
Rambert
grades



**teacher's
handbook**



Teacher's Handbook

Version 1.8

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Membership

Any teacher delivering Rambert Grades content, must be registered with Rambert Grades Ltd and have attended a training course for the grades they wish to deliver.

How to become a member

To become a member, you must send in an application form with evidence of your Dance Teaching Qualification (Level 4 and above) or equivalent. To deliver Rambert Grades Syllabi and enter your students into Examinations you must also complete the teaching training course for the grades you wish to deliver. Continuing Professional Development (CPD) should be undertaken at least every two years with Rambert Grades to ensure that your practice remains current and to retain Membership.

Once you are a member you will be given access to all Rambert Grades content, inclusive of syllabi notes, films and supporting documentation to assist you in delivering our qualifications and preparing your students for examination. You will also get your permanent ID number, which you should keep a record of as it will need to be included in any forms/official documentation you submit to us.

Following successful completion of your teacher training, you will be able to access the full range of member benefits and content in the members area on the website <https://www.rambertgrades.com/> and start teaching the content right away.

Membership fees

£140 (individual)

£150 (centre) plus £50 for each additional teacher at that centre

Your membership fee is tax-deductible in the UK, and many other countries, check with your local tax office.

Annual renewal

The membership year runs annually from your sign-up date. You can join at any time during the year.

Membership Benefits

As a Rambert Grades Member you will be able to:

- Register for the Rambert Grades training
- Teach Rambert Grades qualifications **
- Enter students for examination **
- Have access to membership area of the Rambert Grades website
- Access support documentation both filmed and written
- Join Rambert Grades webinars/workshops/enhancements
- Consult with Rambert Grades Creative Team
- Invitation to view Rambert School and Rambert Company events*
- Access discount on Rambert Grades merchandise
- Access discount on Rambert Grades CPD, Workshops and events
- Use the Rambert Grades logo**
- One-year free access to Rambert Plus (code: RAMBERTGRADES)

*Limited places and by application

**following completion of training

Once you are a Rambert Grades member and have completed training for the grades, you are allowed to operate examinations out of your Centre (this may be the school at which you work, your own private dance school or the locations at which you teach).

Your Membership ID number should be used each time you submit candidates for examinations.

Recommended minimum space requirements for examination purposes are:

- Early Years and Grade 1 - 5 Examinations (8m x 6m)
- Grade 6 - 8 Examinations (12m x 8m)

How to enter students for Examinations

All Rambert Grades examinations are digital and assessed by external examiners using pre-recorded footage. Please see section on filming below.

Conditions of entry

Applicants must follow all entry procedures set out below.

Entries must be received at least 4 weeks before the planned exam date. We must receive a completed booking form, the link for this can be found in the [Members Area](#).

All fees must be paid before the Examinations can be submitted. Please see exam fees, for this academic year, on [our website](#).

The Teacher must return a signed Members Agreement and have completed training prior to submitting candidates.

The applicant must be a member of Rambert Grades or an administrator in your school. All Rambert Grades members named on the entry form must be current members of the Rambert Grades at the time of the submission of the entry forms and have been completed training in the Grades which they wish to submit candidates for.

If any of the conditions above are not met at the time of entry or are subsequently found to have not been met when the exam has been completed, Rambert Grades reserves the right to refuse entry to exams or withhold exam assessment, results and certificates for any or all candidates and fees will be forfeit.

Candidates

All candidates must be enrolled with the Rambert Grades Members school or classes.

All candidates must be registered at the time of the examination entry. Teachers must have verified the learner's identity prior to registering them as an Examination candidate.

Names must be clearly and correctly written, ordered and spelt on the registration form. Any changes to a candidate's personal details, e.g. name change, must be submitted as soon as possible to Rambert Grades. If they are submitted after the examination has been processed a £10 admin fee will be charged per change for Exam Reports / Certificates.

