enjoyment in performance.

9 Qualification structure and regulation

Non-regulated examination: Primary Grade examination

Regulated examinations: Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6 Vocational exams

Regulation – UK

ISTD Graded Examination qualifications are regulated in the UK by:

- Office of Qualifications and Examinations Regulation (Ofqual) in England
- Qualifications Wales
- Council for Curriculum, Examinations and Assessment (CCEA Regulation) in Northern Ireland.

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all regulated qualifications, indicating qualifications by their level (degree of difficulty) and size (amount or breadth of learning).

Size is indicated by a credit value, corresponding to a term used in the title. An Award is worth 1-12 credits, a Certificate is worth 13-36 credits, and a Diploma is worth 37 or more credits.

One credit corresponds to 10 hours of learning for the typical learner, which is divided into Guided Learning hours (GLH), which is broadly contact time with the teacher, and personal study time, which together make Total Qualification Time (TQT).

The ISTD's qualifications on the Regulated Qualifications Framework (RQF) are as follows:

Guided Learning Hours (GLH) describes the amount of time the learner has spent in class under the direct supervision of their teacher.

Total Qualification Time (TQT) includes all of the Guided Learning hours plus further independent study undertaken by the learner.

| Qualification title | Qualification number | Guided Learning Hours (GLH) | Total Qualification Time (TQT) | Credits |
|--|----------------------|-----------------------------|--------------------------------|---------|
| Grade 1 (Imperial Classical Ballet): ISTD Level 1 Certificate in Graded Examination in Dance | 501/0755/0 | 60 | 70 | 7 |
| Grade 2 (Imperial Classical Ballet): ISTD Level 1 Certificate in Graded Examination in Dance | 501/0753/7 | 60 | 70 | 7 |
| Grade 3 (Imperial Classical Ballet): ISTD Level 1 Certificate in Graded Examination in Dance | 501/0754/9 | 60 | 70 | 7 |
| Grade 4 (Imperial Classical Ballet): ISTD Level 2 Certificate in Graded Examination in Dance | 501/0756/2 | 75 | 95 | 10 |
| Grade 5 (Imperial Classical Ballet): ISTD Level 2 Certificate in Graded Examination in Dance | 501/0757/4 | 75 | 95 | 10 |
| Grade 6 (Imperial Classical Ballet): ISTD Level 3 Certificate in Graded Examination in Dance | 501/0758/6 | 90 | 130 | 13 |

| Unit title | Unit reference number | Level | Guided Learning Hours (GLH) | Credit value |
|--|-----------------------|---------|-----------------------------|--------------|
| Graded Examination in Imperial Classical Ballet: Grade 1 | K/602/0126 | Level 1 | 60 | 7 |
| Graded Examination in Imperial Classical Ballet: Grade 2 | M/602/0127 | Level 1 | 60 | 7 |
| Graded Examination in Imperial Classical Ballet: Grade 3 | J/602/0134 | Level 1 | 60 | 7 |
| Graded Examination in Imperial Classical Ballet: Grade 4 | R/602/0136 | Level 2 | 75 | 10 |
| Graded Examination in Imperial Classical Ballet: Grade 5 | Y/602/0137 | Level 2 | 75 | 10 |
| Graded Examination in Imperial Classical Ballet: Grade 6 | H/602/0139 | Level 3 | 90 | 13 |

Regulation – Europe

The European Qualifications Framework (EQF) is an overarching framework that links the qualifications of different countries together and allows for comparison and translation. The EQF has eight levels across which qualifications can be mapped. The levels do not correspond directly with the UK's Regulated Qualifications Framework (RQF), although they are similar. The following table shows the level of our Vocational Examination qualifications on the RQF and the EQF.

| Qualification title | RQF Level | EQF Level |
|---------------------|-----------|-----------|
| Grade 4 | Level 2 | Level 3 |
| Grade 5 | Level 2 | Level 3 |
| Grade 6 | Level 3 | Level 4 |

UCAS points

In the UK, our Graded Examination qualifications can contribute towards entry into higher education through the allocation of UCAS points. UCAS tariff points translate your qualifications and grades into a numerical value, which some universities, colleges, and conservatoires may refer to in their course entry requirements.

UCAS points only apply to ISTD graded and vocational dance examinations at Regulated Qualifications Framework (RQF) Level 3 as listed below.

| Grade 6 | Tariff points | Intermediate | Tariff points |
|-------------|---------------|--------------|---------------|
| Distinction | 14 | Distinction | 33 |
| Merit | 10 | Merit | 27 |
| Pass | 8 | Pass | 24 |

Equivalence of qualification levels

| Qualification level | Level | Equivalence |
|---------------------|-------|--|
| Grade 4 | 2 | Equivalent to GCSE standard |
| Grade 5 | 2 | Equivalent to GCSE standard |
| Grade 6 | 3 | Equivalent to A-Level and T-Level standard |
| Intermediate | 3 | Equivalent to A-Level and T-Level standard |

10 Entry conditions and general information

Entry conditions

Entries must be submitted via a teacher who holds Full Teaching membership with the Imperial Society of Teachers of Dancing.

Prior learning

To ensure safe dance practice, learners undertaking Imperial Classical Ballet Graded Examinations should have suitable levels of physical and technical skill to meet the demands of the grade they are entering.

Graded Examinations in Imperial Classical Ballet are designed to be taken consecutively and most candidates will progress through them in sequence to develop and consolidate dance vocabulary, physicality and technical skill. However, where there is prior learning, this is not compulsory. In cases where examinations in the previous grade have not been taken the candidate needs to be at an appropriate level of physical and artistic development for the grade they are being entered. Before a candidate enrolls in a class leading to a Graded Examination, teachers are therefore under a particular duty of care to assess the achievement of the candidate, particularly regarding safe dance practice.

Candidates may be examined together at all Grade levels.

Learners should take examinations only once the learning and teaching content have been covered in full. The syllabus is designed to build technical and performance skills for all candidates whilst promoting inclusivity and safe dance practice. Within the syllabus, some exercises offer the option of teacher/candidate choice. At Grade 6, Options A (formerly female) or B (formerly male) are offered in the syllabus to accommodate individual physical strengths, aptitudes and preferences.

Teachers/candidates are advised to select the option most suitable for the individual.

Language

All exams and assessments are conducted in English.

