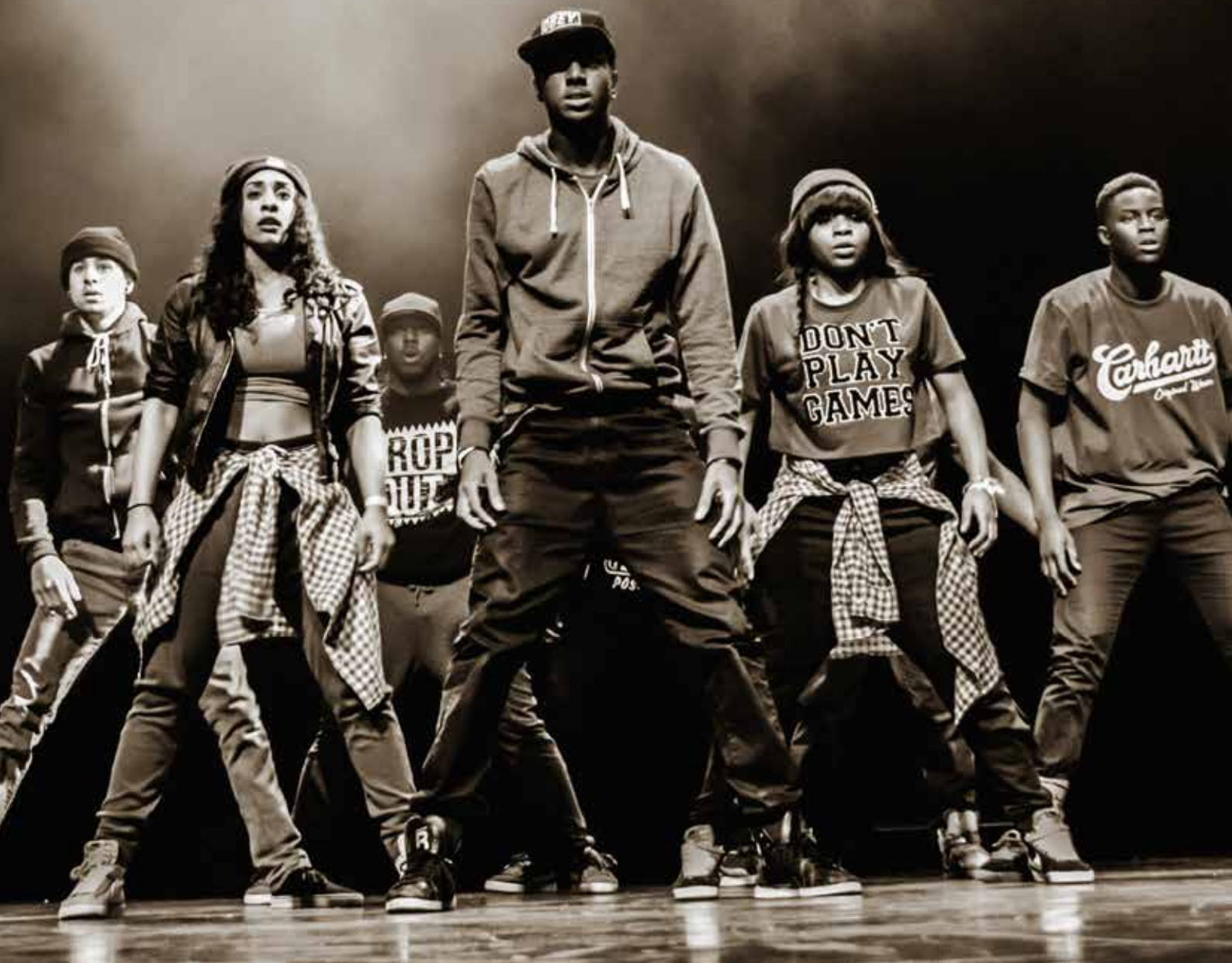


STREET DANCE

SYLLABUS SPECIFICATION

GRADE 1–GRADE 8





Street Dance

Syllabus Specification

GRADE 1 TO GRADE 8

Revised: May 2018



All supporting material can be downloaded from
www.rslawards.com

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Revised: May 2018

Supporting Audio & Video

In addition to the syllabus specification, we have also provided supporting video to give teachers and candidates additional help and guidance when studying for a PAA exam.



How to download your content

Access the supporting content at:

www.rslawards.com/performance-arts/syllabus

All teachers and candidates should use the supporting video alongside this syllabus specification before taking a PAA exam.