For Creative Movers, Candidates must be, at least, 4 years old on the exam date. For Pre-Primary, Candidates must be, at least, 5 years old on the exam date. For Primary, Candidates must be, at least, 6 years old on the exam date. There is no maximum age for any of the above.

For Grades 1-8 Candidates must be, at least, 7 years old on the exam date. There is no maximum age.

When to submit your Exam Entries

Once your examination has been booked, you should submit the recorded material of your candidates by the submission day you have specified on your registration form.

For Creative Dance for Early Years, there should be one recording per set. For Grades 1-8, each element (Technical, Creative, Performance) can be recorded at separate times prior to the submission date. Submissions of exams must arrive by midnight on the deadline date.

Submissions must include ALL exam elements for each candidate, incomplete entries will be considered cancellations.

All exams are assessed by our examiners. Please see, filming guidance below for information on how to ensure you capture a successful recording of your candidates' work.

Cancellations and transfers

If an exam is cancelled and notice is given to Rambert Grades less than two weeks before the end of the recording period for the chosen exam submission date, fees will not be refunded or transferred to a new date. If an exam is rescheduled more than two weeks before the end of the recording period for the chosen exam submission date, fees will be transferred to the next agreed season.

In extenuating circumstances candidates can transfer their exam entry without forfeiting fees, but this will be looked at on a case by case basis and decided at the discretion of Rambert Grades. Examples of such circumstances are - severe weather, flood, fire, emergency/attack situation *not an exhaustive list*

Health & Safety checks before an Examination Session

All Teachers should carry out a risk assessment before examinations to ensure the facilities are fit for purpose.

Overview of the Qualifications

Creative Dance for Early Years

The following can be found in the Qualifications Specifications on the [Rambert Grades](#) website for Creative Dance for Early Years:

Qualification Aims

The aims of the Creative Dance for Early Years syllabus, are that participants will be able to:

- Explore the body's natural movement
- Respond to given creative tasks
- Show sensitivity to, and connection with, other dancers
- Embody movement and demonstrate basic performance skills
- Contribute ideas in a group setting

Methods of Assessment

Examinations will be practical. They will be filmed and sent for assessment by an external examiner.

Grades 1-8

The following can be found in the Qualifications Specifications on the [Rambert Grades](#) website for Grades 1-8:

Qualification 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

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

- A selection of set exercises from course content
- 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)

Grade	Guided learning Hours (Total Qualification Time)	Grading	Qualification Level
Creative Movers	15	Pass/Fail	Entry Level 1 (non-regulated)
Pre-Primary	20	Pass/Fail	Entry Level 2
Primary	25	Pass/Fail	Entry Level 3
1	60 (70)	P/M/D/D*	1
2	60 (70)	P/M/D/D*	1
3	60 (70)	P/M/D/D*	1
4	75 (90)	P/M/D/D*	2
5	75 (90)	P/M/D/D*	2
6	90 (130)	P/M/D/D*	3
7	90 (130)	P/M/D/D*	3
8	90 (130)	P/M/D/D*	3

Pass, Merit, Distinction, Distinction

Levels of Attainment (Creative Dance for Early Years)

Candidates will be awarded either:

- Pass
- Fail

Creative Dance for Early Years benchmarks

Entry Level	<p>At Creative Movers, students will demonstrate an awareness of the body, its positioning in space and how it relates to both to the environment around them and the people within it. They will explore and experience a range of movements and perform these finding connections to music and dynamics. Through using a variety of themes, the students will make decisions and explore creative journeys that will keep their bodies moving and their imagination flowing.</p>
	<p>At Pre-primary, students demonstrate a basic awareness of the use of the body. They work with the beginnings of a sensibility for alignment and dynamic range and show an understanding of the potential to communicate through movement. They embrace and explore simple movements phrases and given creative tasks with a rudimentary sense of musicality, individual expression and ownership. They are able to select and explore simple actions and ideas in response</p>
	<p>At Primary, students demonstrate a developing knowledge of basic vocabulary and technical skills through the exploration of basic exercises, phrases and the use of creative tasks which can communicate musicality, individual expression and presentation. They are able to select and explore a range of simple actions and ideas in response to stimulus with increasing confidence.</p>

