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# Street & Commercial Dance

**GRADE 1 - 8**

SYLLABUS SPECIFICATION (SQA)



Awarding the  
Contemporary Arts





# Street & Commercial Dance

**GRADE 1 – GRADE 8**  
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## **Street & Commercial Dance – Syllabus Specification Acknowledgements**

GRADE 1 – GRADE 8

Revised: January 2025

### **RSL Awards' Street & Commercial Dance Syllabus in Association with Solange Urdang OBE**

Full details can be found in the grade-by grade content pages.  
All supporting material can be downloaded from [stageschool.io](https://stageschool.io)

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# Contents

Welcome	5	Grade 2   Learning Outcomes and Assessment Criteria	25
Introduction	6	Grade 2   Grade Descriptors	26
Accreditation and UCAS	7	Grade 3   Content	27
Examination Grades	8	Grade 3   Learning Outcomes and Assessment Criteria	29
Recommended Ages for STAGESCHOOL Examinations	8	Grade 3   Grade Descriptors	30
Uniform for STAGESCHOOL Examinations	8	Grade 4   Content	31
<b>Qualification at a Glance</b>	<b>9</b>	Grade 4   Learning Outcomes and Assessment Criteria	33
Assessment Summary	9	Grade 4   Grade Descriptors	34
1 - Qualification Summary	10	Grade 5   Content	36
2 – Assessment Information	11	Grade 5   Learning Outcomes and Assessment Criteria	38
3 – Candidate Access and Registration	12	Grade 5   Grade Descriptors	39
4 – Further Information	12	Grade 6   Content	41
<b>OVERVIEW</b>	<b>13</b>	Grade 6   Learning Outcomes and Assessment Criteria	42
<b>Exam Structure</b>	<b>14</b>	Grade 6   Grade Descriptors	43
1 Technical Skills	14	Grade 7   Content	45
2 Freestyle (Grade 4-8)	15	Grade 7   Learning Outcomes and Assessment Criteria	46
3 The Performance	16	Grade 7   Grade Descriptors	47
<b>General Notes</b>	<b>17</b>	Grade 8   Content	49
<b>Unit Specification</b>	<b>18</b>	Grade 8   Learning Outcomes and Assessment Criteria	50
Grade 1   Content	19	Grade 8   Grade Descriptors	51
Grade 1   Learning Outcomes and Assessment Criteria	21	<b>Definitions</b>	<b>53</b>
Grade 1   Grade Descriptors	22		
Grade 2   Content	23		

# Welcome

## Welcome to STAGESCHOOL by RSL Awards!

We're delighted to welcome you to STAGESCHOOL, a globally recognised leader in performing arts education. Our mission is to celebrate excellence and innovation, offering aspiring learners of all ages a platform to showcase their talent and achieve their goals. With internationally recognised qualifications, STAGESCHOOL equips performers with the skills, confidence, and versatility needed to thrive in the vibrant world of the performing arts.

At STAGESCHOOL, we believe that every performer's journey is unique and deserving of careful nurturing. Our thoughtfully designed syllabuses and graded exams, ranging from beginner to advanced levels, provide clear benchmarks for progress. These assessments not only develop technical and artistic skills but also inspire creativity, resilience, and ignite a lifelong passion for the performing arts.

Taking a STAGESCHOOL exam is more than just a challenge; it's an opportunity to grow as a performer. From building stage presence and refining techniques to exploring dynamic repertoire, our exams are tailored to prepare you for auditions, performances, and beyond. We are committed to making the experience positive and rewarding, empowering learners with valuable feedback and a well-earned sense of achievement.

Our team of expert examiners and dedicated educators work tirelessly to uphold the highest standards of fairness, consistency, and support. Every candidate who passes receives a beautifully designed certificate as a testament to their hard work and talent, celebrating a significant milestone on their journey to artistic excellence.

Whether you dream of gracing the stage, growing as a well-rounded performer, or simply enjoying the thrill of performing your favourite pieces, STAGESCHOOL is here to guide and inspire you every step of the way.

We wish you every success and hope you find joy and fulfilment in your exam experience. Let's continue to bring the magic of performing arts to life together!

