

International Dance Teachers' Association

Level 3 Diploma for Dance Teaching Assistants

Specification and Candidate Handbook

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1. Introduction

Welcome to the candidate handbook for the IDTA level 3 Diploma for Dance Teaching Assistants. In this handbook you will find lots of helpful information about the qualification, including information about the registration and examination process, guidance on completing and submitting your workbook and what to expect in the examination.

1.1 Aims and objectives of the qualification

The aims and objectives of the Level 3 Diploma for Dance Teaching Assistants is to develop knowledge and understanding of syllabus requirements, safe dance practice and dance teaching individuals wishing to work as dance teaching assistants.

Dance teaching assistants assist dance teachers in class situations, usually helping to teach groups of students for a specified period under the supervision of a qualified dance teacher.

The qualification does not confirm status as a dance teacher.

2. How to register for the level 3 Diploma for Dance Teaching Assistants

This section contains information for prospective candidates on the registration process for the qualification. It gives practical details about the registration process, recommended prior learning, how to find a trainer and information about professional conduct.

2.1 Registration process

To register for the qualification you will need to contact Head Office or your dance teacher/trainer who will provide you with an application form to complete. This should be returned to Head Office by your dance teacher/trainer 6-8 weeks in advance of the proposed date of your examination. Full details will be on the form. Alternatively, you can download an application form from the IDTA website.

Head Office will confirm the date of the examination to you and your dance teacher/trainer once the form has been received and checked. The examination fee should be paid to your dance teacher who will be invoiced for the examination by the IDTA.

2.2 Recommended prior learning

The minimum age for candidates registering on the qualification is 16.

You should have:

- A good knowledge of IDTA as an organisation and the grade and Dance Awards (formerly medal tests) systems
- A good knowledge of the IDTA syllabus requirements for their chosen genre
- Technical skills to Intermediate level or above or higher Dance Awards depending on genre

IDTA recommends the following qualifications and experience would be helpful as prior learning for embarking on the Level 3 Diploma for Dance Teaching Assistants, although this list is not exhaustive:

- Intermediate level qualification certificate from IDTA or another dance awarding organisation or higher Dance Awards depending on genre.
- A vocational dance qualification (e.g. BTEC Diploma in Performing Arts or equivalent)

2.3 Progression to further qualifications and training

This qualification is not a pre-requisite for the Level 4 Diploma in Dance Teaching. However, on successful completion of this qualification you may wish to progress to the Level 4 Diploma in Dance Teaching as well as other forms of further training, study or employment.

2.4 Recognition of prior learning

As this qualification consists of a single examination Recognised Prior Learning is not offered.

2.5 Resits and additional genre

2.5.1 Resits for candidates who have passed the workbook element but not the technique element of the examination

If you have not passed the technique section of the examination, you will be allowed **one** resit where you can bank your workbook from your previous examination. The examination timings for resits where the workbook is banked will be 1 hour for Ballroom and Freestyle and 1 hour and 15 minutes for Theatre.

The examiner will mark the technique and communication sections of the examination and send the report form to Head Office. Your workbook mark from the previous examination will be added to the report form at Head Office and an overall mark will be calculated from this.

2.5.2 Resits for candidates who do not pass the workbook element but have passed the technique element of the examination

If you have not achieved the workbook but met the minimum threshold for the technique element of the examination, you will be allowed **one** further opportunity to resubmit your workbook after the examination.

The workbook should be submitted directly to Head Office in an electronic format and will be sent to an examiner to review. If the workbook is judged to be of the required standard, Head Office will complete a report form, which adds the second examiner's judgement on the workbook to the marks awarded for the technique and communication sections, and return the completed report form to you.

If you are unsuccessful for a second time you will have to re-enter for the whole examination.

2.5.3 Additional genre

If you wish to take a Level 3 Diploma in an additional genre, you can either bank the workbook from your previous examination, or submit a new workbook. You will need to state on the application form whether you wish to bank your existing workbook or if you will submit a new workbook.

The examination timings will then be revised accordingly as follows:

- If you have opted to bank your workbook, the examination timings will be 1 hour for Ballroom and Freestyle and 1 hour and 15 minutes for Theatre. The examiner will mark the technique and communication elements of the examination and send the report form to Head Office. Your workbook achievement will be added to the report form at Head Office and an overall mark will be calculated from this.
- If you have opted to present a revised or new workbook, examination timings will run as normal (1 hour and 15 minutes for Ballroom and Freestyle and 1 hour and 30 minutes for Theatre) and the examiner will assess all sections and send the completed report form to Head Office.

