



*paaa*  
Performance Arts Awards

# Jazz Dance

Syllabus Specification

**PREMIERE - GRADE 8**





# Jazz Dance

## Syllabus Specification

PREMIERE – GRADE 8

*Revised: September 2023*

Candidates and teachers are advised to refer to the Revision History on page 54.

Full details can be found in the grade-by grade content pages.



All supporting material can be downloaded from

[www.rslawards.com](http://www.rslawards.com)

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# Supporting Audio & Video

In addition to the syllabus specification, we have provided supporting audio and video to give teachers and candidates 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](http://www.rslawards.com/performance-arts/syllabus).

All teachers and candidates should use the supporting audio and 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	Other Learning	Total Qualification Time	Credit Value
Premiere	40	5	45	5
Debut	40	5	45	5
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	
<b>Form of Assessment</b>	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.
<b>Unit Format</b>	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.
<b>Bands of Attainment</b>	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
<b>Quality Assurance</b>	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 Jazz Dance qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Jazz 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 all 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 Further Education and Higher Education 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, through achievement in graded qualifications at the highest level, candidates will have the skills necessary to work in other areas of the industry.

### 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 Street Dance grades please visit the RSL website at

► [www.rslawards.com](http://www.rslawards.com)

## SECTION B: ASSESSMENT INFORMATION

### B.1 Assessment Methodology

The graded examinations in Jazz Dance are assessed using two distinct sections:

#### Premiere - Grade 3

Technical Skills	<b>60 marks</b>
Performance	<b>40 marks</b>

#### Grades 4-8

Technical Skills (including improvisation)	<b>60 marks</b>
Performance	<b>40 marks</b>

### 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 knowledge, skills and understanding in Jazz Dance 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](http://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](http://www.rslawards.com).

## SECTION E: EQUAL OPPORTUNITIES POLICY

RSL's Equal Opportunities policy can be found on the RSL website [www.rslawards.com](http://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 [info@rslawards.com](mailto:info@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

Jazz Dance has always been one of the most popular styles of dance for students, professional dancers and choreographers. 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 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 Jazz 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 Jazz 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 Jazz Dance styles and techniques.

## The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabuses, 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 syllabuses, 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](http://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.

Please note: In the interest of health and safety, teachers **must** ensure that candidates have undertaken a thorough physical warm up before commencing with the content of this syllabus.

## 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](http://www.rslawards.com/about-us/ucas-points)

## Period of Operation

This syllabus specification covers Jazz Dance Graded Examinations from September 2018.

### Estimated Examination Timings for Jazz Dance:

- **PREMIERE:** 20 minutes
- **DEBUT:** 20 minutes
- **GRADE 1:** 25 minutes
- **GRADE 2:** 25 minutes
- **GRADE 3:** 25 minutes
- **GRADE 4:** 35 minutes
- **GRADE 5:** 35 minutes
- **GRADE 6:** 45 minutes
- **GRADE 7:** 45 minutes
- **GRADE 8:** 45 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 Jazz Dance examinations are offered at four levels:

- **ENTRY LEVEL** – Premiere and Debut
- **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
Premiere	4–5 years	Entry Level
Debut	5–6 years	Entry 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 or bare feet 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 1** (L01+L02) ...../60

## PERFORMANCE

**Section 2** (L03) ...../40

**TOTAL:** ..... **out of 100**

The attainment bands for Jazz 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 Jazz 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

Teacher's may arrange their own Technical Skills Exercises but must ensure that all exercises are at an appropriate level for each grade. The minimum technical requirement for each grade are listed at the relevant grade. This minimum requirement **must** be met.

**The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music.**

*If own choice music is used for the technical exercises, it should be selected carefully to ensure that the music provides sufficient opportunity for candidates to demonstrate the necessary technical competence for the grade, and achieve the relevant assessment criteria. Simplification or reduction in demand can occur through changes to tempo, duration, rhythm etc. If a piece of free choice music is judged by the examiner to reduce the level of demand required for the grade, this may impact on the level of achievement possible within the examination and may be reflected in the marks. Teachers/candidates are advised to refer to the RSL set music for the relevant exercise, using it as an indication of appropriate tempo/rhythm/duration. In addition, RSL has provided a list of suggested 'free choice music' for each grade and exercise. To view the full list please visit:*

<https://www.rslawards.com/paa/graded-exams/jazz-dance/>

Arm Sequence (Grades 1-4): Note that there are two music options for the Arm Sequence, called 'Option 1' and 'Option 2'. Teachers may select either option for all candidates, or they may split candidates into two groups, with one group performing to Option 1 and the other to Option 2.

