



Teachers' Handbook

2024

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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 submit 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.

A refresher course should be undertaken at least every two years with Rambert Grades to ensure that your practice remains current and to retain your Membership.

Once you are a member you will be given access to all of the Rambert Grades content relevant to the grades in which you have trained, inclusive of syllabi notes, films and supporting documentation to assist you in delivering the qualifications and preparing your students for examination.

You will also receive your personal Membership Number, which you should keep a record of as it will need to be included in any forms/official documentation you submit to the Rambert Grades team.

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.

Membership fees

Individual Membership - £140 per year

This membership type is aimed at individual practitioners, or schools where there will only be one teacher delivering the Rambert Grades content. The practitioners can be connected to a specific school or work across multiple locations. Individual Membership provides you with the ability to book and complete all levels of Syllabus Training, submit examinations and take advantage of Membership Benefits.

Discounts currently available to Individual Membership:

- Recent Graduate discount (£50 for the first year only)
- RAD Registered Teacher (£84 p/a)
- RAD Member / Member Plus (£112 p/a)

Centre Membership - £150 per year, per centre (which includes the first member).
£50 p/a per additional member delivering in the centre.

This membership type is designed for studio owners and large schools with multiple teachers delivering Rambert Grades. Centre Membership offers discounted membership on additional practitioners working in that particular setting.

Centre Membership allows each registered member to complete training as individuals and maintain individual qualifications at a reduced cost. Centre Membership holders receive the same access, content and benefits as Individual Members.

No discounts available on Centre Membership.

Your membership fee may be 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.

To maintain your ability to teach Rambert Grades you will need to renew your membership on, or before, the expiry of your current membership year.

If you have paid your membership fee by card you will receive a reminder of the date from the Rambert Grades system. If you pay your membership fee via invoice you will receive a new invoice in advance of the renewal date.

Membership Benefits

As a Rambert Grades Member you are able to:

- Register for Rambert Grades training
- Teach Rambert Grades qualifications in the grades in which you have trained*
- Enter students for examination in the grades in which you have trained*
- Have access to the membership area of the Rambert Grades website
- Access support documentation both filmed and written
- Join Rambert Grades webinars/workshops/enhancements
- Consult with the Rambert Grades Creative Team
- Receive invitations to Rambert School and Rambert Company events**
- Access discounts on Rambert Grades merchandise
- Access discounts on Rambert Grades CPD, workshops and events
- Use the Rambert Grades logo*

* Following satisfactory completion of the training

** Limited places available, application process will be provided

Once you are a Rambert Grades member and have completed training for your desired Grades, you can then operate examinations out of the school at which you work, your own private dance school or the locations at which you teach.

Your Membership Number must be used every time you submit candidates for examinations.

How to enter students for Examinations

All Rambert Grades examinations are submitted digitally and assessed by external examiners using pre-recorded footage. Please see section on filming at Page 24 for additional information.

Conditions of entry

The submitting Teacher must be a current member of Rambert Grades with a fully active membership and have completed training in the relevant examinations prior to submitting candidates.

Examinations may only be submitted by the Rambert Grades Member or an administrator in the dance school where appropriate.

Submitting Teachers must follow the entry procedures as set out below:

- Examination entries must be received inline with the dates on page 6. The link for this form can be found in the [Members Area](#).
- All examination fees must be paid before the Examinations can be submitted. Please see our examination fees, for this academic year, on [our website](#).

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

Examination Registration Deadlines

Effective indefinitely from 1st January 2024.



Quarter	Registration Date	Submission Date	Results
Quarter 1	By 31st December	Select your date between 1st January and 31st March	Within 6 weeks of your submission date
Quarter 2	By 31st March	Select your date between 1st April to 30th June	
Quarter 3	By 30th June	Select your date between 1st July to 30th September	
Quarter 4	By 30th September	Select your date between 1st October to 31st December	

Note on minimum candidates: As long as the minimum number of candidates per set is met, there is no minimum spend or minimum number of sets to enter a session.

Candidates

All candidates must be enrolled with the Rambert Grades Member's school or classes to be submitted for an examination by that Member.

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

When completing the examination registration form please ensure that names are clearly and correctly written, with the correct spelling and the order of candidates reflects the video submission.

Any changes to a candidate's personal details, e.g. a name change, must be submitted as soon as possible to Rambert Grades. If changes are submitted after the examination has been processed a £10 administration fee will be charged, per change, for Examination Reports and/or Certificates.

Minimum age on date of examination entry

- Creative Movers – 4 years old
- Pre-primary – 5 years old
- Primary – 6 years old
- Grades 1 to 8 – 7 years old

There is no maximum age for any of the Grades and the examinations do not have to be taken sequentially. A candidate can enter the examination process at a level which the Teacher deems appropriate for their dance skills and experience.

When to submit your Examination Entries

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

For Creative Dance for Early Years, there should be one recording per set of entrants.