2.6 Training

IDTA strongly recommends that you should undergo formal training with a qualified trainer.

2.6.1 How do I find a trainer?

If you need to find someone to support you through this qualification, please contact IDTA Head Office who will be able to put you in touch with IDTA members who train candidates for IDTA qualifications.

2.6.2 What does the trainer do?

The trainer is there to support you through the qualification. The trainer will not only support you to learn the syllabus and technical requirements for the genre but will also give you advice and help with safe dance practice and assisting in dance classes.

2.7 Professional conduct

All members of IDTA are expected to adhere to a code of conduct. Details of the code of conduct can be found on IDTA's website.

You will need to make sure that you are familiar with the code of conduct and uphold the code in practice. This includes making sure that you act in a professional way in your role as a dance teaching assistant.

As well as adhering to the principles of the IDTA code of conduct and articles and rules, you should also be familiar with the fundamental principles of the code of conduct published by the Council for Dance, Drama and Musical Theatre (CDMT). These are summarised below:

A teacher should:

- behave with integrity in all professional and business relationships. Integrity implies not merely honesty but fair dealing, courtesy and consideration.
- strive for objectivity in all professional and business judgements.
- not accept a teaching post or undertake work for which he or she is not competent or qualified.
- carry out his or her professional work with due skill, care and proper regard for the technical and professional standards expected of him or her.
- always act in such a manner as to promote and safeguard the interests and well-being of students.
- justify student trust and confidence.
- be aware of and abide by current data protection legislation.
- comply with all statutory requirements affecting their teaching practice including legal requirements.
- abide by Health and Safety statutory legislation requirements.

All of these areas are an important part of your role as an IDTA qualified dance teaching assistant and any further training you undertake to become a dance teacher.

If you are unsure about the IDTA code of conduct or would like advice about professional conduct please contact Head Office or your trainer who will be able to give you further information about the code of conduct.

2.8 Plagiarism and authentication of written work

IDTA takes reports of plagiarism seriously and will investigate any reports received from candidates, trainers or examiners of suspected plagiarism.

The examiner will ask you to confirm that the information you present is your own work. You will also need to sign the declaration on the front of the safe practice workbook to confirm this. If you present information that is not your own or try and submit someone else's work as your own this can be viewed as malpractice and will be investigated by IDTA if suspected.

3. The Qualification Structure

3.1 Qualification structure

The qualification is made up of three separate sections which are all assessed through a practical examination:

3.1.1 Workbook

You will prepare a short workbook showing your knowledge of safe dance and observation of dance teaching. The workbook will be presented at the beginning of the examination to the examiner. You should bring an additional copy of the workbook with you that the examiner can take away at the end of the examination.

The workbook consists of two separate elements:

1. *Safe dance practice workbook*

This section focuses on safe dance practice, health and safety in dance and the roles and responsibilities of dance teaching assistants. You will need to complete the template workbook and respond to the questions within it. The template is available to download from the IDTA website at www.idta.co.uk.

2. *Observation of dance practice logs*

The observation logs record your observation of 4 dance teaching sessions. The template for the log is available to download from the IDTA website at www.idta.co.uk.

The logs include information about:

- Genre
- Student ages
- Duration of class
- Type of class (grade, leisure, Dance Award etc)
- Objectives of the class

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- What the teacher did
- What the teaching assistant did in the class (if applicable)
- Reflection on the class
- Discussion with the teacher

3.1.2 Technique and knowledge of syllabus requirements

In this section of the examination, you will demonstrate skills and techniques in your chosen genre. This section **must** be passed in order to pass the examination as a whole.

For Ballroom, Latin, Classical Sequence and Freestyle genre, you will be assessed on Demonstration, Solo demonstration and Theory and will demonstrate knowledge and understanding of Rosette and Stardance Awards.

For Theatre genre, you will be assessed on your knowledge and understanding of a range of syllabus requirements and elements plus knowledge and technique from three grades.

For more detailed information about this section of the examination, please see Section 5.