**The technical exercises 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.

Props and costumes are **not** permitted.

An audience is **not** permitted.

## **Suggested Arrangement**

Teachers can use a Suggested Arrangement of Technical Skills Exercises provided by RSL if they wish. This is available, along with a video demonstration, as a separate resource and can be accessed at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

**Barre work:** Some exercises require the use of a barre. Schools/ organisations may decide to use an alternative, for example if a barre is not available, but please note that no special consideration would be made for not using barres, or using an alternative, and candidates would be assessed in the normal way.

**Please note:** In the interest of health and safety, Technical Skills Exercises **must always** begin with a thorough warm up which sufficiently prepares candidates for all Technical Skills Exercises, Improvisation (Level 2 & 3 only) and the Performance. Warming up of the legs, ankles and feet **must** take place before commencing any impact work.

*RSL Awards assumes no liability for damage to property or injury sustained by any candidate or staff member while participating in examinations.*

## TECHNICAL SKILLS – IMPROVISATION (LEVEL 2 & 3 ONLY)

The Improvisation 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 Jazz Dance style and moves of the candidate's choice for the duration specified per grade.

Candidates may draw upon the technical moves provided for the Technical Skills Exercises in their improvisation if they wish but this is not a requirement. However, the improvisation must **not** wholly consist of technical moves that have been provided by RSL.

Candidates will improvise in small groups.

The music for the improvisation will be chosen by the examiner on the exam day. To view the full list of example music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/jazz-dance/>

Props and costumes are **not** permitted.

An audience is **not** permitted.

## 2 THE PERFORMANCE

The Performance consists of a group dance routine which can include any style or variation of Jazz Dance. Teachers have creative control over the concept, content and choreography of the group performance but must adhere to the allocated performance duration boundaries.

Teachers can refer to the minimum requirements for the Technical Skills Exercises per grade as well as the Suggested Technical Skills Exercises resource (available on the RSL website) for guidance regarding the level of difficulty expected for the Performance choreography at each grade.

Choreography should allow candidates the opportunity to demonstrate as much expression as possible, creating a performance that fulfils requirements for technique, musicality and communication.

A maximum of **six** candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.

**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.

### Choosing music for 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.

## 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.

If you wish to adapt any of the Technical Skills Exercises for a candidate who requires a Reasonable Adjustment, you **must** contact RSL Head Office for advice prior to doing so.

## ENTRY LEVEL

### PREMIERE | CONTENT

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Entry Level video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

## 1 TECHNICAL SKILLS

A	THE WARM UP	B	LIMBERING AND MOBILISING	C	FLOOR STRENGTHENING
	Simple warm up exercise, to include: <ul style="list-style-type: none"> <li>■ Runs on the balls of feet</li> <li>■ Knee bounces in parallel 1st and 2nd</li> </ul>		Simple exercise focusing on the flexibility of the hips, hamstring and spine, to include: <ul style="list-style-type: none"> <li>■ Shoulder rolls forward and back with knee bends</li> <li>■ Preliminary stretches of the legs</li> </ul>		Simple exercise to develop strength and control, to include: <ul style="list-style-type: none"> <li>■ Establish turnout position</li> <li>■ Leg raises forwards and side aiming for 45 degrees <i>(these may be done lying on the floor if younger candidates do not yet have the core strength required)</i></li> </ul>
D	ISOLATIONS	E	PREPARATION FOR PIROUÉTTE AT THE BARRE	F	ELEVATION AND TRAVEL: DANCE COMBINATION
	Simple isolations exercise, to include: <ul style="list-style-type: none"> <li>■ Shoulder isolations</li> <li>■ Knee isolations</li> </ul>		Simple preparation exercise to build strength and accuracy, to include: <ul style="list-style-type: none"> <li>■ Establishment of a basic preparation of jazz 4th into retiré</li> <li>■ Demonstrate on both sides</li> </ul>		Penultimate dance combination; an opportunity to bring greater creativity and sense of showmanship in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Skips and gallops on a range of pathways</li> <li>■ Demonstrate on both sides</li> </ul>

## 2 THE PERFORMANCE

The group performance must be a minimum duration of **one minute** and a maximum duration of **two minutes**. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.

