
Rambert
grades



specification
level two

Grades 4-5



Qualification Title

Ofqual Qualification No.

Rambert Grades Level 2 Award in Contemporary Dance:
Grade 4

603/7379/9

Rambert Grades Level 2 Award in Contemporary Dance:
Grade 5

603/7381/7

Overview

- 1) Grades 4 and 5 of the Rambert Grades (Rambert Grades) are Level 2 qualifications, aligned with the Ofqual Handbook: General Conditions of Recognition.
- 2) These examinations are available to any student, with or without previous contemporary dance experience, provided they can meet the minimum content requirements and are over 7 years of age when taking the examination.
- 3) The content of Grades 4 and 5 is progressive and students are able to engage with all grades and examinations within Level 2.
- 4) It is recommended that the examinations are taken in numerical order, however, students are able to engage with the Rambert Grades at any level, or grade within the level. It is at the discretion of the registered centre/teacher to judge if the student is ready to skip preceding levels or grade examinations based on their dance ability and age.

Objectives

- 1) Level 2 qualifications, consolidate and improve students' ability to demonstrate knowledge and understanding of contemporary dance practice through technical exercises, performance and creative response.
- 2) To prepare students to progress through to Rambert Grades Level 3 qualifications
- 3) The Rambert Grades supports the learning and development of other dance styles/qualifications, by underpinning the basic foundations of movement (balance, core strength, flexibility) as well as encouraging a creative spirit, independent thinking, freedom of expression and self-confidence.

Aims

The aims of the graded syllabus, are that participants will be able to:

- Demonstrate an understanding of safe contemporary technique
- Draw on their body's natural movement and individual style
- Show sensitivity to and connection with other dancers
- Demonstrate presence borne of confidence in body and mind
- Use of a range of dynamics to physicalise music and/or express the dance idea
- Demonstrate an ability to respond creatively to stimuli and express ideas through movement.

Learning Outcomes and Assessment Criteria

Level 2 (Grades 4 and 5)

Learning Outcomes	Assessment Criteria
<ul style="list-style-type: none">▪ Students have a clear knowledge and understanding of contemporary technique and are able to demonstrate intermediate phrases of movement with increasing precision and control	<ul style="list-style-type: none">▪ Students can perform intermediate technical exercises and phrases of movement with increasing range of movement, precision and control<ul style="list-style-type: none">▪ Students demonstrate correct technique safely
<ul style="list-style-type: none">• Students have a clear knowledge and understanding of musicality and performance skills	<ul style="list-style-type: none">▪ Students can perform with increased sensitivity to music and demonstrate different dynamic qualities in performance▪ Students demonstrate an understanding of performance skills and communicate choreographic intent effectively, sustaining an appropriate sense of style
<ul style="list-style-type: none">▪ Students are able to explore and co-ordinate more complex movements for dance idea	<ul style="list-style-type: none">▪ Students can work individually and with others to respond to a stimulus in an increasingly complex way▪ Students can explore and develop movement material for a dance idea in a with increasing confidence and complexity, drawing on their creative expression and individuality of movement

Methods of Assessment

Examinations will be practical. They will be filmed and sent for assessment by an external examiner. Assessment criteria will be met through demonstration of three components - technique, performance and creative - as follows:

Technique:

- Demonstration of eight exercises from the relevant Grade
- Technical ability demonstrated through the performance component (below)

Performance:

- Performance skills displayed during technical component (above)
- Performance of solo performance phrase, set by Rambert Grades

Creative:

- An individual's investigation of a creative task in a group setting
- Improvisation skills demonstrated through the technical and performance components (above)

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Grade	GLH (TQT)	Grading	Qualification Level
4	75 (90)	PMDD*	2
5	75 (90)	PMDD*	2

Levels of Attainment

Each of the assessment criteria will be marked out of 10

A mark of 0 denotes that no evidence was shown relating to that area of learning

A mark of 1 or higher denotes the quality, demonstrated by the candidate of the areas of assessed (please see table below)