**Your Performance. Your Moment. Your Stage.**

# Introduction

Street & Commercial Dance are emerging as some of the most popular styles of dance today and are slowly becoming a ubiquitous form of expression in the arts. STAGESCHOOL offers the opportunity for candidates to earn a recognised and quality-assured qualification whilst doing something they enjoy.

Candidates will prepare a series of technical exercises that display a range of skills within the genre. Exercises should encourage the development of a strong dance technique, whilst embedding performance skills. As candidates progress through the grades, the demand of the technical exercises will increase to ensure the development of equipped dancers.

STAGESCHOOL gives the teacher the freedom to create inspiring work which will stretch and challenge every student. The teacher is encouraged to apply stylistic features, dynamics and energy to all exercises. STAGESCHOOL examinations in Street & Commercial Dance are designed to develop the skills necessary to communicate through dance and movement to an audience. Candidates who prepare themselves appropriately will develop relevant skills through exploring a range of Street & Commercial Dance styles and techniques.

## The Value of RSL Qualifications

RSL advocates an open-access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland, in Wales by Qualifications Wales, and by the Scottish Qualifications Authority (SQA). RSL is committed to maintaining and improving its reputation for excellence by providing high-quality education and training through its syllabuses, examinations and resources.

## Safeguarding (including Health & Safety)

RSL takes the Safeguarding of children and vulnerable adults extremely seriously and has put in place as many preventative measures as possible within its assessment structure and processes. An outline of these is provided on the website: [www.rslawards.com/about-us/safeguarding](http://www.rslawards.com/about-us/safeguarding)

***A staff member must be on hand to support the organisation of candidates and to chaperone candidates on the day of the examination.***

# Accreditation and UCAS

All STAGESCHOOL graded exams are recognised and accredited in Scotland by SQA accreditation.

RSL Grades 6, 7 & 8 carry allocated points on the UCAS (Universities & Colleges Admissions Service) tariff. Many students find these highly beneficial for university applications and entrance interviews.

For full details relating to the allocation of points for our qualifications, please visit: [www.rslawards.com/about-us/ucas-points/](http://www.rslawards.com/about-us/ucas-points/)

## Period of Operation

This syllabus specification covers Street & Commercial Dance Graded Examinations from January 2025.

## **Estimated Examination Time**

- **GRADE 1: 25 minutes**
- **GRADE 2: 25 minutes**
- **GRADE 3: 25 minutes**
- **GRADE 4: 30 minutes**
- **GRADE 5: 30 minutes**
- **GRADE 6: 35 minutes**
- **GRADE 7: 35 minutes**
- **GRADE 8: 35 minutes**

**Please note:** Estimated examination times may vary according to the number of candidates and grade selected in the group.

# Examination Grades

STAGESCHOOL Street & Commercial Dance examinations are offered from Grade 1 - Grade 8.

## Recommended Ages for STAGESCHOOL Examinations

Although RSL imposes no minimum or maximum age limit, teachers should ensure candidates are fully prepared for all aspects of the examination. It is advisable for candidates to enter for a suitable and attainable level for their individual age, overall maturity and ability to meet the Assessment Criteria published in this syllabus specification. The following age recommendations are a suggestion only:

Grade Qualification	Suggested Entry Age
1	7-8 years
2	9-10 years
3	11-12 years
4	13-14 years
5	15-16 years
6	16+
7	16+
8	16+

## Uniform for STAGESCHOOL Examinations

A uniform for the examination is not prescribed but should be appropriate to the style and genre. Candidates must present themselves appropriately for an examination and adhere to health and safety regulations. Teachers must ensure the following:

- Hair does not obscure the face
- Dance wear is appropriate and allows examiners to see the body, line and form clearly
- The choice of dance shoes is appropriate to the style
- All jewellery is removed
- Any costume or props used during the performance are carefully considered
- Grades 6 - 8 set Commercial combinations may be performed in heels. **The teacher must ensure** that the candidate is technically secure and able to perform safely in high heels.