Levels of Attainment (Grade 1 – 8)

Candidates will be awarded either:

- Distinction*
- Distinction
- Merit
- Pass

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

Each of the assessment criteria will be marked out of 10. A mark of 1 or higher denotes the quality, demonstrated by the candidate, of the areas of assessed (please see table below). A mark of 0 denotes that no evidence was shown relating to that area of assessment.

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

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 1-8 benchmarks

At **Grade 1** students demonstrate the fundamental basic knowledge of the vocabulary and technical skills for contemporary dance. They embody and perform simple exercises, phrases and repertoire with a sense of musicality, individual expression and presentation. They are able to select and explore simple actions and ideas in response to stimulus.

Level 1

At **Grade 2** students demonstrate an increasing knowledge of the basic vocabulary and technical skills through the embodiment and performance of basic exercises, phrases and repertoire showing musicality, individual expression and presentation. They are able to select and explore a range of simple actions and ideas in response to stimulus with increasing confidence

At **Grade 3** students demonstrate a developing knowledge of the basic vocabulary and technical skills for contemporary dance. They show a sense of timing, rhythm expression, presentation and responsiveness to music through the embodiment and performance of a developing repertoire of movements. They are able to select and explore a wide range of simple actions and ideas in response to stimulus with confidence

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

Level 2

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.

At **Grade 6** students demonstrate secure and confident knowledge of the v vocabulary, technical skills and performance qualities demanded by complex repertoire in contemporary dance. They show a clear understanding of a range of musical sounds, accents and timings and demonstrate musical interpretation. Students show commitment to individual style and evidence the ability to communicate and express themselves through embodiment and performance of the repertoire. They are able to select and explore complex actions and original ideas in response to stimulus

Level 3

At **Grade 7** students demonstrate knowledge of the vocabulary, technical skills and performance qualities demanded by increasingly complex repertoire in contemporary dance. They show understanding of a range of complex rhythmical sounds, accents and timings, an advanced sense of musical interpretation. Students show an increasing commitment to individual style and confidence in performance. They are able to select and explore a range of complex actions and ideas in response to stimulus in a highly original way

At **Grade 8** students demonstrate knowledge of the vocabulary, technical skills and performance qualities demanded by complex repertoire in contemporary dance. Through this repertoire, they are able to show understanding of a range of complex rhythmical sounds, accents and timings, a sophisticated sense of musical interpretation. Students show full commitment to assured individual style and confidence in performance. They are able to confidently select and explore a wide range of complex actions and ideas in response to stimulus in a unique way

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 the material. 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 evidence good kinaesthetic awareness. Interactive skills are very good.
40-55%	Pass Mark of 24-33	The candidate demonstrates some moments of confidence in the material 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.

Overview of the Examination Content

Creative Dance for Early Years

Creative Movers

The sections examined will include Journey (Card 4) and Imagination (Card 5) and during these sections a total of 4 skills of the teacher's choosing should be present. These do not need to be performed in any specific way, other than within the realms of safe practice.

Learning Outcomes will be met and assessed through demonstrating an exploration of the following areas:

Journey:

- Performance skills displayed during creative components in class
- Demonstrate the ability to perform a series of movements

Imagination

- An individual's investigation of a creative task in a group setting
- Improvisation skills demonstrated through the Imagination Card tasks
- An engagement with the overall theme of the class

Rambert Grades Entry Level Award in Contemporary Dance: Pre-Primary and Primary

Pre-Primary: Together, Journey, Imagination

The sections examined will include the Together (Card 3), Journey (Card 4) and Imagination (Card 5) and during these sections a total of 6 skills of the teacher's choosing should be present, 4 of these skills should be presented in a sequence, in succession or in a linked manner. This serves to show the dancer's ability to connect material, it is not a test of memory as a teacher or assistant may also perform these skills alongside the dancers.