3.1.3 Communication

Throughout the examination you will discuss syllabus elements with the examiner. You will be marked on your communication ability. This section of the examination does not have a minimum pass mark.

3.2 Total Qualification Time, guided learning hours and credit values

3.2.1 What is Total Qualification Time?

Total Qualification Time (TQT) is a measure of the time typically taken for an average candidate to complete a qualification.

Total Qualification Time is made up of:

Guided Learning: which is the time set aside for directing, teaching or supervising candidates.

Other learning: which includes any other learning which contributes to the qualification but which is not carried out under the direction, teaching or supervision of a teacher/trainer.

The guided learning for this qualification is 130 hours and the Total Qualification Time is 270 hours.

3.2.2 What is Credit?

Credit is a measure of time based on 1 credit for every 10 hours of learning (both taught and private study). The Level 3 Diploma for Dance Teaching Assistants is allocated a credit value which indicates the amount of learning needing to be undertaken to achieve the unit. Credit is basically Total Qualification Time divided by 10. The credit value for this qualification is 27.

4. The workbook

This section contains information about the workbook element of the examination. The workbook consists of:

- A completed safe dance practice workbook
- 4 completed teaching observation logs which are countersigned by your teacher/trainer

You will need to present your completed workbook to the examiner at the start of the examination. You will then leave the room while examiner reads through your workbook and makes a judgement about whether the evidence you have provided in your workbook meets the requirements.

You will need to bring a copy of the workbook that the examiner can take away with them after the examination. This will be sent by the examiner to Head Office and will be scanned in for their records.

The workbook should be completed using the templates which are available to download on the IDTA website at www.idta.co.uk.

The workbook should be presented as either a double sided or single sided printed document. You can present this in one plastic wallet or folder if you wish. Please do **NOT** put each page into separate plastic wallets as this makes it difficult and time consuming for Head Office to scan.

4.1 Introduction to the workbook

You will need to show that you understand why health and safety in dance is important, why safe dance practice is important, and the responsibilities of dance teaching assistants.

The workbook template should be completed fully. Please do not add any other information to the workbook as this will not be assessed by the examiner.

4.2 Guidance for completing the safe dance practice workbook

Below is detailed guidance showing you what you need to know in order to complete the safe dance practice element of the workbook. The guidance is divided into the sections of the workbook.

4.2.1 Section 1 - Understanding the importance of health and safety

This section of the workbook covers health and safety in dance practice and you will be asked to provide examples and short explanations about aspects of health and safety.

Question 1 - Risk assessment

The risk assessment is in the form of a table. In the **first column** you will need to provide three examples of potential risks in a dance venue and how you would resolve the risk. You could base these risks on actual risks that you have observed, or potential risks to venues which you have discussed with your trainer. Potential risks could include:

- **Safety of the venue**
 - Obstructions or spills or unsafe cables or wires on the floor
 - Stacked furniture near to the space used for the class
 - Potential trip hazards (for example uneven flooring or steps)
 - Availability of safety and emergency information (e.g. fire exits, evacuation plans etc)
- **Appropriate clothing**
 - Students wearing inappropriate clothing that may cause them to trip (e.g. trousers which are too long)
 - The wearing of jewellery
- **Appropriate footwear**
 - The wearing of inappropriate footwear which may cause students to slip.
 - Shoes not tied or secured.

Column 2 in the table asks you to think about how likely it is that these risks could occur. Some risks may be more likely than others. Think about the venues you dance or assist in. For example, if you use a church hall there may be chairs and tables stacked up – are these in a safe place out of the way which would be a low risk, or are they close to the space used for the class which would be a higher risk?

Column 3 in the table asks you to think about how important it is that the risk is resolved. Some risks may not have an immediate effect on students, or may not be something that is of immediate concern. For example, if there are stacked chairs in the venue but they are out of the way and not likely to cause any problems, it is not important that these are moved. However, others may need to be checked every time you use the venue, for example making sure that the floor is safe or that there are no obstructions in the dance space.

Column 4 in the table asks you to consider who needs to take the action to resolve the risk. You may be able to resolve some risks yourself (for example checking that students have taken off jewellery or making sure that shoes are tied properly). There may be other risks which should be resolved by the teacher (for example if there is a problem with the floor or there are issues with the venue which affect the class). In this case you should add in the person who needs to be responsible for the risk. It is important to remember that you should not try to resolve risks if you do not have responsibility for them, but that you must let the person responsible know as soon as possible.