**ENTRY LEVEL****PREMIERE | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

<b>Title</b>	RSL Entry Level Graded Examination in Dance – Entry 2
<b>Level</b>	Entry
<b>Credit Value</b>	5
<b>Guided Learning Hours</b>	40
<b>Total Qualification Time</b>	45

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

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

The learner will be able to perform simple movement sequences showing an awareness of technique in Jazz Dance

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

**2 LEARNING OUTCOME 2 (Technical Skills)**

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

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>

**3 LEARNING OUTCOME 3 (The Performance)**

The learner will be able to show a basic awareness of performance in Jazz Dance

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

## ENTRY LEVEL

### DEBUT | CONTENT

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Entry Level video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

## 1 TECHNICAL SKILLS

A	THE WARM UP	B	LIMBERING AND MOBILISING	C	FLOOR STRENGTHENING
	Basic warm up exercise, to include: <ul style="list-style-type: none"> <li>■ Jumps in parallel 1st and 2nd</li> <li>■ Step turn step ending on a jump or dig with arm sequence</li> </ul>		Simple exercise focusing on the flexibility of the hips, hamstring and spine, to include: <ul style="list-style-type: none"> <li>■ Flexion and extension of the ankle, rippling through the foot to point</li> <li>■ Stretches sitting in 2nd position</li> </ul>		Basic exercise to develop strength and control, to include: <ul style="list-style-type: none"> <li>■ Establish turnout position</li> <li>■ Leg kicks forward and side aiming for 45 degrees with full extension of the leg</li> </ul>
D	ISOLATIONS	E	PREPARATION FOR PIROUÉTTE AT THE BARRE	F	ELEVATION AND TRAVEL: DANCE COMBINATION
	Basic isolations exercise, to include: <ul style="list-style-type: none"> <li>■ Head isolations</li> <li>■ Inverted knee isolations</li> </ul>		Basic preparation exercise to build strength and accuracy, to include: <ul style="list-style-type: none"> <li>■ Establishment of a basic preparation of jazz 4th into retiré</li> <li>■ Use of relevé</li> <li>■ Demonstrate on both sides</li> </ul>		Penultimate dance combination; an opportunity to bring greater creativity and sense of showmanship in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Skips and gallops on a range of pathways</li> <li>■ Jumps and bounces with change of direction</li> <li>■ Demonstrate on both sides</li> </ul>

## 2 THE PERFORMANCE

The group performance must be a minimum duration of **one minute** and a maximum duration of **two minutes**. A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.

**ENTRY LEVEL****DEBUT | LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

<b>Title</b>	RSL Entry Level Graded Examination in Dance – Entry 3
<b>Level</b>	Entry
<b>Credit Value</b>	5
<b>Guided Learning Hours</b>	40
<b>Total Qualification Time</b>	45

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

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

The learner will be able to perform basic movement sequences showing an awareness of technique in Jazz Dance

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

**2 LEARNING OUTCOME 2 (Technical Skills)**

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

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>

**3 LEARNING OUTCOME 3 (The Performance)**

The learner will be able to show a basic awareness of performance in Jazz Dance

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

**LEVEL 1****GRADE 1 | CONTENT**

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Level 1 video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

**1 TECHNICAL SKILLS**

<b>A</b>	<b>THE WARM UP</b>	<b>B</b>	<b>LIMBERING AND MOBILISING</b>	<b>C</b>	<b>FLOOR STRENGTHENING</b>	<b>D</b>	<b>ISOLATIONS</b>
	Warm up exercise, to include: <ul style="list-style-type: none"> <li>■ Knee bounces in parallel 1st and 2 building into jumps in parallel 1st and 2nd with arm sequence</li> <li>■ Step turn step ending on a jump or dig with arm sequence (open 2nd, close 1st, open 2nd, place side)</li> </ul>		Exercise focusing on the flexibility of the hips, hamstring and spine, to include: <ul style="list-style-type: none"> <li>■ Standing stretches, passive and ballistic</li> <li>■ Pliés in parallel 2nd</li> </ul>		Exercise to develop strength and control, to include: <ul style="list-style-type: none"> <li>■ Lay on back, knee into chest and extend leg into full stretch</li> <li>■ Upper body lifts, lying on front</li> </ul>		Exercise to develop isolations, to include: <ul style="list-style-type: none"> <li>■ Knee isolation layered with head isolation</li> <li>■ Rib isolations, side to side</li> </ul> Be prepared to demonstrate the exercise on both sides.
<b>E</b>	<b>PREPARATION FOR PIROUETTE AT THE BARRE</b>	<b>F</b>	<b>ARM SEQUENCE</b>	<b>G</b>	<b>ELEVATION AND TRAVEL: DANCE COMBINATION</b>		
	Preparation exercise to build strength and accuracy sideways to the barre, to include: <ul style="list-style-type: none"> <li>■ Secure placement of jazz 4th position into retiré</li> <li>■ Use of relevé</li> <li>■ Half turn to other side, uses of spotting</li> <li>■ Demonstrate on both sides</li> </ul> Be prepared to demonstrate the exercise on both sides.		Arm exercise, lyrical in style, to include: <ul style="list-style-type: none"> <li>■ Use of travelling steps layered with arm sequence</li> </ul> Be prepared to demonstrate the exercise on both sides.		Penultimate dance combination, an opportunity to bring greater creativity and sense of showmanship, in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Step ball change step with arms in opposition</li> <li>■ Jumps or leaps aiming for extended legs</li> <li>■ Demonstrate on both sides</li> </ul> Be prepared to demonstrate the exercise on both sides.		