Primary: Warm Up, Together, Journey, Imagination

The sections examined will include the Warmup (Card 2), Together (Card 3), Journey (Card 4) and Imagination (Card 5) and during these sections a total of 8 skills of the teachers choosing should be present, 6 of these skills should be presented in a sequence, in succession or in a linked manner. This serves to show the dancer's ability to connect material, it is not a test of memory as a teacher or assistant may also perform these skills alongside the dancers.

Warm up and Together

- Demonstration of a range of movements, some in sequence

- **Technical ability demonstrated through an awareness of the body and its positioning in space**

Journey

- **Performance skills displayed during creative components in class**
- **Demonstrate the ability to perform a series of movements**
- **An individual's investigation of a creative task in a group setting**
- **Improvisation skills demonstrated through the Imagination Card tasks**
- **An engagement with the overall theme of the class**

Imagination

- **An individual's investigation of a creative task in a group setting**
- **Improvisation skills demonstrated through the Imagination Card tasks**
- **An engagement with the overall theme of the class**

Overview of the Examination Content

Grade 1 – 8

The content for Rambert Grades, Graded Examinations, is made up of three distinct areas; technique, creative and performance. Below is the content we expect to be shown in the filmed evidence for each set of candidates.

Technical

For the technical area of the examination, you will need to select eight exercises from the technical material of the Grade that is being examined. The chosen exercises should cover warm up, centre work, travelling and jumps. You should of course be working on all the exercises in each Grade to your students as part of the delivery of the qualification, the examination is instead a snapshot of the technical work. The selection for the examination, we would suggest, is process that you can go through with your students, developing their understanding of how class material develops. Left and right sides should be presented for the examination.

Each examination set must present the same material, but, if you have more than one set entered for the examination then the material can differ from group to group.

The candidates perform all exercises as a group unless specified in the exercise notes or it's unsafe to do so. For exercises that have multiple parts or versions, the following should be followed:

Grade 1	Exercise 3 either version can be presented for exam as 1 exercise
Grade 2	Exercise 6 either A+B or C. If wanted A, B and C can also be presented as 1 exercise
Grade 4	Exercise 9 either version can be presented for exam as 1 exercise
Grade 5	Exercise 6 either version can be presented for exam as 1 exercise
Grade 5	Exercise 9 either version can be presented for exam as 1 exercise

Creative

The stimuli for the creative task are accessed via the Members Area of the Rambert Grades website. You, together with your students should elect one stimulus to work with leading up to the exam. Each examination set must work together on the same stimuli, but, if you have more than one set entered for the examination then the stimuli can differ from group to group.

Creative stimuli are not Grade or Level specific, so you have the full range of suggestions to work with. The final improvised score should follow the following guidelines in terms of length:

- Level 1 (Grade 1-3): no shorter than 2mins, no longer than 3mins
- Level 2 (Grade 4-5): no shorter than 3mins, no longer than 4mins
- Level 3 (Grade 6-8): no shorter than 4mins, no longer than 5mins

The candidates deliver the creative task as a group. This is to encourage and support interaction and response. Each candidate is assessed individually within the group.

Performance

The performance solo is presented one dance at a time. Only one side is needed to be seen.

Number of Candidates per exam

	Minimum	Maximum
Creative Movers	4	12
Pre-Primary	4	12
Primary	4	12
Grade 1	2	6
Grade 2	2	6
Grade 3	2	6
Grade 4	2	6
Grade 5	2	6
Grade 6	2	6
Grade 7	2	6
Grade 8	2	6

Each group of students constitutes an exam 'Set'. The table above lists the maximum number of students per 'Set'.