Question 2 - Responsibilities for younger students

As a dance teaching assistant it is likely that you will be responsible for groups of younger students, which includes looking after their safety and wellbeing before, during and after a dance

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class. This section asks you to list two areas for which you are responsible and what you need to do to ensure that students stay healthy and safe.

Areas of responsibility could include:

Making sure that younger students are supervised before and after a class. This could include:

- Ensuring that they are collected by their parents at the end of the class and supervising them until this time
- Ensuring that they do not wander off into other parts of the venue or outside the venue whilst you are supervising them

Making sure that younger students have the appropriate clothing and footwear for their dance class. This could include:

- Ensuring that students are wearing appropriate clothing and that it is fitted correctly
- Ensuring that students are wearing appropriate footwear and that laces are tied and shoes are securely on feet
- Asking students to remove jewellery if it may cause a problem while dancing
- Knowing who to inform if an injury occurred during a class

Responsible use of Social Media whilst supervising younger children. This includes:

- Being aware of sensitivities around taking photographs of younger children
- Being responsible about the use of any images taken before, during and after classes and not sharing these online
- Ensuring that no reference is made to your work as a dance teaching assistant on Social Media

Useful resource:

The IDTA Social Media Policy can be found at <https://www.idta.co.uk/members-hub/membership/social-media-policy/>

Question 3 - Posture

You will need to give two examples of postural issues in the genre you have chosen and describe how the issue could be corrected. You can draw on real life examples of students you have observed in a class situation and how a teacher has worked with them.

Please note that dance teachers and teaching assistants are not expected to take responsibility for the medial treatment of injuries. Teachers should be aware that poor posture if not corrected can lead to injury and should take steps to ensure that students are given appropriate advice.

Things to think about:

- Is the student having problems balancing?
- Do they stand with rounded shoulders?
- Do they have problems with their confidence (which may affect their posture as they may tend to slouch or hunch up)
- Do they look down at their feet?

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If you don't have any real life examples you could use, try to think about a particular example and how you would deal with it.

4.2.2 Section 2 – Understanding the importance of a healthy lifestyle

This section of the workbook covers a healthy lifestyle and you will be asked to provide examples and short explanations about aspects of a healthy lifestyle.

Question 4 - Nutrition and hydration

You will need to give one example of good nutrition and one example of good hydration explain why these are important. This could be from your own personal experience or from observing classes.

Examples of good nutrition could include:

- Eating a balanced diet
- Recognising the types of foods that are beneficial for dancers
- Recognising the effects of high sugar or fat foods on a dancer's performance

Examples of effective hydration could include:

- Recognising the signs of dehydration
- Understanding how hydration is influenced by factors such as the level and amount of exercise and temperature.
- Recognising appropriate drinks for hydration

4.2.3 Section 3 – Understanding your responsibilities as a dance teaching assistant

This section of the workbook covers your responsibilities as a dance teaching assistant and you will be asked to provide examples and short explanations about this and the IDTA code of conduct.

Question 5 - Your responsibilities as a dance teaching assistant

You will need to provide three examples of your responsibilities as a dance teaching assistant and a brief explanation of why each example is important.

Areas of responsibility within the class, supervised by the teacher, could include (but is not limited to):

- Responsibility for small groups within a dance class
- Helping the teacher with the class
- Giving individual support to students in the class

Areas of responsibility before or after the class could include:

- Supervision of students
- Adhering to rules and regulations whilst in the dance school/venue
- Using social media responsibly

Question 6 - The IDTA code of conduct

You will need to read the IDTA code of conduct (which is in Section 2.7 of this Handbook) and list three areas of the code. You will need to provide a short explanation of why the areas are important.