Summary information

Candidates should be entered in fours where possible. In grades examinations there is no option to enter five candidates. Where there is an odd number of candidates, the extra candidate should be entered with a pair to make a group of three.

| Examination | Age | Time allowances | | |
|-------------|-----|-------------------|--------------|--------------|
| | | 1 or 2 candidates | 3 candidates | 4 candidates |
| Primary | 6+ | 20 minutes | 25 minutes | 25 minutes |
| Grade 1 | 7+ | 20 minutes | 30 minutes | 30 minutes |
| Grade 2 | 7+ | 30 minutes | 35 minutes | 35 minutes |
| Grade 3 | 7+ | 35 minutes | 40 minutes | 40 minutes |
| Grade 4 | 9+ | 40 minutes | 45 minutes | 45 minutes |
| Grade 5 | 9+ | 45 minutes | 50 minutes | 50 minutes |
| Grade 6 | 11+ | 55 minutes | 60 minutes | 60 minutes |

Please note: to avoid confusion for some candidates who are already being prepared, teachers may enter aged five candidates for Primary Grade and aged six candidates for Grade 1 until September 2024.

From September 2024, Primary Grade and Grade 1 candidates' minimum ages will be six and seven years respectively. The 60-day leeway for children young in their year group continues to apply and the Examinations department checks all ages at the point of application.

Musical accompaniment

A pianist or recorded music may be used for all Graded Examinations. The set dances may be performed with live piano or recorded music. The teacher is responsible for providing the pianist.

Music system operators should be seated at a discreet distance from the examiner and must not face the candidates or communicate with them in any way. Teachers are reminded that under no circumstances can CDs be operated by the teacher, a candidate, or a parent of a candidate. Non-Imperial Classical Ballet teachers from other schools can operate the music.

Clothing

A Clothing Guide is available on the ISTD website istd.org/examinations and from imperialballet@istd.org

Jewellery is discouraged. If piercings cannot be removed studs are acceptable. Hair should be suitably styled for classical ballet and candidates should be smartly presented for the examination.

Studio layout for the examination

At the barre, all candidates must stand on the same side. The teacher must provide enough barres to accommodate all candidates and take into consideration that older, taller candidates will need more space.

Teachers should select the most suitable studio layout for the examination, to allow candidates to demonstrate fully. Teachers should ensure mirrors are completely covered or made opaque. Examiners require a table and a comfortable chair. Teachers should also provide a bell for the Examiner to ring when they are ready for the candidates to enter the studio at the start of the examination.

11 Qualifications

This section sets out the required teaching and learning content and how they should be delivered. The learning and teaching content for each qualification in the specification is set out in a similar way.

Primary (non-regulated examination)

Learning outcomes and assessment criteria: Primary

| Learning outcomes | Assessment criteria |
|--|--|
| LO1 Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Imperial Classical Ballet | <ul style="list-style-type: none"> • Demonstrate physical and technical competence safely |
| LO2 Perform a range of movement sequences showing sound and secure technical skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises, sequences, and dances |
| LO3 Perform a range of movement sequences showing an understanding of musicality in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises and dances to music |
| LO4 Apply and demonstrate a range of performance skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills. • Demonstrate an understanding of style and theme |

Syllabus content: Primary

All exercises are set unless otherwise stated. Candidates are expected to perform steps of elevation as requested by the examiner. Candidate's choice to place hands on waist or hold skirt.

1. Exercises

- 1.1 Knee bends
- 1.2 Rises with arm movement No. 1
OR Teacher/candidate choice
Rises with arm movement No. 2
- 1.3 Step to side and lift
- 1.4 Step, close, step and point
- 1.5 Step, close, step and hop (no longer seen in the examination)

2. Arms

Hands opening and closing and wrists bending up and down

3. Port de Bras

Arm exercise No. 1
OR Teacher/candidate choice
Arm exercise No. 2

4. Steps Taken Round the Room

- 4.1 Walking

- 4.2 Lifted walks

- 4.3 Walking on demi-pointe

- 4.4 Running (no longer seen in the examination)

- 4.5 Skipping

5. Steps of elevation

- 5.1 Jumps in 1st position (unset)

- 5.2 Jumps to 2nd position and back to 1st position (unset)

- 5.3 Spring points (unset)

- 5.4 Springs from foot to foot (no longer seen in the examination)

- 5.5 Two galops to the side, step and point

- 5.6 Two galops to the side, step and hop (no longer seen in the examination)

6. Steps

- Run, point and port de bras No. 1

OR Teacher/candidate choice

Run, point and port de bras No. 2

7. Music

- 7.1 Clap with or without music, recognise and count Waltz and Polka

- 7.2 Walking 4 and clapping 4

- 7.3 Walking 3 and clapping 1

8. Set Dance

Teacher/candidate choice of one of the following set dances:

Variation A - Twilight Elf

Variation B - My Piggy Bank

Variation C - Waiting for the Postman

9. Révérence

Bow or Curtsey (teacher/candidate choice)

Grade 1

| Qualification title | Qualification number | Guided learning hours (GLH) | Total qualification time (TQT) | Total credits |
|---|----------------------|-----------------------------|--------------------------------|---------------|
| Grade 1 (Imperial Classical Ballet): ISTD Level 1 Certificate in Graded Examination in Dance | 501/0755/0 | 60 | 70 | 7 |

Learning outcomes and assessment criteria: Grade 1

| Learning outcomes | Assessment criteria |
|--|--|
| LO1 Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Imperial Classical Ballet | <ul style="list-style-type: none"> • Demonstrate physical and technical competence safely |
| LO2 Perform a range of movement sequences showing sound and secure technical skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises, sequences, and dances |
| LO3 Perform a range of movement sequences showing an understanding of musicality in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises and dances to music |
| LO4 Apply and demonstrate a range of performance skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills. • Demonstrate an understanding of style and theme |

Syllabus content: Grade 1

Candidates are expected to combine any movements contained in the syllabus into simple enchaînements set by the examiner and have a knowledge of the French terms used, knowledge of the five positions of the feet and the following arm positions: bras bas; en avant; en couronne; attitude; à la seconde; demi-bras and demi-seconde.