Examination Duration

	Approximately
Creative Movers	8
Pre-Primary	10
Primary	12

Length of the Examinations for Grade 1-8 can vary depending on which technical exercises / performance solo is chosen.

Examination dress code

We want to see the best from each individual and want dancers to feel comfortable in our exams. We have adopted the Halo code* and there is no set uniform. Candidates should present themselves in a manner which enables them to be clearly seen and so that hair or clothing doesn't get in the way of the essence of the movement and maintains safe practice for the individual and group.

*<https://halocollective.co.uk>

Candidates with Specific Access Requirements

The Rambert Grades welcomes entries from candidates with specific access requirements. Please let us know if this applies and we will do as much as we can to support. Please refer to our policy [Reasonable Adjustments and Special Consideration Policy](#) for guidance.

Examination Processes

Identifying Candidates

Where there is more than one candidate, each candidate should be easily identifiable using visible numbers, letters or colours (your choice will have no impact on candidate marks). The identification should be securely attached and clearly visible on each candidate.

Before any dancing begins, each candidate should approach the camera, state their name and candidate number clearly and return to their position. This can be done verbally, or by holding a card with the information clearly visible on it. This should be repeated at the start of each film.

If the examiner is not completely certain of the identity of a candidate, the work cannot be assessed.

Candidate Placing

Creative Dance for Early Years

Candidates should be placed in staggered rows, so each candidate is visible and has ample room, where appropriate. The purpose of this placement is for all applicants to be visible to an examiner.

In the instance of candidate no shows, placement should be set based on the number of candidates present.

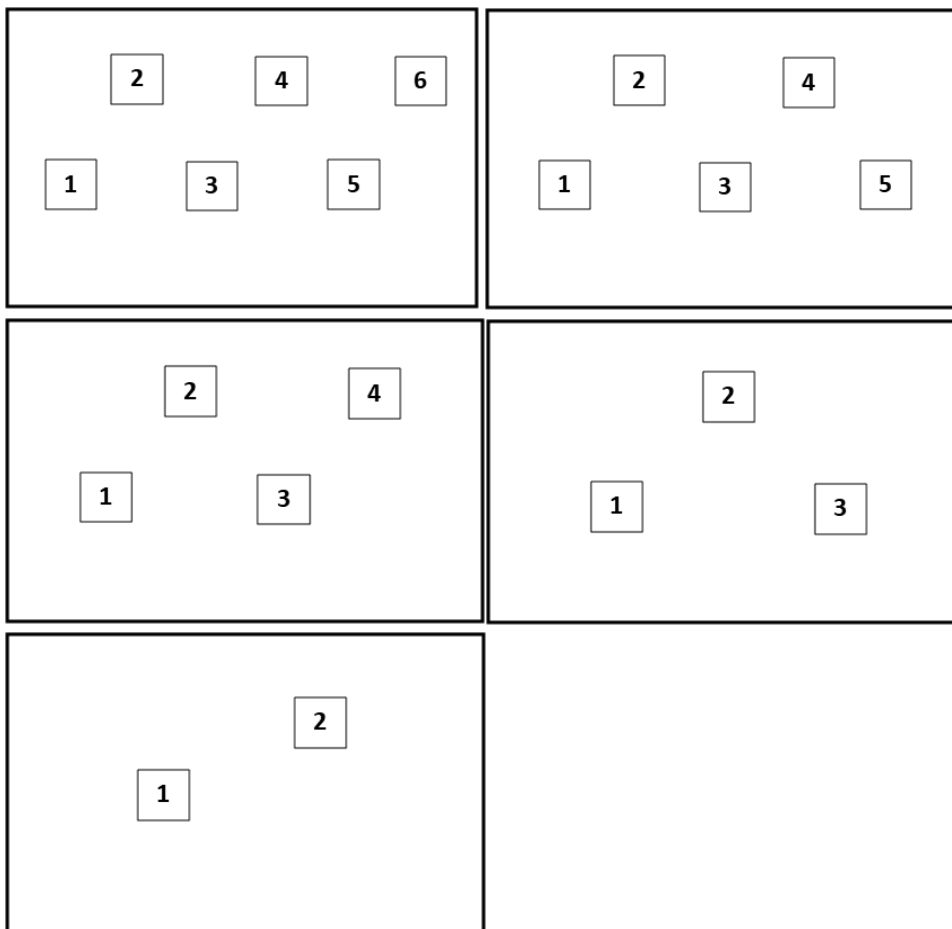
Candidates always perform together unless its unsafe to do so. If it's unsafe, they should be separated into groups.

