



## Grade 4

### GUIDE TO ROYAL ACADEMY OF DANCE EXAMINATION MARKING SCHEME

Dear Parents and Candidates,

This guide has been prepared to provide you with information about the Royal Academy of Dance Examination marking system. It is designed to help you understand how the Examiners approach their task of assessing the quality of all those taking RAD examinations.

Firstly you should read the Assessment Criteria which indicate the areas in which candidates are being marked and rewarded for their achievement and progress at each examination. Then the mark allocation table, which shows how the marks, based on the assessment criteria, are allocated to specific areas. Finally the marking guidance table will show you the precise way in which marks are awarded.

We have tried to make this guide as clear as possible but if you need any help in understanding the information or any of the technical language please contact your teacher, who will be very willing to help.

As you will see from the information in this guide the RAD takes its examining role very seriously and our sole concern is the encouragement and success of the students who take our examinations.

If you are a candidate, good luck in your examinations. If you are a parent, congratulations on encouraging your child in their love of dance

A handwritten signature in black ink that reads 'Lynn Wallis'. The signature is written in a cursive style with a large, looped initial 'L'.

Artistic Director

## **ASSESSMENT CRITERIA FOR GRADED EXAMINATIONS: GRADE 4**

Classical Ballet, Free Movement and Character consist of three interrelated areas - Technique, Music and Performance - which are reflected throughout the Assessment Criteria.

Each area includes a number of elements, which are also interrelated, and some of which are added as the examinations increase in complexity, thus making further demands on the students at each stage of their learning.

### **In the examination, candidates will be assessed on their ability to:**

- 1 perform a series of Classical Ballet exercises which require secure posture, correct weight placement, co-ordination of the whole body, accurate alignment, use of space, secure stretched leg extensions, elevation with controlled landings, articulated footwork, and the ability to show line through the body.
- 2 perform a series of Free Movement exercises which require relaxation, transference of weight, suspension, ability to show line through the body, free-flowing movement, elevation, co-ordination of the whole body, use of space, use of gravity, and controlled endings.
- 3 perform a series of Rhythm and Character exercises which require a firm hold of the body and upper back, confident carriage of the head, correct arm and hand placement, articulated footwork, use of space, use of fondu, use of épaulement, and co-ordinated turning action.
- 4 dance, throughout the examination, in time to the music and show responsiveness to the music, and (for Character sections only) show rhythmical accuracy;
- 5 dance, throughout the examination, with expression and communication.
- 6 perform a Character Dance, which requires all the above aspects of Technique, Music and Performance.

## MARK ALLOCATION TABLE

<b>CLASSICAL SECTION</b>					
			Mark allocation		
<b>CLASSICAL TECHNIQUE 1</b> ( <i>Table A</i> ) <ul style="list-style-type: none"> <li>• Secure posture</li> <li>• Correct weight placement</li> </ul>	10	<b>50</b>			
<b>CLASSICAL TECHNIQUE 2</b> ( <i>Table A</i> ) <ul style="list-style-type: none"> <li>• Co-ordination of the whole body</li> <li>• Accurate alignment</li> <li>• Use of space</li> <li>• Ability to show line through the body</li> </ul>	10				
<b>CLASSICAL TECHNIQUE 3</b> ( <i>Table A</i> ) <ul style="list-style-type: none"> <li>• Secure stretched leg extensions</li> <li>• Elevation with controlled landings</li> <li>• Articulated footwork</li> </ul>	10				
<b>MUSIC</b> ( <i>Table B</i> ) <ul style="list-style-type: none"> <li>• Correct timing</li> <li>• Responsiveness to the music</li> </ul>	10				
<b>PERFORMANCE</b> ( <i>Table C</i> ) <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication</li> </ul>	10				
<b>FREE MOVEMENT SECTION (* assessed separately for Study)</b>					
<b>FREE MOVEMENT EXERCISES</b> ( <i>Table D</i> ) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Relaxation</li> <li>• Transference of weight</li> <li>• Suspension</li> <li>• Ability to show line through the body</li> <li>• Free-flowing movement</li> <li>• Elevation</li> <li>• Co-ordination of the whole body</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Use of space</li> <li>• Use of gravity</li> <li>• Controlled endings</li> <li>• Correct timing*</li> <li>• Responsiveness to the music*</li> <li>• Expression*</li> <li>• Communication*</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• Transference of weight</li> <li>• Suspension</li> <li>• Ability to show line through the body</li> <li>• Free-flowing movement</li> <li>• Elevation</li> <li>• Co-ordination of the whole body</li> </ul>	<ul style="list-style-type: none"> <li>• Use of space</li> <li>• Use of gravity</li> <li>• Controlled endings</li> <li>• Correct timing*</li> <li>• Responsiveness to the music*</li> <li>• Expression*</li> <li>• Communication*</li> </ul>	10	<b>10</b>	
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<b>STUDY (Classical or Free Movement)</b>					
<b>TECHNIQUE</b> (As Classical Technique 1, 2 and 3 or Free Movement) ( <i>Table A</i> )	10	<b>20</b>			
<b>MUSIC AND PERFORMANCE</b> ( <i>Table E</i> ) <ul style="list-style-type: none"> <li>• Correct Timing</li> <li>• Responsiveness to the music</li> </ul>	10				
<b>CHARACTER SECTION</b>					
<b>RHYTHM AND CHARACTER EXERCISES</b> ( <i>Table D</i> ) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Firm hold of body and upper back</li> <li>• Confident carriage of head</li> <li>• Correct arm and hand placement</li> <li>• Articulated footwork</li> <li>• Use of space</li> <li>• Use of fondu</li> <li>• Use of épaulement</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Co-ordinated turning action</li> <li>• Correct timing</li> <li>• Responsiveness to the music</li> <li>• Rhythmical accuracy</li> <li>• Expression</li> <li>• Communication</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Firm hold of body and upper back</li> <li>• Confident carriage of head</li> <li>• Correct arm and hand placement</li> <li>• Articulated footwork</li> <li>• Use of space</li> <li>• Use of fondu</li> <li>• Use of épaulement</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinated turning action</li> <li>• Correct timing</li> <li>• Responsiveness to the music</li> <li>• Rhythmical accuracy</li> <li>• Expression</li> <li>• Communication</li> </ul>	10	<b>20</b>	
<ul style="list-style-type: none"> <li>• Firm hold of body and upper back</li> <li>• Confident carriage of head</li> <li>• Correct arm and hand placement</li> <li>• Articulated footwork</li> <li>• Use of space</li> <li>• Use of fondu</li> <li>• Use of épaulement</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinated turning action</li> <li>• Correct timing</li> <li>• Responsiveness to the music</li> <li>• Rhythmical accuracy</li> <li>• Expression</li> <li>• Communication</li> </ul>				
<b>CHARACTER DANCE</b> As for Rhythm and Character Exercises ( <i>Table D</i> )	10				
<b>TOTAL</b>			<b>100</b>		