For Grades 1-8, each element (Technical, Creative, Performance) can be recorded at separate times prior to the submission date. Submission of examinations including all video content must be uploaded to the Rambert Grades system by midnight on the deadline date.

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

All examinations are assessed by Rambert Grades appointed examiners.

Please see, filming guidance on Page 24 for information on how to ensure you capture a successful recording of your candidates' work.

Cancellations and transfers

If an examination is cancelled by the submitting Teacher and notice is given to Rambert Grades less than two weeks before the selected submission date, fees will not be refunded or transferred to a new date.

If an examination is rescheduled more than two weeks before the selected submission date fees will be transferred to the next available session as agreed by Rambert Grades with the submitting Teacher.

In extenuating circumstances (force majeure) candidates can transfer their exam entry without forfeiting fees, but this will be reviewed on a case-by-case basis and decided at the discretion of Rambert Grades. Examples of such circumstances may include, but are not limited to: adverse weather closing the studio, flood, fire, epidemic or pandemic, royal demise, strike or lockout.

Health and Safety checks before an Examination Session

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

The responsibility for Health and Safety resides with the Member and will be dictated by the requirements of the Member's professional and public liability insurance.

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)

Qualification Levels and Learning Hours

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

Level 1	<p>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.</p>
	<p>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</p>
	<p>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</p>
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>

	<p>At Grade 6 students demonstrate secure and confident knowledge of the 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</p>
<p>Level 3</p>	<p>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</p>
	<p>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</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 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 yet attained 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. The inclusion of movement material created

through the process of exploration of the stimuli is permitted. This should not form more than 20% of the movement material shared during the improvisation. 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.

Examination Considerations

Number of Candidates per examination

Each group of students constitutes an examination 'Set'. The table below lists the minimum and maximum number of students per 'Set'.

	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

If you need to submit a solo candidate, a £15 admin fee will be applied. Please contact us if information.

Examination Duration – Creative Dance for Early years

	Approximate, in minutes
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.

Dress code

We want to see the best from each individual and want dancers to feel comfortable in their examinations. As such there is no set uniform requirement and we have adopted the Halo code in terms of an individual's choice to wear their hair as they feel comfortable. Candidates should present themselves in a manner which enables them to be clearly seen and so that neither hair nor clothing gets in the way of the essence of the movement whilst maintaining safe practice for the individual and group.

Candidates with Specific Access Requirements

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

When recording an examination each candidate should be easily identifiable using visible numbers, letters or colours (identifiers are at the choice of the teacher and 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 presented verbally, or by holding a card with the information clearly visible to the camera. This process should be repeated at the start of each filmed section, should there be multiple film submissions for the different required elements.

If the examiner is not completely certain of the identity of a candidate, the work cannot be assessed so please ensure candidates clearly identify themselves.

Candidate in Studio Placing for Examination Recording

Creative Dance for Early Years

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

If a candidate does not attend a recording session the placement should be based on the candidates in the room.

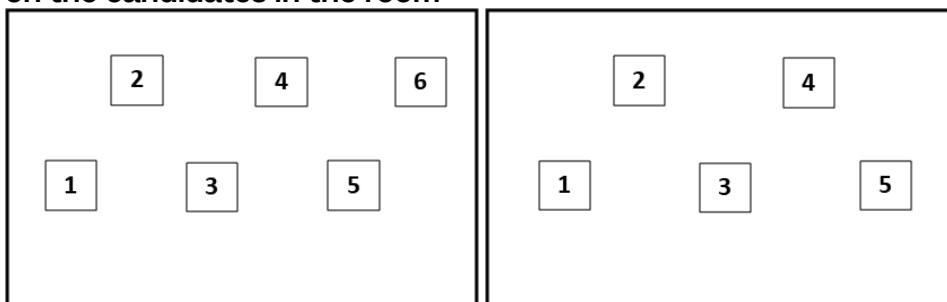
A set of candidates should always perform their examination elements together, unless it's unsafe to do so. If it's unsafe, they should be separated into groups appropriate to the available space.