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Total Qualification Time Allocations for Graded Examinations

Qualification	Guided Learning Hours	Practice Hours	Total Qualification Time	Credit Value
Grade 1	60	10	70	7
Grade 2	60	10	70	7
Grade 3	60	10	70	7
Grade 4	75	20	95	10
Grade 5	75	20	95	10
Grade 6	90	40	130	13
Grade 7	90	40	130	13
Grade 8	90	40	130	13

Assessment Summary

Assessment	
Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks underpinning the technical and performance assessment.
Unit Format	Unit specifications contain the Title, Unit Code, Credit Level, Credit Value, Learning Outcomes, Assessment Criteria, Grade Descriptor, and types of evidence required for the unit.
Bands of Attainment	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

SECTION A: QUALIFICATION SUMMARY

A.1 Aims and Broad Objectives

The aim of the Street Dance qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Street Dance.

The purpose of RSL's graded qualifications is to motivate and encourage candidates of all ages and levels through a system of progressive mastery to develop and enhance skills, knowledge and understanding in a safe and consistent way. The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement.

These qualifications are suitable for learners in the Under 16, 16+, 16-18, 19+ age groups.

A.2 Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to FE and HE courses. Graded qualifications operate according to a well established methodology of 'progressive mastery'. They tend to be more rigorous than other types of exams and for that reason industry professionals are confident that achievement at the highest level gained by candidates of graded qualifications will have the skills necessary to work in other areas of the business.

A.3 Qualification Structure

A graded qualification consists of a range of both practical and knowledge based tasks which are based on detailed requirements outlined in the relevant syllabus.

Therefore, requirements for each grade will be set out in detail in the Unit Specifications and the Learning Outcomes and Assessment Criteria for each unit will require knowledge, skills and understanding of these syllabus requirements to be demonstrated at the grade entered.

A.4 Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for your Street Dance grades. Please visit the RSL website at www.rslawards.com

SECTION B: ASSESSMENT INFORMATION

B.1 Assessment Methodology

The graded examinations in Street Dance are assessed through two components:

■ Grades 1–3

Technical Skills
Performance

■ Grades 4–8

Technical Skills (including Freestyle)
Performance

B.2 Expectations of Knowledge, Skills and Understanding

The graded examination system is one based on the principle of 'progressive mastery'; each step in the exam chain demonstrates learning, progression and skills in incremental steps.

Successful learning is characterised by a mastery of the fundamental skills demanded in each grade.

Learners will be able to complete a set of practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate Street Dance knowledge, skills and understanding relevant to the grade. These technical skills set a firm platform for further technical and creative development by the learner.

B.3 Quality Assurance

All RSL examinations and graded qualifications are standardised according to the processes and procedures laid down by RSL.

SECTION C: CANDIDATE ACCESS AND REGISTRATION

C.1 Access and Registration

The qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world. Dates will be published on the website at www.rslawards.com

C.2 Recommended Prior Learning

Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

SECTION D: COMPLAINTS AND APPEALS

All procedural complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations, can be found on the RSL website www.rslawards.com

SECTION E: EQUAL OPPORTUNITIES POLICY

RSL's Equal Opportunities policy can be found on the RSL website www.rslawards.com

SECTION F: CONTACTS FOR HELP & SUPPORT

All correspondence should be directed to:

RSL
Harlequin House
Ground Floor
7 High Street
Teddington
Middlesex
TW11 8EE

Or paa@rslawards.com

Overview

The Performance Arts Awards (PAA) examinations are an ideal way for teachers and students to measure, assess and reward progress throughout the year. Performance Arts Awards are a part of the RSL family, awarding the Contemporary Arts in music through Rockschool and the Performing Arts through PAA.

Introduction

Street Dance is emerging as one of the most popular styles of dance today and is slowly becoming an ubiquitous form of expression in the arts. PAA offers the opportunity for candidates to earn a recognised and quality-assured qualification whilst doing something they enjoy.

Candidates will prepare a series of technical exercises that display a range of skills within the genre. Exercises should encourage the development of a strong dance technique, whilst embedding performance skills. As candidates progress through the grades, the demand of the technical exercises will increase to ensure the development of equipped dancers.

PAA gives the teacher the freedom to create inspiring work which will stretch and challenge every student. As there are no set combinations within the Street Dance syllabus, teachers will have creative control and will be required to lift the set technical steps and tasks from the pages and bring them to life. The teacher is encouraged to apply stylistic features, dynamics and energy to all exercises. PAA examinations in Street Dance are designed to develop the skills necessary to communicate through dance and movement to an audience. Candidates who prepare themselves appropriately will develop relevant skills through exploring a range of Street Dance styles and techniques.

The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabi, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examination Regulation (Ofqual). RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabi, examinations and resources.

Safeguarding *(including Health & Safety)*

RSL takes the Safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. An outline of these is provided on the website:

► www.rslawards.com/about-us/safeguarding

A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the examination.