Grade 1-8

Technical Strand

Candidates should be placed in staggered rows, so each candidate is visible and has ample room, at the start of the technical exercises, where appropriate. See below diagram for guidance.

In the instance of candidate no shows, placement should be set based on the number of candidates present.



Creative Strand

There are no set placement requirements for this strand.

Performance Strand

After approaching the camera to state their name and candidate number, students should go immediately to the starting position for their solo.

Roles in the exam room

It is essential that a practice of the examination content is done prior to the exam date, including all candidates, the facilitator, camera and music operators, to ensure everyone involved is clear and confident with the running of the session. We want everyone to be able to share their best work on the day and for that to all be clearly captured on camera.

Facilitator

The facilitator is likely to be the teacher who has prepared the candidates for exams. It is recommended that the facilitator has no other responsibility in the exam session.

The facilitator should be aware of the exam regulations and expectations, ahead of time.

The facilitator is responsible for ensuring everyone in the exam session is clear on their roles and responsibilities within the session and for the health and safety checks of the examination space ahead of the exam session.

The facilitator should be aware of how many candidates should be in shot for each element of the exam and in which combinations, ahead of time.

The facilitator should arrange the candidates for each part of the exam and call out any instructions needed – for example: technical exercises with task cues

Camera operator

It is recommended that the camera should be operated by a dedicated person with no other responsibility in the exam session.

The camera operator should be aware of the exam regulations and expectations, and filming guidelines, ahead of time.

Recording equipment should be checked and prepped in advance, to ensure the smooth running of the exam session. No equipment (including wires or speakers) should be placed in the frame or on the camera where they could affect the examiners line of sight.

The camera operator should be prepared and know the schedule of the exam. Make sure that the camera operator knows the dances well and the session has been rehearsed.

Familiarity with the work will enable the action to be followed and the frame zoomed to $\frac{3}{4}$ full, with the candidate(s) in the centre of the shot.

They should remain silent throughout the exam and never communicate with the candidates.

Music operator

It is recommended that music should be operated by a dedicated person with no other responsibility in the exam session.

The music operator should be made aware of the exam regulations and expectations, ahead of time.

Sound system should be checked and prepped in advance, to ensure the smooth running of the exam session. No equipment (including wires or speakers) should be placed in the frame or on the camera where they could affect the examiners line of sight. The music operator should not be visible in the frame as this can cause a distraction or obscure the examiners view of the dancers. They should not have to move around the space to work the music, they should stay in the immediate vicinity of the sound system for the duration of the exam session.

The music operator should be prepared and know the schedule of the exam, relevant tracks and order played. They should remain silent throughout the exam and never communicate with the candidates.

Live musician (optional)

You are able to use a live musician for the technical exercises if you choose – this will not impact marks. A music operator will always be required to play the music for the performance solos.

Before recording

Teachers should check that they have obtained informed consent from parents/carers/guardians to record Candidates for Educational purposes.