The areas of the code of conduct cover:

- behaving with integrity in all professional and business relationships. Integrity implies not merely honesty but fair dealing, courtesy and consideration
- striving for objectivity in all professional and business judgements
- not accepting a teaching post or undertaking work for which he or she is not competent or qualified
- carrying out his or her professional work with due skill, care and proper regard for the technical and professional standards expected of him or her
- always acting in such a manner as to promote and safeguard the interests and well-being of students
- justifying student trust and confidence
- being aware of and abiding by current data protection legislation
- complying with all statutory requirements affecting their teaching practice including legal requirements
- abiding by Health and Safety statutory legislation requirements

Useful resource:

The IDTA Social Media Policy can be found at <https://www.idta.co.uk/members-hub/membership/social-media-policy/>

The IDTA code of conduct can be found at <https://www.idta.co.uk/members-hub/membership/code-of-conduct/>

4.3 Guidance for completing the teaching observation logs

This section contains information about the teaching observation element of the examination. You will need to show that have observed and/or assisted in classes.

Below is detailed guidance showing you what you need know in order to complete your teaching logs. The guidance is divided into each question in the teaching observation log.

4.3.1 The 'about you' section

This section asks you to complete the following details:

- Your name
- The date that the observation or assisting in class takes place
- The name of the dance school
- The name of the teacher you are observing/assisting

4.3.2 The 'about the students' section

This section asks you to complete the following details:

- The number of students in the class in total. You may be assisting with a smaller group during the class. If so, please add in the numbers of students in your response to Question 3
- Age range of students. If you are assisting with a particular age group within the class please add this into your response to Question 3
- Genre being taught
- Duration of the class
- Type of class – e.g. are the students working towards a grade or a Dance Award, or is it a leisure or pre-prep/prep class?

4.3.3 Question 1 – What were the objectives of the class?

Your response will need to include details about the objectives of the class. For example:

- At the start of working towards a grade/Dance Award
- Learning a routine for a show/performance
- Learning a particular set of movements/steps as part of the syllabus
- Preparing for an examination

Talk to the teacher to find out what their objectives are and consider if the structure and format of the class meets the objectives set. It may be that the class didn't go to plan or there were issues that the teacher needed to address – for example if the students are not learning the routine as quickly as anticipated – which may mean that the objective wasn't met.

4.3.4 Question 2 – What did the teacher do in the class session?

Your response will need to include details about how the teacher structured the class and what they did. For example:

- How did the teacher interact with the students?
- Was the format of the class engaging for the students?
- What instructions did the teacher give to the students? Did the students follow them?
- Did the teacher break up the class into groups or did the whole class work together?

4.3.5 Question 3 – Did you assist in the class? If so, what did you do?

You only need to respond to this question if you assisted in the class. If you did assist, your response should include a brief explanation of what you did. For example:

- Did you work with a small group? What did you do with them?
- Were you asked to work with an individual? What did you do?

4.3.6 Question 4 - What did you learn about teaching during the class? How will you put what you have learned into practice?

Your response should include a brief explanation of what you learned and how you might use it. This could be about:

- **Communication skills** – how to motivate students or give clear instructions

- **Lesson planning** – how to make sure the class is structured properly and that students are engaged
- **Teaching methods** – the teaching methods the teacher used and how you might use them
- **Resources** – did the teacher use any resources and how you might use them
- **Good practice** – were there any examples of particularly good practice – for example using innovative teaching methods or any good ideas that you could use

4.3.7 Question 5 – please summarise your discussion with the teacher and any feedback

After each class you will need to have a short discussion with the teacher which covers the questions in your log. The discussion could focus on a particular area of the class or elements of good practice, or could be more generally about what happened. If you assisted, your discussion should include comments or feedback from the teacher about how you did.

4.3.8 Signing and dating the observation log

Please remember to sign and date the observation log and get your teacher to sign and date it as well.

5. Examination

5.1 Introduction

The examination assesses your ability to demonstrate the technical knowledge of the syllabus requirements. There are different syllabus requirements for each genre.

Below are the examination formats for Ballroom, Latin, Classical Sequence and Freestyle (Section 5.2) and for Ballet, Tap, Modern Jazz and Theatre Craft (Section 5.3).

All sections of the technique element **must** be passed in order to pass the examination as a whole.

5.2 Examination format for Ballroom

The examination will be a total of 1 hour 15 minutes in duration. The Examiner will spend the first 15 minutes of the examination reviewing the workbook.

You should ensure that you are wearing suitable clothing and footwear for the examination and should provide appropriate music as required.

You will demonstrate knowledge and technique appropriate to the chosen genre.

All sections of the technique element **must** be passed in order to pass the examination as a whole.