1. Barre

- 1.1 Pliés (set exercise)
- 1.2 Battements tendus en croix in 4 counts (set exercise)
- 1.3 Retirés (set exercise)
- 1.4 Grands battements en croix in 4 counts (set exercise)

2. Port de Bras

Port de bras (set exercise)

3. Adage

- 3.1 Walks
- 3.2 Dégagés devant, derrière and to 2nd
- 3.3 Chassés en avant and à la seconde in 4 counts
- 3.4 Chassés (set exercise)
- 3.5 Posés on the whole foot (set exercise)

4. Allegro

- 4.1 Warm up
- 4.2 Skips
- 4.3 Galops en avant and de côté
- 4.4 Runs
- 4.5 Sautés in 1st position
- 4.6 Polka en avant and de côté
- 4.7 Petits jetés devant and derrière
- 4.8 Retirés sautés en arrière
- 4.9 Changements
- 4.10 Posés, temps levés in attitude devant
- 4.11 Polka Enchaînement (set exercise)
Arms may be placed in demi-bras
OR hands on waist
(teacher/candidate choice)

5. Music

Clap with or without music, recognise and count the Waltz, Polka and March

6. Set dance

Teacher/candidate choice of one of the following set dances:
Variation A – Picking Blackberries
Variation B – Has Anybody Seen My Mouse?
Variation C – Collecting Conkers
Variation D – Freezing in Winter

7. Révérence

Bow or Curtsey
(teacher/candidate choice)

Grade 2

| Qualification title | Qualification number | Guided learning hours (GLH) | Total qualification time (TQT) | Total credits |
|---|----------------------|-----------------------------|--------------------------------|---------------|
| Grade 2 (Imperial Classical Ballet) ISTD Level 1 Award in Graded Examination in Dance | 501/0753/7 | 60 | 70 | 7 |

Learning outcomes and assessment criteria: Grade 2

| Learning outcomes | Assessment criteria |
|--|--|
| LO1 Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Imperial Classical Ballet | <ul style="list-style-type: none"> • Demonstrate physical and technical competence safely |
| LO2 Perform a range of movement sequences showing sound and secure technical skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises, sequences, and dances |
| LO3 Perform a range of movement sequences showing an understanding of musicality in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises and dances to music |
| LO4 Apply and demonstrate a range of performance skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills. • Demonstrate an understanding of style and theme |

Syllabus content: Grade 2

Candidates are expected to combine any movements contained in this and previous syllabi into simple enchaînements set by the examiner and have a knowledge of the French terms used, knowledge of alignments, croisé, en face, ouvert and the following additional arm positions: bras croisé; attitude grecque; and 3rd arabesque.

1. Barre

- 1.1 Pliés (set exercise)
- 1.2 Battements tendus in 4 counts (set exercise)
- 1.3 Ronds de jambe à terre en dehors and en dedans in 4 counts (number and direction to be set in examination)
- 1.4 Assemblés soutenus in 4 counts (set exercise)
- 1.5 Retirés with relevés in 5th (set exercise)
- 1.6 Grands battements en croix in 2 counts (set exercise)

2. Port de Bras

Port de bras (set exercise)

3. Adage

- 3.1 Chassés passés en avant and chassés en arrière in 4 counts

- 3.2 1st arabesque à terre and en l'air
- 3.3 Adage Enchaînement (set exercise)
- 3.4 Demi-détournés (set exercise)

4. Allegro

- 4.1 Warm up
- 4.2 Jetés ordinaires devant and derrière
- 4.3 Glissades devant and derrière
- 4.4 Assemblés over and under
- 4.5 Pas de chats
- 4.6 Soubresauts
- 4.7 Échappés sautés to 2nd
- 4.8 Balancés de côté No. 1 (set exercise)
OR Teacher/candidate choice
- 4.9 Balancés de côté No.2 (set exercise)

5. Music

Clap, recognise and know the value of semibreves, minims, crotchets and quavers

OR Teacher/candidate choice

Clap, recognize and know the value of whole note, half notes, quarter notes and eighth notes

6. Set dance

Teacher/candidate choice of one of the following set dances:

Variation A – Ballet Solo

Variation B – I Hate Homework

Variation C – Flying My Kite

Variation D – The Storm

7. Révérence

Grade 3

| Qualification title | Qualification number | Guided learning hours (GLH) | Total qualification time (TQT) | Total credits |
|---|----------------------|-----------------------------|--------------------------------|---------------|
| Grade 3 (Imperial Classical Ballet): ISTD Level 1 Award in Graded Examination in Dance | 501/0754/9 | 60 | 70 | 7 |

Learning outcomes and assessment criteria: Grade 3

| Learning outcomes | Assessment criteria |
|--|--|
| LO1 Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Imperial Classical Ballet | <ul style="list-style-type: none"> • Demonstrate physical and technical competence safely |
| LO2 Perform a range of movement sequences showing sound and secure technical skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises, sequences, and dances |
| LO3 Perform a range of movement sequences showing an understanding of musicality in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises and dances to music |
| LO4 Apply and demonstrate a range of performance skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills. • Demonstrate an understanding of style and theme |

Syllabus content: Grade 3

Candidates are expected to combine any movements contained in this and previous syllabi into simple enchaînements set by the examiner. Candidates are also expected to have knowledge of the French terms used.

1. Barre

- 1.1 Pliés (set exercise)
- 1.2 Battements tendus with demi-pliés (set exercise)
- 1.3 Ronds de jambe à terre en dehors and en dedans in 2 counts (number and direction to be set in examination)
- 1.4 Assemblés soutenus in 2 counts (set exercise)
- 1.5 Battements frappés to 2nd in 1 count, accent out (number to set in examination) (set exercise)
- 1.6 Développés en croix in 4 counts (set exercise)
- 1.7 Grands battements in 2 counts (set exercise)
- 1.8 Échappés relevés to 2nd

2. Port de Bras

Simple enchaînement set by the examiner using the arm positions and alignments studied in previous grades which may include a dégagé to 2nd to change alignment

3. Adage

- 3.1 Chassés passés en arrière in 2 counts
- 3.2 Attitude ordinaire derrière à terre and en l'air
- 3.3 Adage Enchaînement (set exercise)
- 3.4 Posés en demi-pointe (set exercise)