# Qualification at a Glance

Qualification Title	GA Code	Unit Code
RSL Award in Graded Examination in Street & Commercial Dance - Grade 1	UU94 04	R881 04
RSL Award in Graded Examination in Street & Commercial Dance - Grade 2	UU95 04	R882 04
RSL Award in Graded Examination in Street & Commercial Dance - Grade 3	UU96 04	R883 04
RSL Award in Graded Examination in Street & Commercial Dance - Grade 4	UU97 04	R884 04
RSL Award in Graded Examination in Street & Commercial Dance - Grade 5	UU98 04	R885 04
RSL Certificate in Graded Examination in Street & Commercial Dance - Grade 6	UU99 04	R886 04
RSL Certificate in Graded Examination in Street & Commercial Dance - Grade 7	UV01 04	R887 04
RSL Certificate in Graded Examination in Street & Commercial Dance - Grade 8	UV02 04	R888 04

## Assessment Summary

Form of Assessment	All assessments are carried out by external examiners. Candidates are required to carry out a combination of practical tasks underpinning the technical and performance assessment.
Unit format	Unit specifications contain the Title, Unit Code, GA Code, Learning Outcomes, Assessment Criteria, Grade Descriptors, and types of evidence required for the unit.
Bands of Attainment	There are four bands of attainment (Distinction, Merit, Pass and Unclassified) for the qualification as a whole.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and reassessment of candidates' work. A team of external examiners is appointed, trained and standardised by RSL.

# 1 - Qualification Summary

## 1.1 Qualification Aim and Broad Objectives

The aim of the Street & Commercial Dance qualification is to provide a flexible, progressive mastery approach to the knowledge, skills and understanding required for Street & Commercial Dance.

The purpose of RSL's graded qualifications is to motivate and encourage candidates of all ages and levels through a system of progressive mastery to develop and enhance skills, knowledge and understanding in a safe and consistent way.

The qualifications are beneficial for learners wishing to progress at their own pace through smaller steps of achievement.

These qualifications are suitable for learners in all age groups.

## 1.2 Progression

Graded qualifications provide a flexible progression route for learners. They are a positive means of determining progress and enable learners to learn the necessary techniques to gain entry to FE and HE courses. Graded qualifications operate according to a well-established methodology of 'progressive mastery'. They tend to be more rigorous than other types of exams and for that reason industry professionals are confident that achievement at the highest level gained by candidates of graded qualifications will have the skills necessary to work in other areas of the business.

## 1.3 Qualification Structure

A graded qualification consists of a range of both practical and knowledge-based tasks which are based on detailed requirements outlined in the relevant syllabus.

Therefore, requirements for each grade will be set out in detail in the Unit Specifications and the Learning Outcomes and Assessment Criteria for each unit will require knowledge, skills and understanding of these syllabus requirements to be demonstrated at the grade entered.

## 1.4 Entry Requirements

There are no entry requirements for these qualifications. However, learners should be aware that the content at the higher grades will require a level of knowledge and understanding covered in previous qualifications.

For further details on exam dates and fees and to apply for your Street & Commercial Dance grades please visit our website: [stageschool.io](https://stageschool.io)

## 2 – Assessment Information

### 2.1 Assessment Methodology

The graded examinations in Street & Commercial Dance are assessed as follows:

#### Grade 1 - 3

Technical Skills                      60 marks

Performance                            40 marks

#### Grades 4-8

Technical Skills                      30 marks

Free Style                                30 marks

Performance                            40 marks

### 2.2 Expectations of Knowledge Skills and Understanding

The graded examination system is one based on the principle of 'progressive mastery'; each step in the exam chain demonstrates learning, progression and skills in incremental steps.

Successful learning is characterised by a mastery of the fundamental skills demanded in each grade.

Learners will be able to complete a set of practical tasks and be tested on their underpinning knowledge (the complexity and variety of tasks are determined by which qualification is being attempted), which allow them to demonstrate Street & Commercial Dance knowledge, skills and understanding relevant to the grade. These technical skills set a firm platform for further technical and creative development by the learner.

## 3 – Candidate Access and Registration

### 3.1 Access and Registration

The qualifications will:

- Be available to everyone who is capable of reaching the required standards.
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualifications.

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter online for any of the qualifications at various points in the calendar year in territories throughout the world.

### 3.2 Recommended Prior Learning

Learners are not required to have any prior learning for these qualifications. However, learners should ensure that they are aware of the requirements and expectations of each grade prior to entering for an assessment.