5.2.1 Demonstration

You will be required to demonstrate, with a partner to music, the four Ballroom dances; Waltz, Quickstep, Foxtrot and Tango to a standard appropriate to the level of examination being taken. The figures should be selected from the syllabus.

5.2.2 Solo demonstration to music

You will be asked to demonstrate, solo to music whilst giving the timing two of the following figures at the choice of the Examiner:

- Waltz- Natural Turn
- Quickstep- Quarter Turn to Right
- Foxtrot- Feather Step
- Tango- Closed Promenade

For this section of the examination you may choose to dance as man or lady.

5.2.3 Theory

a. Terminology

You must be able to give a definition of the following terms:
Time Signature, Tempo, Rhythm

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b. IDTA Grades

You will be asked to outline the requirements of each section of the graded examinations from entry to exit plus the examination procedure. The format of the graded examinations is detailed at the beginning of each amateur section of the IDTA Professional and Amateur syllabus. You will be able to explain the difference between a graded examination and a Dance Award (medal test).

c. Rosette and Stardance Awards

You will be asked to discuss the purpose and requirements of these awards, the age groups they are aimed at, and the format of the awards.

5.2.4 Syllabus figures

You must be able to demonstrate the following figures using the correct technique, taken from the list below, as man and lady, whilst giving the correct timing.

Waltz

1. LF Closed Change
2. RF Closed Change
3. Natural Turn
4. Reverse Turn
5. Whisk
6. Chasse from Promenade Position
7. Natural Spin Turn
8. Underturned Natural Spin Turn

Quickstep

1. Quarter Turn to Right
2. Natural Spin Turn
3. Underturned Natural Spin Turn at a corner
4. Natural Turn with Hesitation
5. Progressive Chasse
6. Forward Lock Step
7. Backward Lock Step
8. Reverse Turn

Foxtrot

1. Feather Step
2. Reverse Turn
3. Three Step
4. Natural Turn
5. Closed Impetus Turn
6. Feather Finish

Tango

1. Tango Walks
2. Progressive Side Step
3. Progressive Link
4. Closed Promenade

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5. Basic Reverse Turn
6. Open Reverse Turn Lady Outside
7. Natural Rock Turn

5.3 Examination format for Latin

The examination will be a total of 1 hour 15 minutes in duration. The Examiner will spend the first 15 minutes of the examination reviewing the workbook.

You should ensure that you are wearing suitable clothing and footwear for the examination and should provide appropriate music as required.

You will demonstrate knowledge and technique appropriate to the chosen genre.

All sections of the technique element **must** be passed in order to pass the examination as a whole.

5.3.1 Demonstration

You will be required to demonstrate, with a partner to music, the five Latin dances; Rumba, Samba, Paso Doble, Cha Cha Cha and Jive to a standard appropriate to the level of examination being taken. The figures should be selected from the syllabus.

5.3.2 Solo demonstration to music

You will be asked to demonstrate, solo to music whilst giving the timing of two of the following figures at the choice of the Examiner:

Rumba: Basic Movement

Samba: Either Natural or Reverse Basic Movement

Paso Doble: Basic Movement

Cha Cha Cha: Close Basic

Jive: Basic in Place

For this section of the examination the candidate may choose to dance as man or lady.

5.3.3 Theory

a. Terminology

You must be able to give a definition of the following terms:

Time Signature, Tempo, Rhythm,

b. IDTA Grades

You will be asked to outline the requirements of each section of the graded examinations from entry to exit plus the examination procedure. The format of the graded examinations is detailed at the beginning of each amateur section of the IDTA Professional and Amateur syllabus. You will be able to explain the difference between a graded examination and a Dance Award (medal test).

c. Rosette and Stardance Awards

You will be asked to discuss the purpose and requirements of these awards, the age groups they are aimed at, and the format of the awards.

5.3.4 Syllabus figures

You must be able to demonstrate the following figures using the correct technique, taken from the list below, as man and lady, whilst giving the correct timing.