4. Allegro

- 4.1 Warm up

- 4.2 Assemblés devant and derrière
- 4.3 Simple coupés over and under
- 4.4 Sissonnes ouvertes en avant
- 4.5 Pas de basques glissés en avant
- 4.6 Pas de basques sautés en avant
- 4.7 Pas de bourrées devant and derrière with either foot and under with the back foot in 2 counts
- 4.8 Petits assemblés devant and derrière
- 4.9 Échappés sautés en croix
- 4.10 Allegro Enchaînement No. 1 (set exercise)
- 4.11 Allegro Enchaînement No. 2a – Pas de basques glissés (set exercise)

4.12 Allegro Enchaînement No. 2b –
Pas de basques sautés (set
exercise)

4.13 Allegro Enchaînement No. 3 -
Lyrical Waltz (set exercise)

OR Teacher/candidate choice

4.14 Allegro Enchaînement No. 4 -
Mazurka (set exercise)

5. Set variation

Teacher/candidate choice of one
of the following set variations:

Variation A - Polka

Variation B - Hornpipe

Variation C - Waltz

Variation D – A Day at the Races

6. Révérence

Grade 4

| Qualification title | Qualification number | Guided learning hours (GLH) | Total qualification time (TQT) | Total credits |
|--|----------------------|-----------------------------|--------------------------------|---------------|
| Grade 4 (Imperial Classical Ballet): ISTD Level 2 Award in Graded Examination in Dance | 501/0756/2 | 75 | 95 | 10 |

Learning outcomes and assessment criteria: Grade 4

| Learning outcomes | Assessment criteria |
|--|--|
| LO1 Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Imperial Classical Ballet | <ul style="list-style-type: none"> • Demonstrate physical and technical competence safely |
| LO2 Perform a range of movement sequences showing sound and secure technical skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises, sequences, and dances |
| LO3 Perform a range of movement sequences showing an understanding of musicality in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises and dances to music |
| LO4 Apply and demonstrate a range of performance skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills. • Demonstrate an understanding of style and theme |

Syllabus content: Grade 4

Candidates are expected to combine any movements contained in this and previous syllabi into simple enchaînements set by the examiner. Candidates are also expected to have knowledge of the French terms used.

1. Barre

- 1.1 Pliés (set exercise)
- 1.2 Battements tendus and grands battements en croix (set exercise)
- 1.3 Ronds de jambe à terre en dehors and en dedans in 1 and 2 counts (set exercise)
- 1.4 Battements fondus en croix à terre (set exercise)
- 1.5 Petits battements sur le cou-de pied (set exercise)
- 1.6 Développés en croix (set exercise)
- 1.7 Relevés devant, derrière and passés en avant and en arrière facing the barre
- 1.8 Échappés relevés en croix facing and sideways to the barre

2. Port de Bras

Simple enchaînement set by the examiner using transference of weight (chassés, walks and technical transference of weight through 4th position) and the arm positions and alignments which were studied in previous grades

3. Adage

- 3.1 Temps lié à terre en avant
- 3.2 2nd arabesque à terre and en l'air
- 3.3 Posés assemblés soutenus en tournant
- 3.4 Use of épaulement towards the front foot
- 3.5 Temps lié en avant à terre (set exercise)
- 3.6 Adage Enchaînement (set exercises)

4. Demi-pointe work

- 4.1 Échappés relevés to 2nd
- 4.2 Relevés in 5th

5. Allegro

- 5.1 Warm up
- 5.2 Glissades over and under
- 5.3 Pas de bourrées over and under with either foot - may be taken in 1 count
- 5.4 Ballonnés simples en avant
- 5.5 Pas de basques glissés and sautés en arrière
- 5.6 Sissonnes changées ouverte
- 5.7 Demi-contretemps
- 5.8 Chassés temps levés in arabesque or pirouette position derrière

- 5.9 Posés temps levés in arabesque or pirouette position derrière
- 5.10 Faillis
- 5.11 Allegro Enchaînement No.1 (set exercise)
- 5.12 Allegro Enchaînement No. 2a - Pas de basques glissés (set exercises)
- 5.13 Allegro Enchaînement No. 2b - Pas de basques sautés (set exercise)
- 2a and 2b may be seen separately or combined depending on studio size – examiner’s choice
- 5.14 Allegro Enchaînement No.3 - Chassés, coupés, chassés temps levés in 3rd arabesque (set exercise)
- OR** Teacher/candidate choice
- 5.15 Allegro Enchaînement No.4 – Assemblés over and posés temps levés (set exercise)

6. Petit batterie

- 6.1 Échappés sautés battus fermés with or without change of feet
- 6.2 Petit batterie (set exercise A)
- 6.3 **OR** Examiner’s choice
- 6.4 Petit batterie (set exercise B)

7. Set variation

Teacher/candidate choice of one of the following set variations:

Variation A

Variation B

Variation C

Variation D

8. Révérence

Grade 5

| Qualification title | Qualification number | Guided learning hours (GLH) | Total qualification time (TQT) | Total credits |
|--|----------------------|-----------------------------|--------------------------------|---------------|
| ISTD Level 2 Award in Graded Examination in Dance: Grade 5 (Imperial Classical Ballet) | 501/0757/4 | 75 | 95 | 10 |

Learning outcomes and assessment criteria: Grade 5

| Learning outcomes | Assessment criteria |
|--|--|
| LO1 Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Imperial Classical Ballet | <ul style="list-style-type: none"> • Demonstrate physical and technical competence safely |
| LO2 Perform a range of movement sequences showing sound and secure technical skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises, sequences, and dances |
| LO3 Perform a range of movement sequences showing an understanding of musicality in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises and dances to music |
| LO4 Apply and demonstrate a range of performance skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills. • Demonstrate an understanding of style and theme |

Syllabus content: Grade 5

Candidates are expected to combine any movements contained in this and previous syllabi into simple enchaînements set by the examiner. Candidates are also expected to have knowledge of the French terms used.

