

## **DANCE ACTIVITIES**

### **Ballet**

**Unit 2564 (AS)**

**National Governing Body:** The Royal Academy of Dance  
36 Battersea Square, London, SW11 3RA

### **Standardisation**

The candidate will be assessed by her teacher, according to the criteria provided and the relevant marking boundaries. The candidate will provide video evidence of her performance. The teacher in charge of GCE Physical Education will also watch the candidate dance and ensure that the assessment is comparable to those in the Centre's other activities.

### **Assessment**

The candidate is assessed on their ability to choreograph and perform a dance lasting 2-3 minutes with the use of music as a sound stimulus. The dance must include the following technical elements:

- Pirouettes
- Leaps
- Balances

Candidates will produce a written programme prior to assessment. This programme must be available at moderation.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of the acquired and developed skill is measured through the movement phases identified below:

#### Shape

- Style and aesthetic quality
- Consistency and maintaining ambience throughout
- Control – movement and use of floor
- Overall efficiency

#### Form

- The quality of the individual elements of the dance sequence, its accuracy as well as its conformity to regulations.

#### Consistency

- The continuity / flow of the dance sequence
- The aesthetic quality
- The quality of the individual elements and the overall dance sequence in relation to amplitude, timing and spatial awareness.

#### Control

- Success in both the individual elements and the overall dance sequence as a whole.

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations. The candidate is assessed out of a maximum of 30 marks.

Marks	Description
25 – 30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is the successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate has introduced appropriate strategies and demonstrated an understanding of composition and choreography. Performances in the conditioned competitive situations have been excellent and progress has allowed them to achieve their performance-based targets.
19 – 24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in events. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate has shown a good understanding of the perceptual requirements to perform and introduce a range of successful compositional and choreographic strategies. Performances in the conditioned competitive situations have been very good and improvement has been such as to allow a high standard of learning and understanding.
13 – 18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the events. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate has been able to introduce and use sound compositional and choreographic strategies to show understanding of the performance requirements. Performances in the conditioned competitive situations have been good and improvement reflects satisfactory learning and understanding.
7 –12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the events. There is an attempt to select and apply advanced techniques in the events and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Performances in the conditioned competitive situations have become more consistent and progress has allowed some learning and understanding.
0 -6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate has been able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.

## **DANCE ACTIVITIES**

### **Ballet**

**Unit 2567 (A2)**

#### **Standardisation**

The candidate will be assessed by the dance specialist within school, her PE teacher, the Head of Department and support from the candidate's school of dance.

#### **Assessment**

Will be based on a fully choreographed dance performance lasting between 3-5 minutes with the use of music as a sound stimulus. The candidate will show the ability to perform in a competitive situation against other pupils, evidence of which shall be supported by videotape.

The candidate will continue to add to the performance portfolio of dance, submitted in the AS level, producing a written programme relating to her performance. The candidate will also demonstrate her synoptic knowledge in both oral and written formats of her evaluation and appreciation of performance through observation of others.

The dance must include the following technical elements:

- Pirouettes
- Leaps
- Balances

The level of the acquired and developed skill is measured through the movement phases identified below:

#### Shape

- Style and aesthetic quality
- Consistency and maintaining ambience throughout
- Control – movement and use of floor
- Overall efficiency

#### Form

- The quality of the individual elements of the dance sequence, its accuracy as well as its conformity to regulations.

#### Consistency

- The continuity / flow of the dance sequence
- The aesthetic quality
- The quality of the individual elements and the overall dance sequence in relation to amplitude, timing and spatial awareness.

#### Control

- Success in both the individual elements and the overall dance sequence as a whole.

These assessment phases are used in conjunction with the following assessment criteria. The candidate is assessed out of a maximum of 30 marks.

Marks	Description
25 – 30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is the successful selection and application of more advanced techniques where accuracy, control and fluency remain despite performance pressures. The candidate has introduced strategies at a high level and demonstrated an understanding of sequence composition and choreography. Performances in the formal performance situations have been excellent and progress has allowed them to achieve their performance-based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.
19 – 24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques in the dance. Under performance pressure the level of technical accuracy, control and fluency is normally good. The candidate has shown a good understanding of the perceptual requirements to perform and introduce a range of successful sequence compositional and choreographic strategies. Performances in the formal performance situations have been very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.
13 – 18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the dance. There is a sound level of success in the selection and application of advanced techniques in the dance and under performance pressure the level of accuracy, control and fluency is reliable. The candidate has been able to introduce and use sound sequence compositional and choreographic strategies to show an understanding of the performance requirements. Performances in the formal performance situations have been good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.
7 –12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the dance. There is an attempt to select and apply advanced techniques in the dance and under performance pressure accuracy, control and fluency are usually achieved. The candidate has a perception of the requirements of performance and is able to introduce and use satisfactory compositional and choreographic strategies. Performances in the formal performance situations have become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.
0 -6	Candidate demonstrates a moderate level of acquired and developed skills that leads to a moderate level of performance. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate has been able to incorporate some compositional and choreographic strategies with a limited perception of the requirements of performance. Performances in the formal performance situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate dances occasionally in a team.