## 4 – Further Information

### 4.1 International Learners

Information and guidance on using a translator or interpreter is available at: [www.rslawards.com/about-us/policies-regulations/](http://www.rslawards.com/about-us/policies-regulations/)

### 4.2 Complaints and Appeals

All procedural complaints and appeals, including malpractice and requests for reasonable adjustments / special considerations, can be found on the RSL website [www.rslawards.com](http://www.rslawards.com)

### 4.3 Equal Opportunities and Policy

RSL's Equal Opportunities policy can be found on the RSL website [www.rslawards.com](http://www.rslawards.com)

### 4.4 – Contact for Help and Support

All correspondence about this qualification should be directed to: [stageschool@rslawards.com](mailto:stageschool@rslawards.com)

or, RSL Harlequin House  
7 High Street Teddington,  
Middlesex, TW11 8EE  
+44 (0)345 460 4747

# OVERVIEW

## Marking schemes and attainment bands

The examination is marked through:

### **GRADES 1-3:**

TECHNICAL	SKILLS
Section A (LO1+LO2) .....	/ 60
PERFORMANCE	
Section B (LO3) .....	/ 40
<b>TOTAL:</b> .....	<b>out of 100</b>

### **GRADES 4-8:**

TECHNICAL	SKILLS
Section A (LO1+LO2) .....	/ 30

### **FREESTYLE**

Section B (LO1+LO2) .....	/ 30
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### **PERFORMANCE**

Section C (LO3) .....	/ 40
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### **TOTAL: out of 100**

The attainment bands for Street & Commercial Dance graded examinations are as follows:

Attainment Bands	
Unclassified	0-49%
Pass	50-64%
Merit	65-84%
Distinction	85% and above

# Exam Structure

## 1 Technical Skills

Candidates will dance a selection of technical drills provided by RSL that are designed to be achievable during a technical workshop over a number of weeks.

**The technical drills and combination/s are demonstrated as a group, but each candidate must be visible to the examiner at all times.**

A maximum of four candidates can be assessed at any one time. Candidates may be arranged into even smaller groups where necessary, e.g. where there are different chosen styles within the same exam group.

Candidates will demonstrate each technical drill:

> one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

Each style within the syllabus has music specifically tailored for each grade and it is recommended that you use the music provided when teaching the syllabus content.

A video demonstrating all the technical moves is available from: [stageschool.io](https://stageschool.io)

As candidates progress through the grades, the range of styles, complexity and technical demand required for this element of the examination is increased. More details about the Technical Skills demonstration can be found in the content description for each grade.

Props and costumes are **not** permitted.

An audience is **not** permitted.

## GRADE 1, 2 AND 3

Candidates must perform a Hip-Hop warm up and all Hip-Hop drills.

The teacher/candidate must choose **one** style of Street & Commercial Dance (Locking, House, Breaking or Popping) and candidates must demonstrate **all** the technical drills from the chosen style.

Candidates **must** perform either Commercial Combination A or B.

## GRADE 4 AND 5

Candidates must perform a Hip-Hop warm up and all Hip-Hop drills.

The teacher/candidate must choose **one** style of Street & Commercial Dance (Locking, House, Breaking or Popping) and candidates must demonstrate all the technical drills from the chosen style.

Candidates must perform **either** Commercial Combination A or B.

## GRADE 6, 7 AND 8

Candidates must perform a Hip-Hop warm up and set Hip-Hop combination to the examiner.

Candidates must perform **either** Commercial Combination A or B.

The teacher/candidate must choose **one** style of Street & Commercial Dance (Locking, House, Breaking or Popping) and perform the Set Combination in their chosen style.

**Please note:** Candidates in the same examination group may demonstrate different styles of Street & Commercial Dance to the examiner.

## **2 Freestyle (Grade 4-8)**

The Freestyle section of the examination gives candidates from Grades 4–8 only the opportunity to demonstrate their technical ability, musicality, creativity and individual style without restrictions.

Candidates will be required to interpret the given music through any Street & Commercial Dance style and moves of the candidate's choice for the duration specified per grade.

Candidates may include the technical moves provided for the Technical Skills Demonstration in their freestyle if they wish but this is not a requirement. However, the freestyle must not wholly consist of technical drills that have been provided by RSL. The music for the freestyle will be chosen by the examiner on the exam day. To view the full list of music tracks that may be chosen, please visit: [stageschool.io](https://stageschool.io)

Props and costumes are **not** permitted.

An audience is **not** permitted.