**2 THE PERFORMANCE**

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

A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.

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

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

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

# LEVEL 1

## GRADE 1 | GRADE DESCRIPTORS

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of technique in Jazz Dance

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

### 2 LEARNING OUTCOME 2 (Technical Skills)

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

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

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

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

**LEVEL 1****GRADE 2 | CONTENT**

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Level 1 video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

**1 TECHNICAL SKILLS**

<b>A</b>	<b>THE WARM UP</b>	<b>B</b>	<b>LIMBERING AND MOBILISING</b>	<b>C</b>	<b>FLOOR STRENGTHENING</b>	<b>D</b>	<b>ISOLATIONS</b>
	Warm up exercise, to include: <ul style="list-style-type: none"> <li>■ Whole body swings in parallel 1st with easy knee bounces, arms circling</li> <li>■ Preliminary stretches</li> </ul>		Exercise focusing on the flexibility of the hips, hamstring and spine, to include: <ul style="list-style-type: none"> <li>■ Sitting in frog position, relaxing over the legs</li> <li>■ Sitting down, upwards and forwards stretch over straight legs</li> </ul>		Exercise to develop strength and control, to include: <ul style="list-style-type: none"> <li>■ Coccyx balance</li> <li>■ Leg kicks any direction</li> </ul>		Exercise to develop isolations, to include: <ul style="list-style-type: none"> <li>■ Arm sequence added with use of splayed hands or positions</li> <li>■ Rib isolations, forwards, side, back and circular</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>
<b>E</b>	<b>PREPARATION FOR PIROUÉTTE AT THE BARRE</b>	<b>F</b>	<b>PREPARATION FOR LEG TILTS AT THE BARRE</b>	<b>G</b>	<b>ARM SEQUENCE</b>	<b>H</b>	<b>ELEVATION AND TRAVEL: DANCE COMBINATION</b>
	Preparation exercise to build strength and accuracy sideways to the barre, to include: <ul style="list-style-type: none"> <li>■ Sideways to the barre</li> <li>■ Use of Jazz 4th, relevé and retiré</li> <li>■ Single pirouette at the barre</li> <li>■ Demonstrate on both sides</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>		Exercise facing the barre preparing for full leg extension tilt, to include: <ul style="list-style-type: none"> <li>■ Tendu, articulating the ankle and foot</li> <li>■ Lift and lower leg to 2nd position</li> <li>■ Demonstrate on both sides</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>		Arm exercise, lyrical in style, to include: <ul style="list-style-type: none"> <li>■ Use of travelling steps layered with arm sequence</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>		Penultimate dance combination; an opportunity to bring greater creativity and sense of showmanship in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Drag runs or accented runs on any pathway</li> <li>■ Jumps or leaps with extended legs</li> <li>■ Demonstrate on both sides</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>

## LEVEL 1

### GRADE 2 | CONTENT

#### 2 THE PERFORMANCE

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

A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.



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

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

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

# LEVEL 1

## GRADE 2 | GRADE DESCRIPTORS

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of technique in Jazz Dance

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

### 2 LEARNING OUTCOME 2 (Technical Skills)

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

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

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

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

**LEVEL 1****GRADE 3 | CONTENT**

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Level 1 video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