RSL and UCAS

For students applying for work or University, many potential employers see Graded Performance Exams in a very positive way. Recognised qualifications demonstrate an ability to dedicate commitment to extra-curricular activities, providing evidence of versatility which many students find beneficial within UCAS (Universities & Colleges Admissions Service) applications and for University entrance interviews.

Our qualifications carry allocated points on the UCAS tariff. For full details relating to the allocation of points for our qualifications, please see:

► www.rslawards.com/about-us/ucas-points

Period of Operation

This syllabus specification covers Street Dance Graded Examinations from April 2018.

Estimated Examination Time

- **GRADE 1:** 25 minutes
- **GRADE 2:** 25 minutes
- **GRADE 3:** 25 minutes
- **GRADE 4:** 30 minutes
- **GRADE 5:** 30 minutes
- **GRADE 6:** 35 minutes
- **GRADE 7:** 35 minutes
- **GRADE 8:** 35 minutes

Please note: Estimated examination times may vary according to the number of candidates and grade/s selected in the group. Where there are more than eight candidates in the group the examination time will increase to allow candidates to repeat the performance at the request of the examiner.

Examination Levels

PAA Street Dance examinations are offered at three levels:

- **LEVEL 1:** Grades 1–3
- **LEVEL 2:** Grades 4–5
- **LEVEL 3:** Grades 6–8

Recommended Ages for PAA Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

Grade Qualification	Suggested Entry Age	RQF Level
1	7–8 years	Level 1
2	9–10 years	Level 1
3	11–12 years	Level 1
4	13–14 years	Level 2
5	15–16 years	Level 2
6	16+	Level 3
7	16+	Level 3
8	16+	Level 3

Uniform for PAA Examination

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to health and safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dance wear is appropriate and allows examiners to see the body, line and form clearly
- The choice of dance shoes is appropriate to the style
- All jewellery is removed
- Any costume or props used during the performance are carefully considered

Marking schemes and attainment bands

The examination is marked with credits awarded through:

TECHNICAL SKILLS

Section A (L01+L02)/60

PERFORMANCE

Section B (L03)/40

TOTAL: **out of 100**

The attainment bands for Street Dance graded examinations are as follows:

Attainment Bands	
Unclassified	0–49%
Pass	50–64%
Merit	65–84%
Distinction	85% and above

Unit specifications

Content:

The skills and understanding required at each grade.

The Street Dance content is divided into **two** examined components;

- Technical Skills
- The Performance

Assessment Criteria:

Criteria against which the candidate is assessed

Learning Outcome:

A statement of what has been demonstrated as a result of the successful completion of the assessment criteria

Grade Descriptor:

An indication of the level of attainment required for each attainment band (Unclassified, Pass, Merit or Distinction) at each grade.

1 TECHNICAL SKILLS

Candidates will dance a selection of technical moves provided by RSL that are designed to be achievable during a class warm up or technical workshop over a number of weeks.

The technical moves and combination are demonstrated as a group but each candidate must be visible to the examiner at all times.

A maximum of **eight** candidates can be assessed at any one time. If there are more than eight candidates in the group the performance must be repeated. Candidates may be arranged into even smaller groups where necessary, e.g. where there are different chosen styles within the same exam group.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Candidates may perform the technical moves in the same combination but this is not a requirement.

The teacher should select a music track/s appropriate to the chosen style.

A video demonstrating all the technical moves is available to download from: www.rslawards.com/performance-arts/syllabus

As candidates progress through the grades, the range of styles, complexity and technical demand required for this element of the examination is increased. More details about the Technical Skills demonstration can be found in the content description for each grade.

Props and costumes are **not** permitted.
An audience is **not** permitted.

■ LEVEL 1 (GRADE 1, 2 AND 3)

The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

■ LEVEL 2 (GRADE 4 AND 5)

The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

■ LEVEL 3 (GRADE 6, 7 AND 8)

The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

Please note: Candidates in the same examination group may demonstrate different styles of Street Dance to the examiner.

TECHNICAL SKILLS – FREESTYLE (LEVEL 2 & 3 ONLY)

The Freestyle section of the examination gives candidates from **Grades 4–8** only the opportunity to demonstrate their technical ability, musicality, creativity and individual style without restrictions.

Candidates will be required to interpret the given music through any Street Dance style and moves of the candidate's choice for the duration specified per grade.

Candidates may include the technical moves provided for the Technical Skills Demonstration in their freestyle if they wish but this is not a requirement.

At Grade 4 and 5 Candidates will:

- stand in a semicircle
- enter the dance space in pairs
- dance at the **same** time, facing the examiner

At Grade 6, 7 and 8 Candidates will:

- stand in two crews facing each other
- enter the dance space in pairs (one candidate from each crew)
- dance **one at a time**, facing each other

The music will be provided by the examiner and will not be heard until the examination.