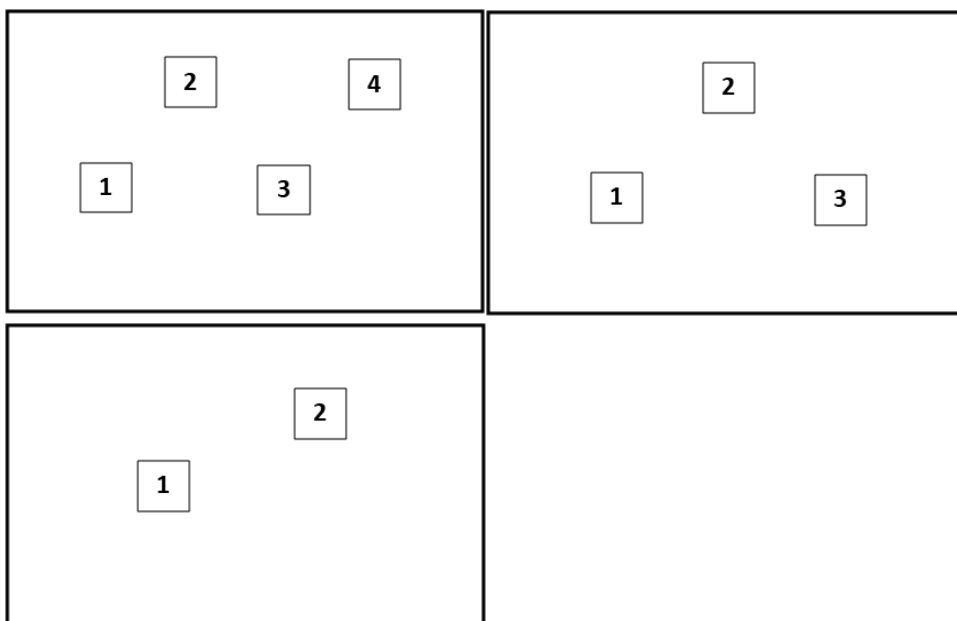
Grade 1-8

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. See the below diagrams for suggestions.

If a candidate does not attend a recording session the placement should be based on the candidates in the room





Creative Strand

There are no set placement requirements for this strand, the candidates can use the space as best suits the material and available space.

Performance Strand

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

Roles in the Examination Room

Rambert Grades realises that each studio and teacher will have their own resources available for the capturing of examinations. The roles listed below are to give a flavour of the activity in the studio during an examination. If all roles need to be undertaken by the same person this is not a barrier to submitting entries, it is a guide for information only.

It is highly advised that a practice run of the examination content is completed prior to the examination recording session, including all candidates, the facilitator and any other supporting team members, 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 the examination).

Prior to commencement of the session the Facilitator should:

- be aware of the examination regulations and expectations
- ensure everyone in the session understands their roles and responsibilities
- undertake the health and safety checks of the examination space
- make themselves aware of how many candidates should be in shot for each element of the examination and in which combinations.
- arrange the candidates for each part of the examination and call out any instructions needed – for example: technical exercises with task cues.

Camera and Music Operator(s)

It is recommended that the camera and music operation should be operated by a dedicated person, though these roles may also be delivered by the Facilitator.

Prior to commencement of the session the Camera and Music Operator should:

- make themselves aware of the examination regulations and expectations, and filming guidelines
- check and prepare the sound and recording equipment, to ensure the smooth running of the examination session. No equipment (including wires or speakers) should be placed in the frame or on the camera where they could interfere with the examiners line of sight
- find a suitable place in the studio from which to operate music. The Music Operator should not be visible in the camera frame
- understand the schedule of the examination, making sure they have attended the practice run to understand the capture required

- establish the camera placement so that the action to be followed is clear and the frame zoomed to $\frac{3}{4}$ full, with the candidate(s) in the centre of the shot

The Camera and Music Operator(s) should remain silent throughout the examination and not communicate with the candidates.

Live Musician (optional)

You are able to use a live musician for the technical exercises if you choose to do so – the use of a live musician versus recorded music will have no impact on the marking of the candidates. A Music Operator will still be required to play the music for the performance solos.

Video Capture - technical set-up and tips

Before recording

Teachers should check that they have obtained informed consent from parents/carers/guardians to record their Candidates for Educational purposes before capturing the examination content.

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

- Test the device (camera, iPad/tablet, FlipCam etc), 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 candidate 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 ideally 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 change to auto-focus during the performance as this can cause blurring on the recording, making assessment difficult

During Recording

- The dancers must be recorded with a single camera 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, may not be accepted for assessment
- Make sure the candidate's 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 a distance without the zoom facility being used as this will affect the examiner's ability to assess expressive skills
- Keep filming for several seconds beyond the end of each captured element
- Avoid, where possible, 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 studio 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 the Facilitator 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 the candidate's work

After recording

After a recording has been made, please ensure that you watch the recording to check there are no problems 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 until after the receipt of examination results in case of technical errors.

Acceptable file types

All video files submitted for examinations should be in an MP4 or MOV file format.

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

Labelling and Submitting Examination Recordings

Creative Dance for Early Years

Please complete a 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

Grades 1 – 8

Please complete a 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 the performance strand 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

Examiners and results

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 you feel that there has been an error in your examination results or in the examination process please refer to the [Complaints Procedures](#) for details of how to raise a query with the Rambert Grades team.

Termination of an Examination

It is essential that all regulations and guidelines relating to examination processes, both in the Teachers handbook and Rambert Grades policies in the members area of the website are adhered to.

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.

Additional and Ongoing Support

Should you have any questions on the above or require ass instance please contact the Rambert Grades team who can direct your enquiry appropriately:

members@rambertgrades.com

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