### 3 The Performance

The Performance consists of a dance routine which can include any style or variation of Street & Commercial dance. Examples of Street & Commercial dance styles that may be used for the performance component of the exam include; Locking, Breaking, House, Popping, Hip Hop, Crumping, Whacking, Vogueing, Boogaloo, K-pop, Bollyhop, Funk, Up Rock, Liquid Dance, Reggae, Lyrical Hip Hop, Stepping. This list is nonexhaustive. Teachers have creative control over the concept, content and choreography of the performance but must adhere to the minimum and maximum durations specified per grade (including the music track/s selected).

Teachers can refer to the technical drills listed at each grade for guidance regarding the level of difficulty expected for the performance choreography at each grade. Choreography should allow candidates the opportunity to demonstrate as much expression as possible, creating a performance that fulfils requirements for technique, musicality and communication.

A maximum of **four** candidates can be assessed at any one time.

The school's uniform is sufficient; however, costumes and props are permitted.

An audience is **not** permitted.

Teachers and candidates are encouraged to closely consider the Learning Outcomes and Assessment Criteria for the specific qualification grade they are entering.

#### **Guide to choosing music for the Performance**

The selection of music is the teacher's choice and should allow the candidates the best opportunity to respond to phrasing, dynamics and atmosphere. The style and the mood of the music should allow for as much expression as possible.

#### **Notes for the Examination**

- All candidates must wear their allocated candidate number on the front and back of their clothing throughout
- A member of staff must be present for the examination in order to operate music playback equipment
- Staff must be on hand to chaperone students from the examination once completed.

# General Notes

On the day of the examination, the Principal must meet with the examiner to discuss any absences or changes to the schedule. Additionally, the examiner will take a register prior to the start of each examination.

**Centres must provide examiners with an adequate table, chair, lighting and refreshments.**

The nature of each performance will be unique to your school; however, certain criteria must be met to ensure candidates are assessed successfully. Teachers are responsible for familiarising themselves with the Learning Outcomes, Assessment Criteria, and Grading Descriptors for each grade.

**Staff must not lead, direct or influence the candidates during any component of the examination,** and the examiner reserves the right to stop the examination in such instances.

Candidates must be arranged into groups by the **teacher in advance of the examination day**. For advice regarding candidate grouping please contact RSL.

If an examination candidate requires a Reasonable Adjustment or Special Consideration, please reach out to RSL Head Office for guidance and support.

# Unit Specifications

## **Content:**

The skills and understanding required at each grade.

The Street & Commercial Dance content is divided into the following examined components.

- Technical Skills
- Freestyle (Grades 4 - 8 only)
- Performance

## **Assessment Criteria:**

Criteria against which the candidate is assessed

## **Learning Outcome:**

A statement of what has been demonstrated as a result of the successful completion of the assessment criteria

## **Grade Descriptor:**

An indication of the level of attainment required for each attainment band

(Unclassified, Pass, Merit or Distinction) at each grade.

# Grade 1 | Content

## 1 - TECHNICAL SKILLS

### **a. Hip-Hop Warm Up**

Sequence to be prepared by the teacher, no longer than 2 minutes.

### **b. Hip-Hop Drills**

Set Hip-Hop drills as below. Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

#### **Hip-Hop**

Basic Bounce

Basic Bounce Variation

### c. Drills in a Chosen Style

The teacher/candidate must choose **one style** of Street & Commercial Dance (Popping, Locking, House or Breaking) and candidates must demonstrate **all the technical moves** from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

Popping	Locking	House	Breaking Top Rock Focus
Fresno	Points	Jack	Step Out
Fresno Variation (Single/Double)	Up, Down Lock	Jack Variation	Salsa Step
			Marching Step
			Indian Step
			Cross Step

### d. Commercial Combination

The candidate must perform a Set Commercial Combination (Option A or B)

## 2 - THE PERFORMANCE

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. A maximum of four candidates can be assessed at any one time.