As candidates progress through the grades, this becomes a Freestyle battle in which candidates will be expected to engage and respond to another dancer in an opposing crew of dancers.

Props and costumes are **not** permitted.
An audience is **not** permitted.

2 PERFORMANCE

The Performance consists of a group dance routine which can include any style or variation of street dance. Teachers have creative control over the concept, content and choreography of the group performance but must adhere to the allocated performance time boundaries (including the music track/s selected).

A maximum of **eight** candidates can be assessed at any one time. If there are more than eight candidates in the group the performance must be repeated. **Examiners may ask candidates to repeat sections of the performance if clarification is needed.**

The school's uniform is sufficient, however, costumes and props are permitted.
An audience is permitted.

Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific qualification level they are entering.

Guide to choosing music for the Performance

The selection of music is the teacher's choice and should allow the candidates the best opportunity to respond to phrasing, dynamics and atmosphere. The style and the mood of the music should allow for as much expression as possible, creating a performance that fulfils requirements for technique, musicality and communication.



Notes for the Examination

- All candidates must wear their allocated candidate number on the **front and back** of their clothing throughout
- The examination can include students who are not exam candidates as long as the minimum number of candidates has been met
- A member of staff **must** be present for the examination in order to operate music playback equipment
- Staff **must** be on hand to chaperone students from the examination once completed.

General Notes

On the day of the examination, the Principal is required to meet with the examiner to discuss any absences or changes to the day. The examiner will take a register before every examination.

Centres must provide examiners with an adequate table, chair, lighting and refreshments.

Examiners must not be in close proximity to the audience at any time.

The nature of each performance will be unique to your particular school, however, certain criteria must be met for candidates to be assessed successfully. It is the teacher's responsibility to read the Learning Outcomes, Assessment Criteria and Grading Descriptors for each grade. Teachers must ensure candidates are actively involved throughout the examination and perform a sufficient amount of material.

Staff must not lead, direct or influence the candidates during any component of the examination, and the examiner reserves the right to stop the examination in such instances.

Candidates must be arranged into groups by the **teacher in advance of the examination day.** For advice regarding candidate grouping please contact RSL.

LEVEL 1**GRADE 1 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Locking	House	Breaking
Rock Steady	Jack (Basic)	Top Rock – Indian Step
Point	Pas de Bourrée	Top Rock – Salsa Step
Lock (Muscle Man)	Classic Cross	Footwork – 6 Step
Lock (Variation)	Tip Tap Toe	Footwork – CC Rock
Pace	Stomp	Freeze – B-Boy Stance

2 PERFORMANCE

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**.

LEVEL 1**GRADE 1 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

Title	RSL Level 1 Award in Graded Examination in Dance – Grade 1
Level	Level 1
Credit Value	7
Guided Learning Hours	60
Total Qualification Time	70

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of technique in Street Dance	1.1	Demonstrate knowledge and understanding of Street Dance vocabulary
		1.2	Demonstrate technical skills
2	Be able to perform movement sequences showing an awareness of musicality in Street Dance	2.1	Demonstrate appropriate timing and rhythm
		2.2	Demonstrate responsiveness to music
3	Be able to show an awareness of performance in Street Dance	3.1	Demonstrate use of expression as appropriate
		3.2	Demonstrate awareness of an audience

LEVEL 1

GRADE 1 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (Technical Skills) The learner will perform movement sequences showing an awareness of technique in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary

2 LEARNING OUTCOME 2 (Technical Skills) The learner will be able to perform movement sequences showing an awareness of musicality in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate the following: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following some of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following for the majority of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following throughout: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response

3 LEARNING OUTCOME 3 (Performance) The learner will be able to show an awareness of performance in Street Dance

Unclassified	Pass	Merit	Distinction
Insecure evidence of a Street Dance performance. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following some of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following for the majority of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following throughout: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection

LEVEL 1**GRADE 2 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Locking	House	Breaking
Wrist Roll with Step	Jack (Variation)	Top Rock – Salsa Front
Double Wrist Roll into Clap	Hurdle	Top Rock – Hip Twist
Pace (Variation)	Shuffle	Footwork – 3 Step
Ham Lock	Spin	Foot work – Screwballs
Wrist Roll (Variation)	Salsa Step	Freeze – Shoulder Freeze

2 PERFORMANCE

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**.