Rumba

1. Basic Movement
2. Spot Turn to Left
3. Underarm Turn to Right
4. Spot Turn to Right
5. Underarm Turn to Left
6. Check from Open CPP
7. Check from Open PP

Samba

1. Natural Basic Movement
2. Reverse Basic Movement
3. Progressive Basic Movement
4. Samba Whisks to Left and Right
5. Promenade Samba Walks
6. Side Samba Walks
7. Stationary Samba Walks

Paso Doble

1. Basic Movement
2. Sur Place
3. Appel (standard version only)
4. Chasses to Right
5. Chasses to Left
6. Chasse to Left ended in PP
7. Huit
8. Attack
9. Promenade
10. Promenade Close

Cha Cha Cha

1. Time Step
2. Close Basic
3. Open Basic
4. Check from Open CPP
5. Check from Open PP
6. Spot Turn to Left
7. Underarm Turn to Right
8. Spot Turn to Right
9. Underarm Turn to Left

Jive

1. Basic in Place
2. Basic in Fallaway
3. Change of Place Right to Left
4. Change of Place Left to Right
5. Link
6. Whip

5.4 Examination format for Classical Sequence

The examination will be a total of 1 hour 15 minutes in duration. The Examiner will spend the first 15 minutes of the examination reviewing the workbook.

You should ensure that you are wearing suitable clothing and footwear for the examination and should provide appropriate music as required.

You will demonstrate knowledge and technique appropriate to the chosen genre.

All sections of the technique element **must** be passed in order to pass the examination as a whole.

5.4.1 Demonstration

You will be required to demonstrate with a partner to music The Waltz including the Natural and Reverse Turns and Forward and Backward Pas De Valse, Fylde Waltz, Boston Two Step, Saunter Reve to a standard appropriate to the level of the examination being taken.

5.4.2 Solo demonstration to music

You will be asked to demonstrate solo to music whilst giving the timing :-

- 1-3 Rotary half of Natural Waltz Turn,
- Forward Pas De Valse,
- 1-3 Progressive half of Reverse Waltz Turn,
- One Backward Pas De Valse.

For this section of the examination the candidate may choose to dance as Man or Lady.

5.4.3 Theory

a. **Terminology**

You must be able to give a definition of the following terms:

- Time Signature
- Tempo
- Rhythm

b. **IDTA Grades**

You will be asked to outline the requirements of each section of the graded examinations from entry to exit plus the examination procedure. The format of the graded examinations is detailed at the beginning of each amateur section of the IDTA Professional and Amateur

syllabus. You will be able to explain the difference between a graded examination and a Dance Award (medal test).

c. Rosette and Stardance Awards

You will be asked to discuss the purpose and requirements of these awards, the age groups they are aimed at, and the format of the awards.

d. Syllabus Figures

You must be able to show the following figures, taken from the list below, whilst giving the timing if applicable.

1. Assemblé	11. Pas Glissé
2. Backward Lock Step	12. Pas Glissade
3. Balancé	13. Pas de Valse Forward on RF and LF
4. Broken Sway	14. Pas de Valse Backward on RF and LF
5. Chassé	15. Plié
6. Coupé	16. Pivot
7. Five Foot Positions	17. Pivoting Action
8. Glissé	18. Ronde
9. Jeté	19. Sway
10. Pas de Basque	20. Swivel

5.5 Examination format for Freestyle

The examination will be a total of 1 hour 15 minutes in duration. The Examiner will spend the first 15 minutes of the examination reviewing the workbook.

You should ensure that you are wearing suitable clothing and footwear for the examination and should provide appropriate music as required.

5.5.1 Demonstration

The candidate will be asked to demonstrate:

- a) A 16 bar repeatable exercise for warm up taken from the Preparatory, Primary or Grade 1 examination. You may use the example given or prepare one of their own routines as per the graded examination syllabus.
- b) A 16 bar repeatable routine at beginner level. You to use the set routines Preparatory, Primary or Grade 1 examination.
- c) A 16 bar repeatable routine showing the candidate's creative ability
- d) The knowledge and understanding of rhythm from Grade 1

5.5.2 Amalgamation to music

An amalgamation of three steps and movements from the list of steps and movements from the Pre-Associate examination as instructed by the Examiner. Music to be selected by the candidate.