## Grade 1 | Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of technique in Street and Commercial Dance	1.1	Demonstrate knowledge and understanding of Street and Commercial Dance vocabulary
		1.2	Demonstrate technical skills
2	Be able to perform movement sequences showing an awareness of musicality in Street and Commercial Dance	2.1	Demonstrate appropriate timing and rhythm
		2.2	Demonstrate responsiveness to music
3	Be able to show an awareness of performance in Street and Commercial Dance	3.1	Demonstrate use of expression as appropriate
		3.2	Demonstrate an awareness of an audience

## Grade 1 | Grade Descriptors

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of technique in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>• Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>• Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>• Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of musicality in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

The learner will be able to show an awareness of performance in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following some of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following throughout:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>

# Grade 2 | Content

## 1 - TECHNICAL SKILLS

### **a. Hip-Hop Warm Up**

Sequence to be prepared by the teacher, no longer than 2 minutes.

### **b. Hip-Hop Drills**

Set Hip-Hop drills as below. Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

#### **Hip-Hop**

Basic Bounce Variation 2 (Step Slide)

Basic Bounce Variation (Step Slide Variation)

Two Step

### c. Drills in a Chosen Style

The teacher/candidate must choose **one style** of Street & Commercial Dance (Popping, Locking, House or Breaking) and candidates must demonstrate **all the technical moves** from the chosen style to the examiner.

Candidates will demonstrate each technical move

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

Popping	Locking	House	Breaking Get Downs Focus
Basic Bounce	Bounce	Heel Step	Spin
Step Out - Front	2 Step	Heel Step Variation 1	Corkscrew
Step Out - Side	Pacing	Heel Step Variation 2	Step Hook (Both Sides)

### d. Commercial Combination

The candidate must perform a Set Commercial Combination (Option A or B)

## 2 - THE PERFORMANCE

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. A maximum of four candidates can be assessed at any one time.

## Grade 2 | Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of techniques in Street and Commercial Dance	1.1	Demonstrate knowledge and understanding of Street and Commercial Dance
		1.2	Demonstrate technical skills
2	Be able to perform movement sequences showing an awareness of musicality in Street and Commercial Dance	2.1	Demonstrate appropriate timing and rhythm
		2.2	Demonstrate responsiveness to music
3	Be able to show an awareness of performance in Street and Commercial Dance	3.1	Demonstrate use of expression as appropriate
		3.2	Demonstrate an awareness of an audience

## Grade 2 | Grade Descriptors

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of technique in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of musicality in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

The learner will be able to show an awareness of performance in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following some of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following throughout:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>

# Grade 3 | Content

## 1 - TECHNICAL SKILLS

### **a. Hip-Hop Warm Up**

Sequence to be prepared by the teacher, no longer than 2 minutes.

### **b. Hip-Hop Drills**

Set Hip-Hop drills as below. Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

#### **Hip-Hop**

March Step

March Step Variation (Single, Double)

Steve Martin Prep (Rock)

Steve Martin

### c. Drills in a Chosen Style

The teacher/candidate must choose **one style** of Street & Commercial Dance (Popping, Locking, House or Breaking) and candidates must demonstrate **all the technical moves** from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

Popping	Locking	House	Breaking Floorwork Focus
Pop To Stop, Pop To Go	Up, Down Lock Variation 1	Shuffle	Six Step
Pop To Stop, Pop To Go Variation 1	Up, Down Lock Variation 2	Shuffle Variation 1 - Behind	CC
Pop To Stop, Pop To Go Variation 2	Up, Down Lock Variation 3	Shuffle Variation 2 - Front	Kickouts
Pop To Stop, Pop To Go Variation 2			Double Kickouts
			Shuffles
			Thread

### d. Commercial Combination

The candidate must perform a Set Commercial Combination (Option A or B)

## 2 - THE PERFORMANCE

The group performance must be a minimum duration of **one minute 30 seconds** and a maximum duration of **two minutes 30 seconds**. A maximum of four candidates can be assessed at any one time.

## Grade 3 | Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of techniques in Street and Commercial Dance	1.1	Demonstrate knowledge and understanding of Street and Commercial Dance vocabulary
		1.2	Demonstrate technical skills
2	Be able to perform movement sequences showing an awareness of musicality in Street and Commercial Dance	2.1	Demonstrate appropriate timing and rhythm
		2.2	Demonstrate responsiveness to music
3	Be able to show an awareness of performance in Street and Commercial Dance	3.1	Demonstrate use of expression as appropriate
		3.2	Demonstrate an awareness of an audience

## Grade 3 | Grade Descriptors

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of technique in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Knowledge of vocabulary</li> </ul>

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of musicality in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>	<p>Evidence of musicality. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical response</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

The learner will be able to show an awareness of performance in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following some of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>	<p>Demonstrate awareness of the following throughout:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> </ul>

# Grade 4 | Content

## 1 - TECHNICAL SKILLS

### **a. Hip-Hop Warm Up**

Sequence to be prepared by the teacher, no longer than 3 minutes.