LEVEL 1**GRADE 2 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

Title	RSL Level 1 Award in Graded Examination in Dance – Grade 2
Level	Level 1
Credit Value	7
Guided Learning Hours	60
Total Qualification Time	70

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of techniques in Street Dance	1.1	Demonstrate knowledge and understanding of Street Dance vocabulary
		1.2	Demonstrate technical skills
2	Be able to perform movement sequences showing an awareness of musicality in Street Dance	2.1	Demonstrate appropriate timing and rhythm
		2.2	Demonstrate responsiveness to music
3	Be able to show an awareness of performance in Street Dance	3.1	Demonstrate use of expression as appropriate
		3.2	Demonstrate awareness of an audience

LEVEL 1**GRADE 2 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform movement sequences showing an awareness of technique in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary

2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of musicality in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate the following: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following some of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following for the majority of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following throughout: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response

3 LEARNING OUTCOME 3 (Performance)

The learner will be able to show an awareness of performance in Street Dance

Unclassified	Pass	Merit	Distinction
Insecure evidence of a Street Dance performance. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following some of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following for the majority of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following throughout: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection

LEVEL 1**GRADE 3 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **one** style of Street Dance (Locking, House or Breaking) and candidates must demonstrate **all** the technical moves from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Locking	House	Breaking
Scoo-Bot into Double Wrist Roll Back Clap	The Stomp and Kick	Top Rock – Hustle Walk
Campbell Walk	Side Walk	Top Rock – Knee Drop
Skeeter – Rabbit	Step Up	Footwork – 4 Step
Scoo-B-Doo	Hurdle Side to Side	Footwork – Knee Glide
Rock Funk Rock	Twist	Freezes – Baby Freeze

2 PERFORMANCE

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**.

LEVEL 1**GRADE 3 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

Title	RSL Level 1 Award in Graded Examination in Dance – Grade 3
Level	Level 1
Credit Value	7
Guided Learning Hours	60
Total Qualification Time	70

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of techniques in Street Dance	1.1	Demonstrate knowledge and understanding of Street Dance vocabulary
		1.2	Demonstrate technical skills
2	Be able to perform movement sequences showing an awareness of musicality in Street Dance	2.1	Demonstrate appropriate timing and rhythm
		2.2	Demonstrate responsiveness to music
3	Be able to show an awareness of performance in Street Dance	3.1	Demonstrate use of expression as appropriate
		3.2	Demonstrate awareness of an audience

LEVEL 1**GRADE 3 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform movement sequences showing an awareness of technique in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary 	Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Knowledge of vocabulary

2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of musicality in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate the following: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following some of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following for the majority of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response 	Evidence of musicality to include the following throughout: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical response

3 LEARNING OUTCOME 3 (Performance)

The learner will be able to show an awareness of performance in Street Dance

Unclassified	Pass	Merit	Distinction
Insecure evidence of a Street Dance performance. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following some of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following for the majority of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection 	Demonstrate awareness of the following throughout: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Characterisation ■ Technique ■ Projection

LEVEL 2**GRADE 4 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Locking	House	Breaking	Popping
Skeeter Rabbit Around the World	Up and Down Groove	Top Rock – Outlaw Dance	Arm Pops
Scoo-B-Doo (Variation)	Skate	Top Rock – Indian Step into Knee Drop	Leg Pops
Scoo-Bot Hop	Scribble Foot	Footwork – Front Sweep	Walk Out
Stop and Go	Cross Walk	Freezes – Baby Freeze	Fresno (Legs, Arms add Chest Pops)
Campbell Walk Double Lock	Cross Roads	Power Move – Swipe into Baby Freeze	Dime Stop

Freestyle

The Freestyle section of the examination will take the format of a social dance. Candidates will dance as a duo within a group setting. The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given an unknown piece of music (provided by the examiner and played by the music operator in the exam). Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will enter the dance space in pairs and perform at the **same time** for approximately **4 counts of 8**.

The candidates will freestyle facing the examiner. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track.

LEVEL 2

GRADE 4 | CONTENT

2 PERFORMANCE

The performance must consist of **two** routines. Each routine must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. The total performance duration must not exceed five minutes.



LEVEL 2**GRADE 4 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

Title	RSL Level 2 Award in Graded Examination in Dance – Grade 4
Level	Level 2
Credit Value	10
Guided Learning Hours	75
Total Qualification Time	95

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of technique in Street Dance	1.1	Demonstrate a clear knowledge and understanding of Street Dance vocabulary
		1.2	Demonstrate secure technical skills at an intermediate level
2	Be able to perform movement sequences demonstrating musicality in Street Dance	2.1	Demonstrate an understanding of a range of rhythmical sounds, accents and timings
		2.2	Demonstrate an understanding of musical interpretation through: a) Phrasing b) Dynamics c) Atmosphere
3	Be able to show a sense of performance in Street Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an intermediate level
		3.2	Communicate appropriately with the audience

LEVEL 2**GRADE 4 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform movement sequences showing an awareness of technique in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Knowledge of vocabulary 	Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Knowledge of vocabulary 	Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Knowledge of vocabulary 	Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Knowledge of vocabulary

2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences demonstrating musicality in Street Dance