1. Barre

- 1.1 Pliés (set exercise)
- 1.2 Battements tendus in 2 counts
- 1.3 Battements glissés to 2nd from 1st
- 1.4 Battements fondus en croix en l'air (set exercise)
- 1.5 Battements frappés to 2nd in 1 count, accent out
- 1.6 Battements frappés fouettés in 1 count
- 1.7 Ronds de jambe en l'air en dehors and en dedans -single (set exercise)
- 1.8 Développés to 2nd and fouettés to arabesque (set exercise)
- 1.9 Grands battements in 2 counts

2. Centre practice

- 2.1 Demi-pliés and rises in 1st, demi and full pliés and rises in 2nd
- 2.2 Battements tendus in 2 counts
- 2.3 Grand battements in 2 counts

3. Port de Bras

Enchaînement set by the examiner to include the reverse movement

4. Adage

- 4.1 Temps lié à terre en arrière
- 4.2 Développés in 4 counts
- 4.3 Attitude devant in opposition à terre and en l'air
- 4.4 Attitudes devant and derrière à deux bras à terre and en l'air
- 4.5 3rd arabesque à terre and en l'air

- 4.6 Temps lié en avant and en arrière (set exercise)

- 4.7 Adage Enchaînement No. 1 (set exercise)

- 4.8 Adage Enchaînement No. 2 (set exercise)

5. Demi-pointe work

- 5.1 Échappés relevés en croix
- 5.2 Relevés devant, derrière and passés en avant and en arrière
- 5.3 Demi-Pointe Enchaînement (set exercise)

6. Pirouettes

6.1 Single pirouettes en dehors from 5th (set exercise)

Teacher/candidate choice of 2 of the following 4:

6.2 Posés assemblés soutenus en tournant (set exercise)

6.3 Relevés passés by half turn (set exercise)

6.4 Single pirouettes en dehors from 2nd (set exercise)

6.5 Preparation for tours en l'air (set exercise) If selected, to be shown at the end of the allegro section

7. Allegro

7.1 Warm up

7.2 Jetés ordinaires en avant, en arrière and de côté

7.3 Sissonnes ordinaires devant, derrière, and passés en avant and en arrière

7.4 Sissonnes fermées en avant

7.5 Sissonnes doublées under

7.6 Ballonnés composés en avant

7.7 Coupés chassés pas de bourrées under

7.8 Grands jetés en tournant

7.9 Full contretemps

7.10 Allegro Enchaînement No. 1 (set exercise)

7.11 Allegro Enchaînement No. 2 (set exercise)

OR Teacher/candidate choice

7.12 Allegro Enchaînement No. 3 (set exercise)

8. Petit batterie

8.1 Échappés sautés battus ouverte

8.2 Entrechats quatre

8.3 Petit Batterie Enchaînement (set exercise)

9. Set variation

Teacher/candidate choice of one of the following set variations:

Variation A

Variation B

Variation C

10. Révérence

Grade 6

| Qualification title | Qualification number | Guided learning hours (GLH) | Total qualification time (TQT) | Total credits |
|--|----------------------|-----------------------------|--------------------------------|---------------|
| ISTD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Imperial Classical Ballet) | 501/0758/6 | 90 | 130 | 13 |

Learning outcomes and assessment criteria: Grade 6

| Learning outcomes | Assessment criteria |
|--|--|
| LO1 Apply and demonstrate through performance a range of fundamental and relevant knowledge and understanding of the vocabulary and technique of Imperial Classical Ballet | <ul style="list-style-type: none"> • Demonstrate physical and technical competence safely |
| LO2 Perform a range of movement sequences showing sound and secure technical skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises, sequences, and dances |
| LO3 Perform a range of movement sequences showing an understanding of musicality in Imperial Classical Ballet | <ul style="list-style-type: none"> • Perform exercises and dances to music |
| LO4 Apply and demonstrate a range of performance skills in Imperial Classical Ballet | <ul style="list-style-type: none"> • Recall, perform and present exercises and dances to an audience using a range of performance and presentational skills. • Demonstrate an understanding of style and theme |

Syllabus content: Grade 6

The syllabus is designed to develop broad strengths and abilities for all candidates. There are two pathways available in Grade 6 for candidates to accommodate differing physical strengths and capabilities: Option A and Option B. These variations are designed within the context of industry needs and safe dance practice. It is therefore advisable for candidates to follow the relevant exercises from Option A or Option B most suitable for the individual. For safe dance practice, teachers/candidates must select **one pathway only**.

Candidates are expected to combine any movements contained in this and previous syllabi into simple sequences set by the examiner. Candidates are also expected to have knowledge of the French terms used.

1. Barre

- 1.1 Pliés (set exercise)
- 1.2 Battements glissés en cloche
- 1.3 Battements fondus en l'air and ronds de jambe en l'air (set exercise)
- 1.4 Battements frappés and battements frappés fouettés (set exercise)
- 1.5 Petits battements sur le cou-de-pied (set exercise)
- 1.6 Demi-grands ronds de jambe en dehors and en dedans
- 1.7 Grands battements in 2 counts
- 1.8 Fouettés ronds de jambe en tournant (set exercise)
- 1.9 Relevés from one foot to one foot, en croix

1.10 Coupés fouettés raccourci

- 1.11 Posés coupés en avant
- 1.12 Posés into 1st arabesque

2. Centre Practice

- 2.1 Ronds de jambe à terre en dehors and en dedans in 2 counts
- 2.2 Battements frappés to 2nd in 1 count, accent out
- 2.3 Battements fondus en croix à terre

3. Port de Bras

Enchaînement set by the examiner to include the circular port de bras with transfer of weight or any circular movement

4. Adage

- 4.1 Temps lié en l'air en avant and en arrière (set exercise)
- 4.2 Fouetté of adage (set exercise)
- 4.3 Adage Enchaînement (set exercise)

5. Demi-Pointe Work

- 5.1 Posés coupés en avant in any alignment
- 5.2 Posés into 1st arabesque
- 5.3 Coupés fouettés raccourci
- 5.4 Demi-Pointe Enchaînement (set exercise)

6. Pirouettes

- 6.1 Single pirouettes en dehors from 5th (set exercise)
- 6.2 Single pirouettes en dehors from 4th (set exercise)
- 6.3 Single pirouettes en dedans prepared by a chassé with or without fouetté action (set exercise)
- 6.4 Posé turns en dedans en diagonal – in 2/4 and 3/4 time signatures (Option A)
- 6.5 Single pirouettes en dehors from 2nd (Option B)

7. Allegro

- 7.1 Warm up
- 7.2 Glissades en avant and en arrière
- 7.3 Assemblés en avant and en arrière
- 7.4 Sissonnes fermées en arrière and de côté over and under
- 7.5 Sissonnes doublées over (with développé in Polonaise enchaînement)
- 7.6 Grands jetés en avant
- 7.7 Waltz turns
- 7.8 Allegro Enchaînement No. 1 (set exercise)

8. Petit batterie

- 8.1 Changements battus
- 8.2 Entrechats trois derrière
- 8.3 Petit Batterie Enchaînement (set exercise)

9.