### **b. Hip-Hop Drills**

Set Hip-Hop drills as below. Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

<b>Hip-Hop</b>
Bart Simpson
Patty Duke
Roller Skate
Biz Markie
Gucci (aka Reebok)

### c. Drills in a Chosen Style

The teacher/candidate must choose **one style** of Street & Commercial Dance (Popping, Locking, House or Breaking) and candidates must demonstrate **all the technical moves** from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

Popping	Locking	House	Breaking Floorwork Focus
Squeezes	Scuba	Pivot Step	Hook Slide
Squeezes Variation	Leo Walk	Pivot Step Variation (Double)	Hook Slide Variation
Squeezes Variation 2	Scooby Doo		Bum Spin

### d. Commercial Combination

The candidate must perform a Set Commercial Combination (Option A or B)

## 2 - THE PERFORMANCE AND FREESTYLE

### a. Freestyle

The candidate will dance freely, choosing any moves or street style to perform. Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam).

To view the full list of music tracks that may be chosen by the examiner, please visit [stageschool.io](https://stageschool.io)

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will perform **individually** for approximately **one minute**.

### b. Performance

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. A maximum of four candidates can be assessed at any one time.

## Grade 4 | Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of technique in Street and Commercial Dance	1.1	Demonstrate a clear knowledge and understanding of Street and Commercial Dance vocabulary
		1.2	Demonstrate secure technical skills at an intermediate level
2	Be able to perform movement sequences demonstrating musicality in Street and Commercial Dance	2.1	Demonstrate an understanding of a range of rhythmical sounds, accents and timings
		2.2	Demonstrate an understanding of musical interpretation including: a. Phrasing b. Dynamics c. Atmosphere
3	Be able to show a sense of performance in Street and Commercial Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an intermediate level
		3.2	Communicate appropriately with the audience

## Grade 4 | Grade Descriptors

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of technique in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Knowledge of vocabulary</li> </ul>

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences demonstrating musicality in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

The learner will be able to show a sense of performance in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> </ul>	<p>Demonstrate awareness of the following some of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> </ul>	<p>Demonstrate awareness of the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> </ul>	<p>Demonstrate awareness of the following throughout:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> </ul>

# Grade 5 | Content

## 1 - TECHNICAL SKILLS

### **a. Hip-Hop Warm Up**

Sequence to be prepared by the teacher, no longer than 3 minutes.

### **b. Hip-Hop Drills**

Set Hip-Hop drills as below. Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

<b>Hip-Hop</b>
The Alf
Charleston
Kick Ball Change
Criss Cross
Running Man
Party Machine

### c. Drills in a Chosen Style

The teacher/candidate must choose **one style** of Street & Commercial Dance (Popping, Locking, House or Breaking) and candidates must demonstrate **all the technical moves** from the chosen style to the examiner.

Candidates will demonstrate each technical move:

- one move at a time (candidates will be required to repeat the move requested by the examiner until the music track is stopped)

Popping	Locking	House	Breaking Floorwork Focus
Sacking	Wrist Rolls	Pas De Bourree	Spin Down into Monkey Swings
Sacking Variation 1	Wrist Rolls Variation 1	Pas De Bourree Variation 1	Shuffles into Ninja Freeze
Sacking Variation 2	Wrist Rolls Variation 2	Pas De Bourree Variation 2 (Glide)	Back Rocks into Shoulder Freeze
		Farmer	

### d. Commercial Combination

The candidate must perform a Set Commercial Combination (Option A or B)

## 2 - THE PERFORMANCE AND FREESTYLE

### a. Freestyle

The candidate will dance freely, choosing any moves or street style to perform. Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam).

To view the full list of music tracks that may be chosen by the examiner, please visit [stageschool.io](https://stageschool.io)

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will perform **individually** for approximately **one minute**.

### b. Performance

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. A maximum of four candidates can be assessed at any one time.