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical Interpretation (through phrasing, dynamics and atmosphere)

3 LEARNING OUTCOME 3 (Performance)

The learner will be able to show a sense of performance in Street Dance

Unclassified	Pass	Merit	Distinction
An inability to demonstrate the following: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Technique ■ Projection ■ Interpretation 	Evidence of the following some of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Technique ■ Projection ■ Interpretation 	Evidence of the following for the majority of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Technique ■ Projection ■ Interpretation 	Evidence of the following throughout: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Technique ■ Projection ■ Interpretation

LEVEL 2**GRADE 5 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Locking	House	Breaking	Popping
Jazz Split	African Step	Top Rock – Hip Twist	Fresno (Single, Double, Pop)
Knee Drop	Ground Sweep	Top Rock – Indian Step into Spin Down	Leg Roll (Boog Style)
Stop and Go with Turn	The Farmer	Footwork – CC Rock	Romeo Twist
Scoo-Bot Hop (Variation)	Knee Drop	Footwork – Back Sweep	Old Man (Boog Style)
Whichaway	Feel/Groove	Power Move – Windmill	Puppet Style (Dime Stop)

Freestyle

The Freestyle section of the examination will take the format of a social dance. Candidates will dance as a duo within a group setting. The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given an unknown piece of music (provided by the examiner and played by the music operator in the exam). Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will enter the dance space in pairs and perform at the **same time** for approximately **4 counts of 8**.

The candidates will freestyle facing the examiner. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track.

LEVEL 2

GRADE 5 | CONTENT

2 PERFORMANCE

The performance must consist of **two** routines. Each routine must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. The total performance duration must not exceed five minutes.

LEVEL 2**GRADE 5 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

Title	RSL Level 2 Award in Graded Examination in Dance – Grade 5
Level	Level 2
Credit Value	10
Guided Learning Hours	75
Total Qualification Time	95

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of technique in Street Dance	1.1	Demonstrate a clear knowledge and understanding of Street Dance vocabulary
		1.2	Demonstrate secure technical skills at an intermediate level
2	Be able to perform movement sequences demonstrating musicality in Street Dance	2.1	Demonstrate an understanding of a range of rhythmical sounds, accents and timings
		2.2	Demonstrate an understanding of musical interpretation through: a) Phrasing b) Dynamics c) Atmosphere
3	Be able to show a sense of performance in Street Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an intermediate level
		3.2	Communicate appropriately with the audience

LEVEL 2**GRADE 5 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform movement sequences showing an awareness of technique in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Knowledge of vocabulary 	Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Knowledge of vocabulary 	Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Knowledge of vocabulary 	Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Knowledge of vocabulary

2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences demonstrating musicality in Street Dance

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> ■ Timing and rhythm ■ Musical Interpretation (through phrasing, dynamics and atmosphere)

3 LEARNING OUTCOME 3 (Performance)

The learner will be able to show a sense of performance in Street Dance

Unclassified	Pass	Merit	Distinction
An inability to demonstrate the following: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Technique ■ Projection ■ Interpretation 	Evidence of the following some of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Technique ■ Projection ■ Interpretation 	Evidence of the following for the majority of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Technique ■ Projection ■ Interpretation 	Evidence of the following throughout: <ul style="list-style-type: none"> ■ Expression ■ Communication to audience ■ Technique ■ Projection ■ Interpretation

LEVEL 3**GRADE 6 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Locking	House	Breaking	Popping
Kick in to Jazz Split	The Train	Top Rock – Marsh Step into Indian	Back Slide
Whichaway (Variation)	Dolphin Dive	Footwork – Zulu Spin into CC	Arm Wave
Stomp to Roach	Loose Leg	Freezes – Shoulder Freeze	Neck-O-Flex
Knee Drop Drops	Floor Spin	Power Move – Swipes	Egyptian Twist
Camel Walk	Pas de Bourrée to Criss Cross or Loose Leg	Power Move – Hand Jacks	Boog Style (Old Man Leg Rolls)

Freestyle

The Freestyle section of the examination will take the format of a dance battle. Candidates will dance as a duo within a crew battle setting. The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given an unknown piece of music (provided by the examiner and played by the music operator in the exam). Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will enter the dance space in pairs and perform **one at a time** for approximately

4 counts of 8.

The candidates will freestyle facing their opponent. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track. Candidates will have the opportunity to freestyle **twice** against their opponent.

LEVEL 3

GRADE 6 | CONTENT

2 PERFORMANCE

The performance must consist of **two** routines. Each routine must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. The total performance duration must not exceed five minutes.