Option A

Pointe work facing the barre:

- 9.1 Rises in 1st
- 9.2 Relevés in 5th
- 9.3 Échappés relevés to 2nd and 4th (in 2 or 4 counts)
- 9.4 Cœurs sur place

Option B

Virtuosity

- 9.8 Tours en l'air (set exercise)
- 9.9 Polonaise Enchaînement (set exercise)

10. Set variation

Teacher/candidate choice of one of the following set variations:

Variation A

Variation B

Variation C

If the Option A pathway has been selected, the variation should be performed before the Pointe Work section.

11. Révérence

12 Scheme of assessment: Graded Examinations

Method of assessment

Graded Examinations are assessed by an Examiner who is recruited, trained, and monitored by the ISTD.

ISTD Examiners:

- are selected for their expertise and undergo rigorous training which continues throughout their career for marking both face-to-face and remote examinations
- create a welcoming and reassuring environment at the exam venue, ensuring a positive experience for candidates
- complete a check with the Disclosure and Barring Service (or equivalent body where available) and adhere to ISTD policies and procedures, including equality and diversity, safeguarding and data protection

In the examination the examiner awards a mark of between 0 and 10 for each component (shown on the accompanying grid). A mark of 0 indicates that nothing worthy of credit was presented for assessment.

The examination is divided into sections and each section consists of several components which are individually assessed and aggregated to give the section total. The total number of marks available in the examination is 100.

Primary Grade

| Title of component | Available marks |
|--|-----------------|
| Section A – Technique | |
| Stance and Placement | 10 |
| Line and Quality of port de bras | 10 |
| Control through the body and legs | 10 |
| Quality of ballon, Footwork and Co-ordination | 10 |
| Section total | 40 |
| Section B – Presentation, Musicality & Response | |
| Sense of performance | 10 |
| Rhythmic awareness | 10 |
| Music section | 10 |
| Sense of Timing | 10 |
| Response, Syllabus knowledge and theory | 10 |
| Section total | 50 |
| Section C - Performance | |
| Dance | 10 |
| Section total | 10 |
| Overall total | 100 |

Grade 1, 2 and 3

| Title of component | Available marks |
|--|-----------------|
| Section A – Technique | |
| Barre | 10 |
| Port de bras throughout the exam | 10 |
| Adage | 10 |
| Allegro | 10 |
| Coordination | 10 |
| Section total | 50 |
| Section B – Presentation, Musicality & Response | |
| Performance, artistry | 10 |
| Rhythmical awareness and Quality of movement | 10 |
| Sense of timing and Music section | 10 |
| Response to free work and Syllabus knowledge | 10 |
| Section total | 40 |
| Section C - Performance | |
| Dance/Variation | 10 |
| Section total | 10 |
| Overall total | 100 |

Grade 4

| Title of component | Available marks |
|--|-----------------|
| Section A – Technique | |
| Barre | 10 |
| Port de bras throughout the exam | 10 |
| Adage | 10 |
| Petit Allegro and Petit Batterie | 10 |
| Allegro | 10 |
| Coordination of movement | 10 |
| Section total | 60 |
| Section total | |
| Artistry | 10 |
| Rhythmic awareness and Interpretation of the various musical qualities | 10 |
| Response to free work and Syllabus knowledge | 10 |
| Variation | 10 |
| Section total | 40 |
| Overall total | 100 |

Grade 5

| Title of component | Available marks |
|--|-----------------|
| Section A – Technique | |
| Barre and Centre practice | 10 |
| Port de bras throughout the exam | 10 |
| Adage | 10 |
| Pirouettes | 10 |
| Petit Allegro and Petit Batterie | 10 |
| Allegro | 10 |
| Section total | 60 |
| Section B – Presentation, Musicality & Response | |
| Artistry | 10 |
| Rhythmic awareness and Quality of movement | 10 |
| Response to free work and Syllabus knowledge | 10 |
| Variation | 10 |
| Section total | 40 |
| Overall total | 100 |

Grade 6

| Title of component | Available marks |
|--|-----------------|
| Section A – Technique | |
| Barre and Centre practice | 10 |
| Port de bras throughout the exam | 10 |
| Adage | 10 |
| Pirouettes | 10 |
| Allegro | 10 |
| Petit batterie and Pointe work / Virtuosity | 10 |
| Section total | 60 |
| Section B – Presentation, Musicality & Response | |
| Artistry | 10 |
| Rhythmic awareness and Interpretation of the various musical qualities | 10 |
| Response to free work and Syllabus knowledge | 10 |
| Variation | 10 |
| Section total | 40 |
| Overall total | 100 |

Determining a mark

The marks for each component of assessment are added together and an overall mark is given out of 100.

Determining a grade for graded examinations

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.

To reflect the need for competence across the range of sections, a candidate will **not** attain a grade if less than 25% of the marks attainable are given for any **one** section.

If all components are achieved, then the overall grade is indicated as follows:

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

Mark schemes for Primary, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and Grade 6

Each component of the assessment is shown on the grid as a column and broken down into mark bands, each of which has a descriptor. The descriptor indicates the quality that is expected in the candidate's evidence for that mark band. The indicative content for each component of assessment is exemplified or stated at the bottom of each column/group of columns.

Mark bands

The lower mark in each band indicates that the student has just met the requirement described in the band, the upper mark indicates that the evidence is clear but that the student has not quite met the requirements set out in the next mark band.

The candidate is marked against all components of assessment.

Classification of results

Candidates receive both a final mark and an attainment grade. It is not expected that a candidate in a particular attainment grade will necessarily demonstrate all of the characteristics listed in that band but will demonstrate most.