**1 TECHNICAL SKILLS**

<b>A</b>	<b>THE WARM UP</b>	<b>B</b>	<b>LIMBERING AND MOBILISING</b>	<b>C</b>	<b>FLOOR STRENGTHENING</b>	<b>D</b>	<b>ISOLATIONS</b>
	<p>Warm up exercise, to include:</p> <ul style="list-style-type: none"> <li>■ Travelling steps with change of direction</li> <li>■ High release recovering through forward stretch position</li> </ul>		<p>Exercise focusing on the flexibility of the hips, hamstring and spine, to include:</p> <ul style="list-style-type: none"> <li>■ Standing parallel 2nd, forward stretch</li> <li>■ Deep plié in 2nd</li> </ul>		<p>Exercise to develop strength and control, to include:</p> <ul style="list-style-type: none"> <li>■ Coccyx and Jack Knife position</li> <li>■ Front and side kicks</li> </ul>		<p>Exercise to develop isolations, to include:</p> <ul style="list-style-type: none"> <li>■ Hip roll or isolation</li> <li>■ Inverted knee isolation layered with arm and head isolation</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>
<b>E</b>	<b>PIROUÉTTE</b>	<b>F</b>	<b>PREPARATION FOR LEG TILTS AT THE BARRE</b>	<b>G</b>	<b>ARM SEQUENCE</b>	<b>H</b>	<b>ELEVATION AND TRAVEL: DANCE COMBINATION</b>
	<p>Pirouette exercise in the centre, to include:</p> <ul style="list-style-type: none"> <li>■ Use of jazz 4th, relevé and retiré</li> <li>■ Single pirouette</li> <li>■ Demonstrate on both sides</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>		<p>Exercise facing the barre preparing for full leg extension tilt, to include:</p> <ul style="list-style-type: none"> <li>■ Lift and lower leg to 2nd position</li> <li>■ Developpé to second from retiré 45 degrees or above</li> <li>■ Demonstrate on both sides</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>		<p>Arm exercise, lyrical in style, to include:</p> <ul style="list-style-type: none"> <li>■ Use of travelling steps layered with arm sequence</li> <li>■ Use of creative and various arm pathways</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>		<p>Penultimate dance combination; an opportunity to bring greater creativity and sense of showmanship in preparation for the final dance performance, to include:</p> <ul style="list-style-type: none"> <li>■ Front leap</li> <li>■ Single pirouette</li> <li>■ Demonstrate on both sides</li> </ul> <p>Be prepared to demonstrate the exercise on both sides.</p>

## LEVEL 1

### GRADE 3 | CONTENT

#### 2 THE PERFORMANCE

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

A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.



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

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

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

# LEVEL 1

## GRADE 3 | GRADE DESCRIPTORS

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of technique in Jazz Dance

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

### 2 LEARNING OUTCOME 2 (Technical Skills)

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

Unclassified	Pass	Merit	Distinction
Insecure evidence of musicality. An inability to demonstrate awareness of the following: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following some of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following for the majority of the time: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>	Evidence of musicality. To include the following throughout: <ul style="list-style-type: none"> <li>■ Timing &amp; rhythm</li> <li>■ Musical response</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

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

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

**LEVEL 2****GRADE 4 | CONTENT**

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Level 2 video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

**1 TECHNICAL SKILLS**

<b>A</b>	<b>THE WARM UP</b>	<b>B</b>	<b>LIMBERING AND MOBILISING</b>	<b>C</b>	<b>FLOOR STRENGTHENING</b>	<b>D</b>	<b>ISOLATIONS</b>
	Warm up exercise appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Variety of preliminary stretches including forward stretch</li> <li>■ Full plié in 2nd position</li> </ul>		Exercise appropriate for an intermediate dancer focusing on the flexibility of the hips, hamstring and spine, to include: <ul style="list-style-type: none"> <li>■ Side bends or side stretch</li> <li>■ Forward stretch transitioning from side to forward</li> </ul>		Exercise to develop strength and control appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Leg kicks with catch, hold stretch</li> <li>■ Controlled abdominal strengthening exercise including Jack Knife and Coccyx balance</li> </ul>		Exercise to develop isolations appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Layering of isolations</li> <li>■ Body ripple</li> </ul>
<b>E</b>	<b>PIROUÉTTE</b>	<b>F</b>	<b>PREPARATION FOR LEG TILTS AT THE BARRE</b>	<b>G</b>	<b>ARM SEQUENCE</b>	<b>H</b>	<b>ELEVATION AND TRAVEL</b>
	Pirouette exercise in the centre appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Use of Jazz 4th, relevé and retiré</li> <li>■ Single and double pirouette</li> <li>■ Demonstrate on both sides</li> </ul>		Exercise facing the barre preparing for full leg extension tilt appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Working leg through retiré to tilt position</li> <li>■ Demonstrate on both sides</li> </ul>		Arm exercise, lyrical in style appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Use of rise and fall quality</li> <li>■ Use of travelling steps layered with arm sequence</li> <li>■ Use of creative and various arm pathways</li> </ul>		Penultimate dance combination, an opportunity to bring greater creativity and sense of showmanship, in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Front split leap</li> <li>■ Side kicks</li> <li>■ Single and double pirouette</li> <li>■ Demonstrate on both sides</li> </ul>

## LEVEL 2

### GRADE 4 | CONTENT

#### IMPROVISATION

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full list of example music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/jazz-dance/>

Candidates have one minute to familiarise themselves with the with the music before the improvisation commences.