LEVEL 3**GRADE 6 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

Title	RSL Level 3 Certificate in Graded Examination in Dance – Grade 6
Level	Level 3
Credit Value	13
Guided Learning Hours	90
Total Qualification Time	130

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform complex movement sequences showing an understanding and secure use of technique in Street Dance	1.1	Demonstrate detailed knowledge and understanding of Street Dance vocabulary
		1.2	Demonstrate secure technical skills at an advanced level
2	Be able to perform complex movement sequences showing an understanding of musicality in Street Dance	2.1	Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings
		2.2	Demonstrate sensitive musical interpretation through: a) Phrasing b) Dynamics c) Atmosphere
3	Be able to present an assured performance in Street Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an advanced level
		3.2	Use varied expression and a range of performance skills with appropriate engagement with the audience

LEVEL 3

GRADE 6 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (Technical Skills) The learner will perform complex movement sequences showing an understanding and secure use of technique in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary

2 LEARNING OUTCOME 2 (Technical Skills) The learner will be able to perform complex movement sequences demonstrating musicality in Street Dance

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality at an advanced level. To include the following throughout: <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere)

3 LEARNING OUTCOME 3 (Performance) The learner will be able to present an assured performance in Street Dance

Unclassified	Pass	Merit	Distinction
An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	Evidence of the following some of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	Evidence of the following for the majority of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	Evidence of the following throughout: <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style

LEVEL 3**GRADE 7 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Locking	House	Breaking	Popping
Scoo-B-Doo into Scoo-B-Walk	Double Ground Sweep	Top Rock – Indian Step into Salsa Step	Slide Glide
Jazz Split to Knee Drop to Stand	Shuffle to Crosswalk	Footwork – 4 Step	Twist-O-Flex
Stop and Go (Variation)	Loose Leg to Shuffle	Footwork – Front Thread	Master Flex
Scoo-Bot to Wrist Roll	The Train to Gallop	Freezes – Baby Freeze	Cobra
Clap into Scoo-Bot Hop	Feel/Groove (Variation)	Freezes – Chair Freeze	Robot (Animation Style)
Wrist Roll (Variation)	Knee Drop (Variation)	Footwork – Windmill into Swipe	Show Thing

Freestyle

The Freestyle section of the examination will take the format of a dance battle. Candidates will dance as a duo within a crew battle setting. The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given an unknown piece of music (provided by the examiner and played by the music operator in the exam). Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will enter the dance space in pairs and perform **one at a time** for approximately **4 counts of 8**.

The candidates will freestyle facing their opponent. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track. Candidates will have the opportunity to freestyle **twice** against their opponent.

LEVEL 3

GRADE 7 | CONTENT

2 PERFORMANCE

The performance must consist of **two** routines. Each routine must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. The total performance duration must not exceed five minutes.

LEVEL 3**GRADE 7 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

Title	RSL Level 3 Certificate in Graded Examination in Dance – Grade 7
Level	Level 3
Credit Value	13
Guided Learning Hours	90
Total Qualification Time	130

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform complex movement sequences showing an understanding and secure use of technique in Street Dance	1.1	Demonstrate detailed knowledge and understanding of Street Dance vocabulary
		1.2	Demonstrate secure technical skills at an advanced level
2	Be able to perform complex movement sequences showing an understanding of musicality in Street Dance	2.1	Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings
		2.2	Demonstrate sensitive musical interpretation, including: a) Phrasing b) Dynamics c) Atmosphere
3	Be able to present an assured performance in Street Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an advanced level
		3.2	Use varied expression and a range of performance skills showing appropriate engagement with the audience

LEVEL 3

GRADE 7 | GRADE DESCRIPTORS

1 LEARNING OUTCOME 1 (Technical Skills) The learner will perform complex movement sequences showing an understanding and secure use of technique in Street Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate the following:</p> <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	<p>Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	<p>Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	<p>Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary

2 LEARNING OUTCOME 2 (Technical Skills) The learner will be able to perform complex movement sequences demonstrating musicality in Street Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate the following:</p> <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	<p>Evidence of musicality at an advanced level. To include the following throughout:</p> <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere)

3 LEARNING OUTCOME 3 (Performance) The learner will be able to present an assured performance in Street Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	<p>Evidence of the following some of the time:</p> <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	<p>Evidence of the following for the majority of the time:</p> <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	<p>Evidence of the following throughout:</p> <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style

LEVEL 3**GRADE 8 | CONTENT****1 TECHNICAL SKILLS**

The teacher/candidate must choose **two** styles of Street Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical moves from the chosen styles to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)
- as a combination

Locking	House	Breaking	Popping
Stomp to Roach into Knee Drop to Stand	Pas de Bourrée to Scribble Foot	Top Rock – Hip Twist (Variation)	Tutting Style
Jazz Split to Stand	The Train to Criss Cross to Knee Drop	Top Rock – Outlaw Dance (Variation)	Ticking
Camel Walk (Variation)	Jack in to Loose Leg to Sweep	Footwork – 2 and 4 Step into Freeze	Arm Wave into Body Wave (Animation)
Scoo-Bot-Hop into Knee Drop to Stand	The Gallop into Spin to Criss Cross	Freezes – Elbow and Head Freezes	Toy Man Style
Double Lock (Variation)	Shuffle to African Step to Spin	Power Move – Fear	Fix Point
Leo Walk	Tip Tap Toe to Stomp and Kick to Feel and Groove	Power Move – Turtle	Slow Mo (Animation)

Freestyle

The Freestyle section of the examination will take the format of a dance battle. Candidates will dance as a duo within a crew battle setting. The candidate will dance freely, choosing any moves or street style to perform.