Imperial Classical Ballet Mark Scheme – Primary Grade

| Section | | Technique | | | | Presentation, musicality and response | | | | Performance | |
|-----------------------------|------|---|--|---|---|--|---|---|---------------------------|---|--|
| Component | | Stance and Placement | Line and Quality of port de bras | Control through the body and legs | Quality of ballon, Footwork and Co-ordination | Sense of performance | Rhythmic awareness and Quality of movement | Music section | Sense of timing | Response, Syllabus knowledge and theory | Dance |
| | | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks |
| Upper Excellent band | 9/10 | The candidate demonstrates Excellent ability in the indicative content | | | | | | | | | |
| Lower Excellent band | | | | | | | | | | | |
| Upper Good band | 7/8 | The candidate demonstrates Good ability in the indicative content | | | | | | | | | |
| Lower Good band | | | | | | | | | | | |
| Upper Fair band | 5/6 | The candidate demonstrates Fair ability in the indicative content | | | | | | | | | |
| Lower Fair band | | | | | | | | | | | |
| Upper Limited band | 3/4 | The candidate demonstrates Limited ability in the indicative content | | | | | | | | | |
| Lower Limited band | | | | | | | | | | | |
| Upper Weak band | 1/2 | The candidate demonstrates Weak ability in the indicative content | | | | | | | | | |
| Lower Weak band | | | | | | | | | | | |
| Not Evidenced | 0 | Indicative content not evidenced | | | | | | | | | |
| Indicative content | | Lengthened spine and alignment of the body Poise and open shoulder line Even turnout of legs and feet Line and use of feet with floor pressure | Sustained arm and shoulder line Arm and hand shape Use of head and eyeline Fluidity of movement | Controlled posture in movement Controlled use of arms and legs in movement | Use of feet in the air Landing with resistance Turnout when landing in demi-plié Unstrained flow of movement | Sense of occasion and enjoyment Alert manner Natural sense of expression | Recognition of varying musical moods Corresponding quality of movement | Walk and clap in time with the music Recognise 3/4 waltz and 2/4 polka Clap and count 3/4 waltz and 2/4 polka with or without music | Dance on the musical beat | Alert and attentive Respond to instructions Knowledge of syllabus | Dance is known Technique Mime/expression Rhythmically accurate Spatial awareness |

Imperial Classical Ballet Mark Scheme – Grades 1, 2 and 3

| Section | | Technique | | | | Presentation, musicality and response | | | | Performance | |
|-----------------------------|------|---|---|---|---|--|---|--|--|--|--|
| Component | | Barre | Port de bras throughout the exam | Adage | Allegro | Co-ordination of movement | Performance, artistry | Rhythmical awareness and Quality of movement | Sense of timing and Music section | Response to free work and Syllabus knowledge | Dance/ Variation |
| | | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks |
| Upper Excellent band | 9/10 | The candidate demonstrates Excellent ability in the indicative content | | | | | | | | | |
| Lower Excellent band | | | | | | | | | | | |
| Upper Good band | 7/8 | The candidate demonstrates Good ability in the indicative content | | | | | | | | | |
| Lower Good band | | | | | | | | | | | |
| Upper Fair band | 5/6 | The candidate demonstrates Fair ability in the indicative content | | | | | | | | | |
| Lower Fair band | | | | | | | | | | | |
| Upper Limited band | 3/4 | The candidate demonstrates Limited ability in the indicative content | | | | | | | | | |
| Lower Limited band | | | | | | | | | | | |
| Upper Weak band | 1/2 | The candidate demonstrates Weak ability in the indicative content | | | | | | | | | |
| Lower Weak band | | | | | | | | | | | |
| Not Evidenced | 0 | Indicative content not evidenced | | | | | | | | | |
| Indicative content | | Lengthened spine with use of core and aligned pelvis Head and eyeline held Even turnout of legs and feet Line and use of feet with floor pressure Alignment and placing of legs | Shaping and tracking of arms Use of head and eyeline Hand and finger shaping Fluidity, breadth and sensitivity | Placement of line, balance and poise Even turnout of legs and feet Transference of weight | Elevation and ballon Use of feet and legs Turnout in the air and on landing Controlled posture | Harmonised flow of movement Synchronised port de bras Ease of travel Use of direction and pattern | Alert manner with sense of occasion and enjoyment Expression Sincerity of performance Use of poise and eyeline | Sensitivity to metre and mood in music Quality of the performance | Dance on the beat Correct response to music | Alert and sensitive Response to instructions Knowledge of syllabus and dance vocabulary Understanding of French terminology | Knowledge of dance Expressive communication of theme Technique Rhythm and Spatial awareness |

Imperial Classical Ballet Mark Scheme – Grade 4

| Section | | Technique | | | | | Presentation, musicality and response | | | Performance | |
|-----------------------------|------|---|---|---|--|---|--|---|---|--|--|
| Component | | Barre | Port de bras throughout the exam | Adage | Petit Allegro and Petit Batterie | Allegro | Co-ordination of movement | Artistry | Rhythmical awareness and Interpretation of the various musical qualities | Response to free work and Syllabus knowledge | Variation |
| | | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks |
| Upper Excellent band | 9/10 | The candidate demonstrates Excellent ability in the indicative content | | | | | | | | | |
| Lower Excellent band | | | | | | | | | | | |
| Upper Good band | 7/8 | The candidate demonstrates Good ability in the indicative content | | | | | | | | | |
| Lower Good band | | | | | | | | | | | |
| Upper Fair band | 5/6 | The candidate demonstrates Fair ability in the indicative content | | | | | | | | | |
| Lower Fair band | | | | | | | | | | | |
| Upper Limited band | 3/4 | The candidate demonstrates Limited ability in the indicative content | | | | | | | | | |
| Lower Limited band | | | | | | | | | | | |
| Upper Weak band | 1/2 | The candidate demonstrates Weak ability in the indicative content | | | | | | | | | |
| Lower Weak band | | | | | | | | | | | |
| Not Evidenced | 0 | Indicative content not evidenced | | | | | | | | | |
| Indicative content | | Lengthened spine with use of core and aligned pelvis Use of head and eyeline Even turnout of legs and feet Line and use of feet with floor pressure Alignment and placing of legs | Shaping and tracking of arms Use of head and eyeline Hand and finger shaping Fluidity, breadth and sensitivity | Placement of line, balance and poise Even turnout of legs and feet Transference of weight | Precision of footwork Elevation Turnout Batterie action | Precision of footwork Elevation Co-ordination, strength and control Travel and spatial awareness | Harmonised flow of movement Synchronised port de bras Ease of travel Use of direction and pattern | Alert manner with sense of occasion and enjoyment Expression Sincerity of performance Use of poise and eyeline | Sensitivity to metre and mood in music Quality of the performance Performs on the beat Response to music | Alert and sensitive Response to instructions Knowledge of syllabus and dance vocabulary Understanding of French terminology | Knowledge of variation Expressive communication of theme Technique Rhythm and spatial awareness |