Candidates will improvise in **small groups** facing the examiner for approximately **45 seconds**.

The candidate will dance freely, choosing any Jazz moves or Jazz style to perform.

#### 2 THE PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. See page 15 for further details.

A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.



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

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

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

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

The learner will be able to perform simple movement sequences showing an awareness of technique in Jazz Dance

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

**2 LEARNING OUTCOME 2 (Technical Skills)**

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

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

**3 LEARNING OUTCOME 3 (The Performance)**

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

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

**LEVEL 2****GRADE 5 | CONTENT**

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Level 2 video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

**1 TECHNICAL SKILLS**

<b>A</b>	<b>THE WARM UP</b>	<b>B</b>	<b>LIMBERING AND MOBILISING</b>	<b>C</b>	<b>FLOOR STRENGTHENING</b>	<b>D</b>	<b>ISOLATIONS</b>
	Warm up exercise appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Accented hop and jumps in 1st and 2nd with fully stretched feet</li> <li>■ High release into preliminary stretches</li> </ul>		Exercise appropriate for an intermediate dancer focusing on the flexibility of the hips, hamstring and spine, to include: <ul style="list-style-type: none"> <li>■ Deep pli� in 2nd position whilst maintaining forward stretch</li> <li>■ Standing stretches, passive and ballistic</li> </ul>		Exercise to develop strength and control appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Plank and or press-up</li> <li>■ A variety of controlled abdominal strengthening exercises</li> </ul>		Exercise to develop isolations appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Layering of isolations including change of direction</li> <li>■ Use of connecting or travelling steps</li> </ul>
<b>E</b>	<b>PIROUETTE</b>	<b>F</b>	<b>PREPARATION FOR LEG TILTS AT THE BARRE</b>	<b>G</b>	<b>KICK SEQUENCE</b>	<b>H</b>	<b>ELEVATION AND TRAVEL</b>
	Pirouette exercise in the centre appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Use of Jazz 4th, relev� and retir�</li> <li>■ Single and double pirouette</li> <li>■ Travelling turns</li> <li>■ Demonstrate on both sides</li> </ul>		Exercise sideways to the barre preparing for full leg extension tilt appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Working leg through retir� to tilt position</li> <li>■ Demonstrate on both sides</li> </ul>		Kick amalgamation appropriate for an intermediate dancer, to include: <ul style="list-style-type: none"> <li>■ Use of forward, side and circular kicks</li> <li>■ Demonstrate on both sides</li> </ul>		Penultimate dance combination, an opportunity to bring greater creativity and sense of showmanship, in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Front and side split leap</li> <li>■ Single and double pirouette</li> <li>■ Travelling turns</li> <li>■ Demonstrate on both sides</li> </ul>

## LEVEL 2

### GRADE 5 | CONTENT

#### IMPROVISATION

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full grade-by-grade list of example music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/jazz-dance/>

Candidates have one minute to familiarise themselves with the with the music before the improvisation commences.

Candidates will improvise in **small groups** facing the examiner for approximately **45 seconds**.

The candidate will dance freely, choosing any Jazz moves or Jazz style to perform.

#### 2 THE PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. See page 15 for further details.

A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.



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

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

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

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

The learner will be able to perform movement sequences showing an awareness of technique in Jazz Dance

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

**2 LEARNING OUTCOME 2 (Technical Skills)**

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

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

**3 LEARNING OUTCOME 3 (The Performance)**

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

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

**LEVEL 3****GRADE 6 | CONTENT**

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Level 3 video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