## MARKING GUIDANCE TABLE

<b>TABLE A: Classical Technique 1, 2 and 3, and Technique for Classical or FM Study</b>	
0 marks	The work was not shown.
1 – 3 marks	The candidate showed little awareness of many of the elements assessed.
4 marks	The candidate was able to demonstrate the elements assessed some of the time. Technique was often not well established.
5 – 6 marks	The candidate showed a fairly good ability to demonstrate the elements assessed, although some may be stronger than others. Technique was fairly well established.
7 – 8 marks	The candidate showed a generally good ability to demonstrate the elements assessed, although one or two may be less strong than others. Technique was mostly secure.
9 – 10 marks	The candidate was able to demonstrate the elements assessed almost all the time, although one or two may be less strong than others. Technique was secure.
<b>TABLE B: Music (Classical)</b>	
0 marks	The work was not shown.
1 – 3 marks	The candidate was seldom in time with the music.
4 marks	The candidate was in time with the music for more than half the exercises but showed only occasional ability to respond to the music.
5 – 6 marks	The candidate was in time with the music for more than half the exercises and was able to respond to the music fairly well.
7 – 8 marks	The candidate was in time with the music for almost all the exercises and showed a generally good response to the music.
9 – 10 marks	The candidate was in time with the music for almost all the exercises and was able to respond to the music very well.
<b>TABLE C: Performance (Classical)</b>	
0 marks	The work was not shown.
1 – 3 marks	The candidate showed little sense of performance, or appeared very unsure.
4 marks	The candidate occasionally showed a sense of performance.
5 – 6 marks	The candidate showed a fairly good sense of performance.
7 – 8 marks	The candidate showed a generally good sense of performance.
9 – 10 marks	The candidate showed a very good sense of performance.
<b>TABLE D: Free Movement and Character exercises, and Character Dance</b>	
0 marks	The work was not shown.
1 – 3 marks	The candidate showed little awareness of many of the elements assessed.
4 marks	The candidate was able to demonstrate the elements assessed some of the time.
5 – 6 marks	The candidate showed a fairly good ability to demonstrate the elements assessed, although some may be stronger than others.
7 – 8 marks	The candidate showed a generally good ability to demonstrate the elements assessed, although one or two may be less strong than others.
9 – 10 marks	The candidate was able to demonstrate the elements assessed almost all the time, although one or two may be less strong than others.
<b>TABLE E: CLASSICAL OR FREE MOVEMENT STUDY: Music and Performance</b>	
0 marks	The work was not shown.

1 – 3 marks	The candidate showed little awareness of music or performance.
4 marks	The candidate showed some musical awareness and sense of performance, although one element may be a little stronger than the other.
5 – 6 marks	The candidate showed a fairly good musical awareness and sense of performance, although one element may be a little stronger than the other.
7 – 8 marks	The candidate showed a good musical awareness and good sense of performance, although one element may be a little stronger than the other.
9 – 10 marks	The candidate showed a very good musical awareness and a real sense of performance.