Imperial Classical Ballet Mark Scheme – Grade 5

| Section | | Technique | | | | | Presentation, musicality and response | | | Performance | |
|-----------------------------|------|---|---|---|--|--|---|---|---|--|--|
| Component | | Barre and Centre Practice | Port de bras throughout the exam | Adage | Pirouettes | Petit Allegro and Petit Batterie | Allegro | Artistry | Rhythmical awareness and Interpretation of the various musical qualities | Response to free work and Syllabus knowledge | Variation |
| | | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks |
| Upper Excellent band | 9/10 | The candidate demonstrates Excellent ability in the indicative content | | | | | | | | | |
| Lower Excellent band | | | | | | | | | | | |
| Upper Good band | 7/8 | The candidate demonstrates Good ability in the indicative content | | | | | | | | | |
| Lower Good band | | | | | | | | | | | |
| Upper Fair band | 5/6 | The candidate demonstrates Fair ability in the indicative content | | | | | | | | | |
| Lower Fair band | | | | | | | | | | | |
| Upper Limited band | 3/4 | The candidate demonstrates Limited ability in the indicative content | | | | | | | | | |
| Lower Limited band | | | | | | | | | | | |
| Upper Weak band | 1/2 | The candidate demonstrates Weak ability in the indicative content | | | | | | | | | |
| Lower Weak band | | | | | | | | | | | |
| Not Evidenced | 0 | Indicative content not evidenced | | | | | | | | | |
| Indicative content | | Lengthened spine with use of core and aligned pelvis | Shaping and tracking of arms Use of head and eyeline Hand and finger shaping Fluidity, breadth and sensitivity | Placement of line, balance and poise Even turnout of legs and feet Transference of weight | Poise and Control Co-ordination Use of head and eyeline Completion of turns | Precision of footwork Elevation Batterie action and co-ordination Turnout | Elevation and ballon Use of feet and legs Sustained turnout in the air and on landing Controlled posture | Alert manner with sense of occasion and enjoyment Expression Sincerity of performance Use of poise and eyeline | Sensitivity to metre and mood in music Quality of the performance Performs on the beat Response to the music | Alert and sensitive Response to instructions Knowledge of syllabus and dance vocabulary Understanding of French terminology | Knowledge of variation Expressive communication of theme Technique Rhythm and spatial awareness |

Imperial Classical Ballet Mark Scheme – Grade 6

| Section | | Technique | | | | | Presentation, musicality and response | | | Performance | |
|-----------------------------|------|---|---|---|--|---|---|---|---|--|--|
| Component | | Barre and Centre Practice | Port de bras throughout the exam | Adage | Pirouettes | Allegro | Petit Batterie and Pointe work / Virtuosity | Artistry | Rhythmical awareness and Interpretation of the various musical qualities | Response to free work and Syllabus knowledge | Variation |
| | | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks | 10 marks |
| Upper Excellent band | 9/10 | The candidate demonstrates Excellent ability in the indicative content | | | | | | | | | |
| Lower Excellent band | | | | | | | | | | | |
| Upper Good band | 7/8 | The candidate demonstrates Good ability in the indicative content | | | | | | | | | |
| Lower Good band | | | | | | | | | | | |
| Upper Fair band | 5/6 | The candidate demonstrates Fair ability in the indicative content | | | | | | | | | |
| Lower Fair band | | | | | | | | | | | |
| Upper Limited band | 3/4 | The candidate demonstrates Limited ability in the indicative content | | | | | | | | | |
| Lower Limited band | | | | | | | | | | | |
| Upper Weak band | 1/2 | The candidate demonstrates Weak ability in the indicative content | | | | | | | | | |
| Lower Weak band | | | | | | | | | | | |
| Not Evidenced | 0 | Indicative content not evidenced | | | | | | | | | |
| Indicative content | | Lengthened spine with use of core and aligned pelvis | Shaping and tracking of arms Use of head and eyeline Hand and finger shaping Fluidity, breadth and sensitivity | Placement of line, balance and poise Even turnout of legs and feet Transference of weight | Poise and Control Co-ordination Use of head and eyeline Completion of turns | Elevation and ballon Use of feet and legs Sustained turnout in the air and on landing Controlled posture | Accurate batterie action and coordination Alignment, posture and poise POINTE WORK: Stability on pointe VIRTUOSITY: Strength, control and placing VIRTUOSITY: Elevation and sustained rhythmic turns | Alert manner with sense of occasion and enjoyment Expression Sincerity of performance Use of poise and eyeline | Sensitivity to metre and mood in music Quality of the performance Performs on the beat Response to the music | Alert and sensitive Response to instructions Knowledge of syllabus and dance vocabulary Understanding of French terminology in free enchainements | Knowledge of variation Expressive communication of theme Technique Rhythm and spatial awareness |

Attainment grade descriptors

Distinction: 80-100 marks

A candidate who achieves a '**Distinction**' will demonstrate the following attributes in performance:

- extremely strong technique
- high clarity of intention in execution of the movement
- excellent precision in the technique of the genre
- excellent use of dynamics and spatial elements
- very confident and accurate responses to instructions, questions asked and/or tasks set
- very strong performing skills.

Merit: 60-79 marks

A candidate who achieves a '**Merit**' will demonstrate the following attributes in performance:

- well established technique
- good clarity of intention in execution of the movement
- good precision in the technique of the genre confident use of dynamics and spatial elements
- confident and accurate responses to instructions, questions asked and/or tasks set
- strong performing skills.

Pass: 40-59 marks

A candidate who achieves a '**Pass**' will demonstrate the following attributes in performance:

- generally established technique
- some clarity of intention in execution of the movement
- some precision in the technique of the genre
- fair understanding of the use of dynamics and spatial elements
- broadly relevant and mostly appropriate responses to questions asked and/or tasks set
- secure performing skills.

Not attained – 00-40 marks

A candidate who achieves a '**Not attained**' will demonstrate the following attributes in performance:

- poor or limited technical accomplishment
- limited clarity of intention in execution of the movement
- poor or limited grasp of the technique of the genre
- limited understanding of the use of dynamics and spatial elements
- weak or limited response to questions asked and/or tasks set
- weak or limited performing skills.