Teachers should adhere to the following guidelines to ensure sufficient quality:

- Test the device (camera, iPad/tablet, FlipCam ect), and any accessories, such as microphones, by recording a small amount of footage and playing it back in advance of the examination
- Mirrors should be covered or out of shot. Reflections can obscure the examiners view of candidates.
- Use a tripod to stabilise the filming device and position it from an audience perspective
- Ensure that the space being used for filming is clear of furniture, equipment and other candidates standing around the edges; these can obscure the overall view of the dancer or detract from the performance.
- Any audience should be behind the filming device and should be silent during filming.
- Ensure the studio is well lit, with any direct light source behind the camera operator; where natural light floods in from windows behind the dancer, the recording will appear in silhouette; stage lighting or spotlights can also adversely affect the video quality
- Encourage candidates to wear contrasting clothing to curtains or plain coloured walls in the background; this should enable them to be seen clearly

- Check that the camera is not set to go automatically to auto-focus during the performance as this can cause blurring on the recording, making assessment very difficult.
- Make sure that the person operating the camera knows the dance well. Familiarity with the work will enable the action to be followed and the frame zoomed to $\frac{3}{4}$ full, with the candidate in the centre of the shot.

During Recording – tech set up and tips

- The dancers must be recorded with a single camera from an audience perspective and from start to finish and be unedited.
- Wherever possible, try to film the movement straight-on from the audience perspective. Evidence filmed from a side angle, or from behind the candidate, might not be accepted for assessment.
- Make sure the candidates' whole body can be seen in shot at all times, no close ups of face, arms or feet etc. should be included.
- If a candidate goes out of shot during the filming, the period they are not on screen cannot be included as part of the assessment.
- Ensure that extraneous noise is kept to a minimum. It can affect candidate performances and make it difficult to hear the soundtrack.
- Do not film the candidate from some distance without the zoom facility being used as this will affect the ability to assess expressive skills
- Keep filming for several seconds beyond the end of the dance.
- Avoid using a fixed position camera without an operator as candidates may unintentionally disappear off camera.

In addition to the above, for the Creative task, the following should also be put in place:

- Candidates should declare which stimulus they are working with.
- Candidates should take their place in the space and the teacher should indicate the start of the task at this point.
- It is essential that the candidates have practiced responding to tasks on camera, so they are not distracted by the filming and are familiar with explicitly expressing their response, exploration and developments' of the task.
- It is essential that you and the camera operator have practiced filming creative task responses to ensure the sound quality is good and there is an understanding of how best to show your dancer's work.

After recording

After a recording has been made, please ensure you watch and check that there are no problems with the recording, and that all requirements have been met.

Unsatisfactory recordings may adversely affect the assessment process.

It is encouraged that you keep a copy of the recording.

Acceptable file types

All files should be MP4 or MOV files.

Using the wrong format may mean candidates work cannot be assessed.

Labelling and submitting the recordings

Creative Dance for Early Years

You should complete the submission form for each Set of Candidates, using the following file name convention:

Date of submission_Unique Teacher ID_Set_Grade

e.g

050122_12345_Set1_Creative Movers

050122_12345_Set1_Pre-Primary

Labelling and submitting the recordings

Grades 1 – 8

You should complete the submission form for each Set of Candidates, using the following file name convention:

Date of submission_Unique Teacher ID_Set_Grade_Module

e.g

050122_12345_Set1_Grade1_Creative

050122_12345_Set1_Grade2_Technical

For performance your files should be labelled as:

Date of submission_Unique Teacher ID_Set_Grade_Module_Student Name

e.g.

050122_12345_Set1_Grade1_Performance_Jack

If you require support, please email support@rambertgrades.com

Examiner allocation

Examiners will be allocated by Rambert Grades. We are unable to guarantee specific examiners and Teachers are not able to make requests for specific examiners.

Results enquiry

If exam results are contested, please refer to the [Complaints Procedures](#) for details.

Termination of an Exam

It is essential that all regulations and guidelines relating to examination processes, both in the Teachers handbook and Rambert Grades policies in the members are of the website are followed. Failure to do so may result in a delay to results or examination submissions being returned by examiners. Should you have any questions regarding any aspects of the examination process please contact the Rambert Grades team.

Version 1.8