

NEW GRADE 1-3 BALLET SYLLABUS

The RAD brought in a brand new syllabus about five years ago.

Grade 1-3 constitute Level 1 of the RAD's Graded syllabus provision in the performance of ballet. They are the first three in a suite of eight grades from Grade 1 to Grade 8. An entry pathway to Grade 1 is provided by the RAD's Pre-Primary and Primary syllabus.

Grades 1-3 are offered as examinations, and are included on the register of regulated qualifications. The Royal Academy of Dance examinations board is recognised as an awarding body in England by Ofqual (Office of the Qualifications and Examinations Regulator). The accreditation places Grades 1-8 award and Intermediate Foundation-Advanced 2 on the National Qualifications Framework. This framework places dance examinations within the context of other qualifications, and recognises equivalence in the levels of knowledge, skills and understanding required for this attainment. See below:

| Level | RAD Qualifications | National Qualifications Framework |
|-------|--|-----------------------------------|
| 1 | Grade 1,2,3 | GCSE Grade D-G NVQ Level 1 |
| 2 | Intermediate Foundation Intermediate Grade 4,5 | GCSE Grade A*-C NVQ Level 2 |
| 3 | Advanced 1 Advanced 2 Grade 6,7,8 | A Levels NVQ Level 3 |

The new syllabus has been specifically designed to gradually develop and strengthen a child's growing body. Pupils are required to demonstrate an increasing vocabulary of steps, an awareness of dance technique, an ability to coordinate movements and to communicate, interpret and display a developing sensitivity to music. Therefore the RAD are keen to stress the exams will take longer to prepare for. Dancers will need to be more mature before taking exams. Below is a guideline for recommended preparation time (study hours) for RAD examinations. You will see that ballet exams do not run in line with school years, and expectations to take ballet exams one an academic year are unrealistic and detrimental to the dancers' progression.

RAD Guided and Notional Learning Hours

RAD Guidelines for recommended preparation time (study hours) for RAD examinations.

These guidelines are consistent with the rationale developed by the UK dance awarding organisations in 2009 for the determination of credit values on the Qualifications and Credit Framework (QCF)

“Guided Learning Hours” relates to contact time in the studio

“Practise hours” related to additional study time carried out by the student independently of the teacher.

The above two values combined produce the total “Notional Learning Hours” which in turn corresponds to the number of credits awarded for each qualification. This is on the basis of one credit for each 10 hours of study time, a currency which is consistent with qualifications aligned to the Framework for Higher Education.

| Qualifications | Guided Learning Hours | Practise Hours | Study (Notional Learning) hours |
|------------------|-----------------------|----------------|---------------------------------|
| Pre-Primary | 60 | 10 | 70 |
| Primary | 60 | 10 | 70 |
| Grade 1 | 60 | 10 | 70 |
| Grade 2 | 60 | 10 | 70 |
| Grade 3 | 60 | 10 | 70 |
| Grade 4 | 75 | 20 | 95 |
| Grade 5 | 75 | 20 | 95 |
| Grade 6 | 90 | 40 | 130 |
| Grade 7 | 90 | 40 | 130 |
| Grade 8 | 90 | 40 | 130 |
| Inter Foundation | 150 | 125 | 275 |
| Intermediate | 150 | 125 | 275 |
| Advanced Found. | 150 | 125 | 275 |
| Advanced 1 | 150 | 175 | 325 |
| Advanced 2 | 150 | 225 | 375 |

It is important to note that these timings are estimates as applied to an “average” student.

The actual rate of learning of individual students will of course vary, and the length of training for each student before entering for examination is ultimately at the discretion of the teacher. Additional time, particularly when growth spurts occur, can only be beneficial in the long-term.