10	Consistently	Candidate shows outstanding ability to achieve the elements assessed
9	Sometimes	Candidate shows outstanding ability to achieve the elements assessed
8	Consistently	Candidate shows proficient ability to achieve the elements assessed
7	Sometimes	Candidate shows proficient ability to achieve the elements assessed
6	Consistently	Candidate shows adequate ability to achieve the elements assessed
5	Sometimes	Candidate shows adequate ability to achieve the elements assessed
4	Consistently	Candidate shows basic ability to achieve the elements assessed
3	Sometimes	Candidate shows basic ability to achieve the elements assessed
2	Consistently	Candidate shows limited ability to achieve the elements assessed
1	Sometimes	Candidate shows limited ability to achieve the elements assessed
0	No evidence	No evidence demonstrated

Candidates will be awarded either:

- Distinction*
- Distinction
- Merit
- Pass

Candidates unable to meet the requirements for a pass will fail.

Raw Mark	Percentage	Outcome
60 - 54	100 - 90%	Distinction*
53 - 45	89 - 75%	Distinction
44 - 34	74 - 56%	Merit
33 - 24	55 - 40%	Pass
23 - 0	39 - 0%	Standard not attained yet

Grades Benchmarks

Level 2	<p>At Grade 4, students demonstrate a knowledge of the vocabulary and technical skills through embodiment and performance of a more complex repertoire. They show an increasing understanding of a range of rhythmical sounds, accents and timings and an understanding of musical interpretation and use of individual expression. They are able to select and explore actions and ideas in response to stimulus confidently</p>
	<p>At Grade 5 students demonstrate technical skills and knowledge of the vocabulary through embodiment and performance of increasingly complex repertoire. They show a developing understanding of an increasing range of musical sounds, accents and timings, an understanding of musical interpretation and a secure use of individual expression. They are able to select and explore a range of actions and ideas moving beyond literal interpretation in response to stimulus</p>

Grade Descriptors

90-100%	Distinction* Mark of 54-60	The candidate demonstrates a confidence and ability to engage with tasks/material in a manner that is confident and commanding. They are independent, practically reflective and evidence an emergent artistic voice. There is a sense of 'self-agency' and the capacity to embody given/created material is evident. Technically the candidate has excellent command of the body and is kinaesthetically highly aware. Interactive skills are highly developed
75-89%	Distinction Mark of 45-53	The candidate works in a mature, thoughtful and self-directed manner. They demonstrate a keen curiosity and imagination together with the foundation of an individual artistic voice. They work in a manner that is open and reflective and they evidence an understanding physically and intellectual of <i>the material</i> . Technically the candidate has a high command of the body and evidences an excellent kinaesthetic awareness. Interactive skills are well developed
56-74%	Merit Mark of 34-44	The candidate demonstrates, in the main, a mature, thoughtful and self-directed approach. There is a good level of curiosity and imagination. There is a sense of emergent artistry in the majority of their work. They work in a manner that is open and reflective, evidencing in the majority of their work a physical and intellectual understanding of the material. Technically the candidate has a very good command of the body and evidences good kinaesthetic awareness. Interactive skills are very good.
40-55%	Pass Mark of 24-33	The candidate demonstrates some moments of <i>confidence in the material</i> and there is some evident ability to self-direct. Reflective skills are adequate and there is some indication of curiosity and imagination, however there is little consistency. Technical work is of an elementary level and kinaesthetic awareness average. The candidate, at this stage, exhibits a good command of their learning. Communication/Interactive skills are evident but not yet developed
0-39%	Standard not attained yet Mark of 0-23	The candidate demonstrates a low level of command of the material. There is little apparent evidence of curiosity or imagination and the candidate appears to seek security from their peers. There is little evidence of self-direction or reflection and poor command of the body. Technically and kinaesthetically the candidate is poor demonstrating little control or awareness. Interactive skills are not evident.