1. Step
2. Pressure step
3. Walk (compulsory)
4. Shoulder walks
5. Run
6. Stride
7. Jump
8. Hop
9. Spin
10. Turn
11. Open turn
12. Chasse

5.5.3 Theory

a. Terminology

You must be able to give a definition of the following terms:

- Rhythm
- Time Signature
- Tempo
- Directional Chart

b. Compulsory questions

You will be asked to define Freestyle Dance.

c. Exercises

1. Warming up – purposes of a warm up
2. Cooling down - purpose of a cool down
3. Breathing and breathing exercises – purpose of breathing exercises and a knowledge of the exercises from Preparatory or Primary Grade
4. Isolation exercises: shoulders and arms, wrists, fingers, elbows, neck and head, hips, knees, ankles and feet
5. Simple combination exercises

d. Steps and Movements

You will be asked to demonstrate the list of steps and movements below:

1. Step
2. Pressure step
3. Walk (compulsory)
4. Shoulder walks
5. Run
6. Stride
7. Jump
8. Hop

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9. Spin
10. Turn
11. Open turn
12. Chasse

e. **Head, Arm and Hand Movements**

You will be asked to demonstrate the list of movements below:

1. Head: Erect, Turned, Inclined, Turned and Inclined, Raised, Lowered, Head Roll.
2. Arms: Horizontal, Parallel, Diagonal, Opposition, High V, Low V, Arm Circles, Wrist Circles, Pushing, Pulling, Arm Swings.
3. Hands: All Hand Positions and Movements.

f. **IDTA Grades**

You will be asked to outline the requirements of each section of the graded examinations from entry to exit plus the examination procedure. The format of the graded examinations is detailed at the beginning of each amateur section of the IDTA Professional and Amateur syllabus. You will be able to explain the difference between a graded examination and a Dance Award (medal test).

g. **Rosette and Stardance Awards**

You will be asked to discuss the purpose and requirements of these awards, the age groups they are aimed at, and the format of the awards.

5.6 **Examination format for Ballet, Tap, Modern Jazz and Theatre Craft**

The examination will be a total of 1 hour and 30 minutes in duration. The Examiner will spend the first 15 minutes of the examination reviewing the workbook.

You should ensure that you are wearing appropriate practice wear and footwear for the examination. Official IDTA music should be used for set work, supplemented by other appropriate music where required.

All sections of the technique element **must** be passed in order to pass the examination as a whole.

You will demonstrate knowledge and technique through the selection of three grades, one from each section below, in your chosen genre:

- a) Preparatory, Primary or Grade 1
- b) Grade 2 or Grade 3
- c) Grade 4 or Grade 5

NB – teachers should advise the examiner in advance of the examination of which grades will be chosen.

You will be required to:

- Demonstrate and show an ability to count and instruct rhythmically as requested by the Examiner.

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- Discuss observed common faults and corrections.
- Create amalgamations / enchaînements in their chosen grades.
- Discuss the requirements for Dance Awards (formerly medal tests) up to and including Gold.
- Choreograph and present 1 Dance Award (formerly medal test) dance, to their own choice of music for either Bronze, Silver or Gold.
- Demonstrate efficiency in personally editing, organising and operating recorded music.

6. Marking and awarding

After you have taken your examination you will be notified by Head Office of the results. The qualification result will be graded pass, merit and distinction.

The workbook section of the examination will be awarded as achieved/not achieved.

The technical section of the examination will be marked out of 100. You **must** pass the technical elements of the examination to achieve a pass overall.

Attainment bands for the Level 3 Diploma for Dance Teaching Assistants are:

Pass	65%
Merit	75%
Distinction	85%

6.1 Attainment descriptors

Pass

The candidate's knowledge, understanding and practical application of the syllabus requirements was satisfactory overall with some areas of weakness compensated by areas of strength. The candidate was able to demonstrate a satisfactory understanding of musical application and choreography relevant to their chosen syllabus. The candidate demonstrated competent presentation and communication skills throughout the examination.

Merit

The candidate's knowledge, understanding and practical application of the syllabus requirements was good overall with minimal areas of weakness. The candidate was able to demonstrate a good understanding of musical application and choreography relevant to their chosen syllabus. The candidate demonstrated consistent and sustained presentation and communication skills throughout the examination.

Distinction

The candidate's knowledge, understanding and practical application of the syllabus requirements was excellent overall. The candidate was able to demonstrate an excellent and comprehensive understanding of musical application and choreography relevant to their chosen syllabus. The candidate demonstrated excellent presentation and communication skills throughout the examination.

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