Candidates will be given an unknown piece of music (provided by the examiner and played by the music operator in the exam). Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment and candidates will enter the dance space in pairs and perform **one at a time** for approximately **4 counts of 8**.

The candidates will freestyle facing their opponent. Once each pair has finished their Freestyle, they will leave the space and the next pair will enter at the next appropriate place in the music track. Candidates will have the opportunity to freestyle **twice** against their opponent.

LEVEL 3

GRADE 8 | CONTENT

2 PERFORMANCE

The performance must consist of **two** routines. Each routine must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. The total performance duration must not exceed five minutes.



LEVEL 3**GRADE 8 | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

Title	RSL Level 3 Certificate in Graded Examination in Dance – Grade 8
Level	Level 3
Credit Value	13
Guided Learning Hours	90
Total Qualification Time	130

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform complex movement sequences showing an understanding and secure use of technique in Street Dance	1.1	Demonstrate detailed knowledge and understanding of Street Dance vocabulary
		1.2	Demonstrate secure confident skills at an advanced level
2	Be able to perform complex movement sequences showing an understanding of musicality in Street Dance	2.1	Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings
		2.2	Demonstrate sensitive musical interpretation through: a) Phrasing b) Dynamics c) Atmosphere
3	Be able to present an assured performance in Street Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an advanced level
		3.2	Use varied expression and a range of performance skills showing appropriate engagement with the audience

LEVEL 3**GRADE 8 | GRADE DESCRIPTORS****1 LEARNING OUTCOME 1 (Technical Skills)**

The learner will perform complex movement sequences showing an understanding and secure use of technique in Street Dance

Unclassified	Pass	Merit	Distinction
Inability to demonstrate technique. An insecure ability to demonstrate the following: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	Evidence of technique. To include the following some of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	Evidence of technique. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary 	Evidence of technique. To include the following throughout: <ul style="list-style-type: none"> ■ Coordination ■ Control ■ Dynamic values ■ Line ■ Fluency ■ Style ■ Knowledge of vocabulary

2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform complex movement sequences demonstrating musicality in Street Dance

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate the following: <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere) 	Evidence of musicality at an advanced level. To include the following throughout: <ul style="list-style-type: none"> ■ Timing ■ Musical Interpretation (through phrasing, dynamics and atmosphere)

3 LEARNING OUTCOME 3 (Performance)

The learner will be able to present an assured performance in Street Dance

Unclassified	Pass	Merit	Distinction
An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	Evidence of the following some of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	Evidence of the following for the majority of the time: <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style 	Evidence of the following throughout: <ul style="list-style-type: none"> ■ Expression ■ Communication/engagement with audience ■ Technique ■ Projection ■ Interpretation ■ Style

Definitions

Definitions of the Terminology used in the Grade Descriptors

Atmosphere	The ability to convey the mood or tone of choreographic work through artistic choices
Characterisation	The ability to develop a choreographic role into a character through selection and execution of specific body language and movement
Communication	The successful conveying or sharing of ideas and feelings through facial and physical expression in performance
Control	The ability to present performance material with integrity and consistency
Dynamic Values	Variations in energy and power used effectively to produce creative, expressive and engaging performance work
Expression	To effectively use face and body to communicate thoughts, moods and feelings
Fluency	The ability to express oneself easily, smoothly and skilfully throughout
Interpretation	A stylistic representation of creative work/choreography
Line	The ideal shape created with the body whilst performing steps or poses that is most appropriate to the style
Musical Response	The ability to react physically to musical stimuli in order to sensitively convey emotion and communicate meaning
Phrasing	The execution of short choreographic fragments in a way that gives them the feeling of having a beginning and an end
Projection	The ability to deliver effectively and clearly in performance to express mood, feelings and emotions through physicality and face
Style	The presentation of specific characteristics through the way in which something is expressed or performed; demonstrating an appreciation of choreographic intent, period and genre
Technique	A way of refining skill in the execution of performance of an artistic piece of work
Timing and rhythm	The ability to keep time accurately and to synchronise with a group in ensemble work. The appropriate use of pace and pause in choreography and movement