

**GCSE and graded examination in dance comparison**

Comparison of GCSE subject content and assessment objectives (released January 2015 by the Department for Education and Ofqual respectively) and the RAD specification for graded examinations in Dance (2015).

Comparison heading areas	GCSE subject content (DfE January 2015)	RAD Grades 4 and 5 dance specification
<p><b>Qualification aims and objectives</b></p>	<p>Through the study of GCSE dance students learn to choreograph, perform and appreciate dance as an art form. This holistic engagement with dance informs their development as creative and artistic individuals, and broadens their aesthetic, social and cultural experience.</p>	<p>The aims of the graded examination syllabus are to:</p> <ul style="list-style-type: none"> <li>• promote the study of ballet and related dance disciplines as a leisure and/or vocational activity</li> <li>• provide a means of measuring the acquisition of technical, musical and performance skills in ballet</li> <li>• promote and encourage enjoyment of movement as a form of physical exercise</li> <li>• provide all candidates, particularly children and young people, with an opportunity of experiencing dance accompanied by music</li> <li>• encourage personal self-confidence and group awareness through the experience of dancing solo, with partners and in small groups</li> <li>• aid the development of a general appreciation of music through dancing to various musical styles and rhythmic patterns</li> <li>• motivate students by providing a series of clearly defined goals which have been structured to reflect the principles of safe dance practice</li> <li>• provide teachers with a means by which to measure and develop the individual progress of their students.</li> <li>• A course of study based on the graded syllabus is intended to provide students with:             <ul style="list-style-type: none"> <li>• an increasing ability to demonstrate practical knowledge of ballet and character</li> <li>• a graduated measure of attainment against specific criteria</li> <li>• increasing self-confidence through the learning, memorising and performing of prescribed sequences of movement, studies and dances</li> <li>• an awareness and understanding of working with others</li> <li>• an appreciation, through practical experience, of contrasting dance disciplines with their accompanying music.</li> </ul> </li> </ul>

<p><b>Content - practical</b></p>	<p>In the GCSE students are required to demonstrate performance skills both as a performer and as a choreographer.</p> <p>In Performance they are expected to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• communicate artistic/choreographic intention</li> <li>• use appropriate physical, technical and expressive skills</li> <li>• demonstrate safe working practices</li> <li>• perform one or more dances which requires an appropriate level of sophistication, complexity and challenge</li> </ul> <p>In Choreography they are expected to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• respond creatively to a stimulus or stimuli</li> <li>• refine and synthesise ideas</li> <li>• generate, select, develop and structure movement material</li> <li>• select and use appropriate aural settings</li> <li>• communicate choreographic intention</li> <li>• be wholly responsible for the creation of a complete dance which includes movement material and an aural setting</li> </ul>	<p>A candidate who has successfully completed a course of study based on Grades 4 and 5 will be able to:</p> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the fundamental and relevant technique required at Level 2</li> <li>• demonstrate co-ordination, control and accuracy in a range of sequences</li> <li>• perform with an awareness of line</li> <li>• perform with spatial awareness of the body in travelling movements and turning actions</li> <li>• demonstrate an awareness of the appropriate dynamic values in the performance of the vocabulary.</li> </ul> <p><i>Music</i></p> <ul style="list-style-type: none"> <li>• perform with correct and accurate timing and appropriate response to the music.</li> </ul> <p><i>Performance</i></p> <ul style="list-style-type: none"> <li>• perform with expression and communication.</li> </ul> <p>In the examination, candidates will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• perform a series of prepared ballet exercises which require the ability to demonstrate secure posture, correct weight placement, co-ordination of the whole body, control, line, spatial awareness and dynamic values</li> <li>• dance, throughout the examination, in time to the music and show responsiveness to the music</li> <li>• dance, throughout the examination, with expression and communication</li> <li>• perform two dances which require the candidate to demonstrate all the above aspects of Technique, Music and Performance.</li> </ul>
<p><b>Theoretical understanding</b></p>		

<p><b>Historical and contextual aspects</b></p>	<p>Candidates would be expected to:</p> <ul style="list-style-type: none"> <li>• use appropriate dance terminology and/or subject specific language in written communication</li> <li>• appreciate different styles of dance and different approaches to choreography and production</li> <li>• communicate in written contexts about the choreographic processes</li> <li>• communicate in written contexts about performing skills</li> <li>• critically appreciate own dances through describing, analysing, interpreting, evaluating and reflecting</li> <li>• critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting</li> </ul>	
<p><b>Assessment – practical</b></p>	<p><i>NB the assessment objectives are likely to contain a mixture of practical and theoretical elements which will be assessed using a variety of means.</i></p> <p>AO1 Perform dance, reflecting choreographic intention through physical, technical and expressive skills 30%</p> <p>AO2 Create dance, including movement material and aural setting, to communicate choreographic intention 30%</p> <p>AO3 Demonstrate knowledge and understanding of choreographic processes and performing skills 15%</p> <p>AO4 Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgements 25%</p>	<p><b>Grade 5 QCF unit learning outcomes and assessment criteria from Register of Qualifications</b></p> <p>LO1 Be able to perform movement sequences showing an understanding of technique in ballet AC1.1 demonstrate a sound knowledge and understanding of the vocabulary of ballet AC1.2 demonstrate sound and secure technical skills</p> <p>LO2 Be able to perform movement sequences showing an understanding of musicality in ballet AC2.1 demonstrate a clear understanding of a range of rhythmical sounds, accents and timings AC2.2 demonstrate a clear understanding of musical interpretation including: phrasing, dynamics, atmosphere</p> <p>LO3 Be able to show a sense of performance in ballet AC3.1 demonstrate the secure use of expression and performance skills appropriately AC3.2 communicate confidently and appropriately with the audience</p>
<p><b>Assessment – knowledge and understanding</b></p>		