**1 TECHNICAL SKILLS**

<b>A</b>	<b>THE WARM UP</b>	<b>B</b>	<b>FLOOR STRENGTHENING</b>	<b>C</b>	<b>PLIÉS</b>	<b>D</b>	<b>ISOLATIONS</b>
	Warm up exercise appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Forward stretch into contraction and recover</li> <li>■ Plié in 2nd, push onto demi point</li> </ul>		Exercise to develop strength and control appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Jack Knife position, beat legs</li> <li>■ Lying on front, lift the upper spine and lower legs</li> </ul>		Exercise in the Centre continuing the development of core strength and overall control appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Demi and full plié in parallel 1st and 2nd in the Centre</li> <li>■ Use of rise and lower</li> </ul>		Exercise to develop isolations appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Layering of isolations including change of direction</li> <li>■ Creative use of the music</li> </ul>
<b>E</b>	<b>PIROUÉTTE</b>	<b>F</b>	<b>LEG TILTS</b>	<b>G</b>	<b>KICK SEQUENCE</b>	<b>H</b>	<b>ELEVATION AND TRAVEL</b>
	Pirouette exercise in the Centre appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Use of jazz 4th, relevé and retiré</li> <li>■ Single and double pirouette</li> <li>■ Travelling and elevated turns</li> <li>■ Demonstrate on both sides</li> </ul>		Exercise in the Centre to demonstrate tilt appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Working leg through retiré to tilt position</li> <li>■ Demonstrate on both sides</li> </ul>		Kick amalgamation appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Forward, side and circular kicks</li> <li>■ Demonstrate on both sides</li> </ul>		Penultimate dance combination, an opportunity to bring greater creativity and sense of showmanship, in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Calypso leap</li> <li>■ Circular Spring</li> <li>■ Double or triple pirouette</li> <li>■ Demonstrate on both sides</li> </ul>

## LEVEL 3

### GRADE 6 | CONTENT

#### IMPROVISATION

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full grade-by-grade list of example music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/jazz-dance/>

Candidates have one minute to familiarise themselves with the with the music before the improvisation commences.

Candidates will improvise in **small groups** facing the examiner for approximately **one minute**.

The candidate will dance freely, choosing any Jazz moves or Jazz style to perform.

#### 2 THE PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. See page 15 for further details.

A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.



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

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

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

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

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform complex movement sequences showing an understanding of musicality in Jazz Dance

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

### 3 LEARNING OUTCOME 3 (The Performance)

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

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

**LEVEL 3****GRADE 7 | CONTENT**

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Level 3 video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

**1 TECHNICAL SKILLS**

<b>A</b>	<b>THE WARM UP</b>	<b>B</b>	<b>FLOOR STRENGTHENING</b>	<b>C</b>	<b>PLIÉS</b>	<b>D</b>	<b>ISOLATIONS</b>
	Warm up exercise appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Stretching sequence to mobilises the limbs and joints</li> <li>■ High energy exercise with layered steps warming up the whole body</li> </ul>		Exercise to develop strength and control appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Controlled back and core strengthening exercises</li> <li>■ Balances engaging the whole body</li> </ul>		Exercise in the Centre continuing the development of core strength and overall control appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Demi and full plié in the Centre parallel and turned out</li> <li>■ Use of rise and lower</li> </ul>		Exercise to develop isolations appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Layering of isolations including change of direction</li> <li>■ Creative use of the music</li> </ul>
<b>E</b>	<b>PIROUÉTTE</b>	<b>F</b>	<b>KICK SEQUENCE</b>	<b>G</b>	<b>ELEVATION AND TRAVEL</b>		
	Pirouette exercise in the Centre appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Double or triple pirouette</li> <li>■ Travelling and elevated turns</li> <li>■ Demonstrate on both sides</li> </ul>		Kick amalgamation appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Forward kick on relevé and on a flat foot</li> <li>■ Side and circular kicks</li> <li>■ Demonstrate on both sides</li> </ul>		Penultimate dance combination, an opportunity to bring greater creativity and sense of showmanship, in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Forward and side leaps</li> <li>■ Front, side and circular kicks</li> <li>■ Double or triple pirouette and travelling turns</li> <li>■ Demonstrate on both sides</li> </ul>		

## LEVEL 3

### GRADE 7 | CONTENT

#### IMPROVISATION

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full grade-by-grade list of example music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/jazz-dance/>

Candidates have one minute to familiarise themselves with the with the music before the improvisation commences.

Candidates will improvise in **small groups** facing the examiner for approximately **one minute**.

The candidate will dance freely, choosing any Jazz moves or Jazz style to perform.

#### 2 THE PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. See page 15 for further details.

A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.



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

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

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

# LEVEL 3

## GRADE 7 | GRADE DESCRIPTORS

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform complex movement sequences showing an understanding and secure use of technique in Jazz Dance

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

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform complex movement sequences showing an understanding of musicality in Jazz Dance

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

### 3 LEARNING OUTCOME 3 (The Performance)

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

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

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

Teachers arranging their own Technical Skills Exercises are free to create their own exercises but must include the following steps as a minimum. For a demonstration of these steps, please see the Jazz Dance Level 3 video at [www.rslawards.com/paa/syllabus](http://www.rslawards.com/paa/syllabus)

The set Jazz dance music may be used for the technical skills exercises, or teachers may use their own choice of music. For guidance on using own choice music see page 14. For music suggestions, please visit <https://www.rslawards.com/jazz-dance-exams/>

**1 TECHNICAL SKILLS**

<b>A</b>	<b>THE WARM UP</b>	<b>B</b>	<b>FLOOR STRENGTHENING</b>	<b>C</b>	<b>PLIÉS</b>	<b>D</b>	<b>ISOLATIONS</b>
Warm up exercise appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Sustained and controlled stretches</li> <li>■ Floor work</li> </ul>		Exercise to develop strength and control appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Controlled back and core strengthening exercises</li> <li>■ Balances engaging the whole body</li> </ul>		Exercise in the Centre continuing the development of core strength and overall control appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Demi and full in parallel 1st and 2nd position in the Centre parallel and turned out</li> <li>■ Use of rise and lower</li> </ul>		Exercise to develop isolations appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Layering of isolations including change of direction</li> <li>■ Creative use of the music</li> </ul>	
<b>E</b>	<b>PIROUÉTTE</b>	<b>F</b>	<b>KICK SEQUENCE</b>	<b>G</b>	<b>ELEVATION AND TRAVEL</b>		
Pirouette exercise in the Centre appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Double or triple pirouette</li> <li>■ Travelling and elevated turns</li> <li>■ Stylised pirouette</li> <li>■ Demonstrate on both sides</li> </ul>		Kick amalgamation appropriate for an advanced dancer, to include: <ul style="list-style-type: none"> <li>■ Forward kick on relevé and on a flat foot</li> <li>■ Side and circular kicks</li> <li>■ Stylised kicks</li> <li>■ Demonstrate on both sides</li> </ul>		Penultimate dance combination, an opportunity to bring greater creativity and sense of showmanship, in preparation for the final dance performance, to include: <ul style="list-style-type: none"> <li>■ Box jump</li> <li>■ Forward, side or circular kicks</li> <li>■ Double or triple pirouette</li> <li>■ Demonstrate on both sides</li> </ul>			

## LEVEL 3

### GRADE 8 | CONTENT

#### IMPROVISATION

Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam). To view the full grade-by-grade list of example music tracks that may be chosen by the examiner, please visit:

<https://www.rslawards.com/paa/graded-exams/jazz-dance/>

Candidates have one minute to familiarise themselves with the with the music before the improvisation commences.

Candidates will improvise in **small groups** facing the examiner for approximately **one minute**.

The candidate will dance freely, choosing any Jazz moves or Jazz style to perform.

#### 2 THE PERFORMANCE

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. See page 15 for further details.

A maximum of six candidates can be assessed at any one time. If there are seven or eight candidates in the exam, the examiner will split candidates into two smaller groups for the performance.



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

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

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

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

The learner will be able to perform complex movement sequences showing an understanding and secure use of technique in Jazz Dance

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

**2 LEARNING OUTCOME 2 (Technical Skills)**

The learner will be able to perform complex movement sequences showing an understanding of musicality in Jazz Dance

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

**3 LEARNING OUTCOME 3 (The Performance)**

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

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

# Definitions

## Definitions of the Terminology used in the Grade Descriptors

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

# Revision History

**July 2022:**

Technical Skills Exercises - set Jazz Dance music (page 14). The guidance has been updated to clarify music options 1 & 2 for the Arm Sequence.

**February 2023:**

Page 14 – clarification of the use of a barre within technical exercises.

**April 2023:**

Page 14 – Updated text to refer candidates and teachers to example improvisation music (Grades 4–8)

**September 2023:**

Pages 15, 16, 19, 22, 26, 30, 34, 38, 42, 46, 50.

Relates to the group performance only:

Guidance on the minimum and maximum durations for the performance.

Guidance on the new regulation that a maximum of six candidates can be assessed at any one time (for the performance only).

Pages 14, 34, 38, 42, 46, 50.

Guidance on the music for the improvisation section of the exam. To view the full grade-by-grade list of example music tracks that may be chosen by the examiner, please visit

<https://www.rslawards.com/paa/graded-exams/jazz-dance/>

Page 16 and 19: Previous errata rectified. Clarification on the Elevation and Travel exercise for grades Premiere and Debut.

Page 34, 38, 42, 46, 50: Grades 4–8, Group Performance. Revised performance durations and the number of dance routines required for Grades 4–8