## Grade 5 | Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform movement sequences showing an awareness of technique in Street and Commercial Dance	1.1	Demonstrate a clear knowledge and understanding of Street and Commercial Dance vocabulary
		1.2	Demonstrate secure technical skills at an intermediate level
2	Be able to perform movement sequences demonstrating musicality in Street and Commercial Dance	2.1	Demonstrate an understanding of a range of rhythmical sounds, accents and timings
		2.2	Demonstrate an understanding of musical interpretation including: a. Phrasing b. Dynamics c. Atmosphere
3	Be able to show a sense of performance in Street and Commercial Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an intermediate level
		3.2	Communicate appropriately with the audience

## Grade 5 | Grade Descriptors

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform movement sequences showing an awareness of technique in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Knowledge of vocabulary</li> </ul>

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform movement sequences demonstrating musicality in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

The learner will be able to show sense of performance in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> </ul>	<p>Demonstrate awareness of the following some of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> </ul>	<p>Demonstrate awareness of the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> </ul>	<p>Demonstrate awareness of the following throughout:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication to audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> </ul>

# Grade 6 | Content

## 1 - TECHNICAL SKILLS

### **a. Hip-Hop Warm Up**

Sequence to be prepared by the teacher, no longer than 3 minutes.

### **b. Hip-Hop Drills**

The candidate must perform a Set Hip-Hop combination.

### **c. Commercial Combination**

The candidate must perform a Set Commercial combination (Option A or B)

### **d. Set Combination in a Chosen Style**

The teacher/candidate must choose one style of Street & Commercial Dance (Popping, Locking, House or Breaking) and candidates must demonstrate the combination for the chosen style.

**Please note: Candidates in the same examination group may demonstrate different styles of Street Dance to the examiner.**

## 2 - THE PERFORMANCE AND FREESTYLE

### **a. Freestyle**

The candidate will dance freely, choosing any moves or street style to perform. Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam).

To view the full list of music tracks that may be chosen by the examiner, please visit [stageschool.io](https://stageschool.io)

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will perform **individually** for approximately **two minutes**.

### **b. Performance**

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. A maximum of four candidates can be assessed at any one time.

## Grade 6 | Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform complex movement sequences showing an understanding and secure use of technique in Street and Commercial Dance	1.1	Demonstrate a detailed knowledge and understanding of Street and Commercial Dance vocabulary
		1.2	Demonstrate secure technical skills at an advanced level
2	Be able to perform complex movement sequences showing an understanding of musicality in Street and Commercial Dance	2.1	Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings
		2.2	Demonstrate an understanding of musical interpretation including: a. Phrasing b. Dynamics c. Atmosphere
3	Be able to present an assured performance in Street and Commercial Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an advanced level
		3.2	Use varied expression and a range of performance skills with appropriate engagement with the audience

## Grade 6 | Grade Descriptors

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform complex movement sequences showing an understanding and secure use of technique in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform complex movement sequences showing an understanding of musicality in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

The learner will be able to present an assured performance in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following some of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following throughout:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>

# Grade 7 | Content

## 1 - TECHNICAL SKILLS

### **a. Hip-Hop Warm Up**

Sequence to be prepared by the teacher, no longer than 3 minutes.

### **b. Hip-Hop Drills**

The candidate must perform a Set Hip-Hop combination.

### **c. Commercial Combination**

The candidate must perform a Set Commercial combination (Option A or B)

### **d. Set Combination in a Chosen Style**

The teacher/candidate must choose one style of Street & Commercial Dance (Popping, Locking, House or Breaking) and candidates must demonstrate the combination for the chosen style.

**Please note: Candidates in the same examination group may demonstrate different styles of Street Dance to the examiner.**

## 2 - THE PERFORMANCE AND FREESTYLE

### **a. Freestyle**

The candidate will dance freely, choosing any moves or street style to perform. Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam).

To view the full list of music tracks that may be chosen by the examiner, please visit [stageschool.io](https://stageschool.io)

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will perform **individually** for approximately **two minutes**.

### **b. Performance**

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. A maximum of four candidates can be assessed at any one time.

## Grade 7 | Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform complex movement sequences showing an understanding and secure use of technique in Street and Commercial Dance	1.1	Demonstrate a detailed knowledge and understanding of Street and Commercial Dance vocabulary
		1.2	Demonstrate secure technical skills at an advanced level
2	Be able to perform complex movement sequences showing an understanding of musicality in Street and Commercial Dance	2.1	Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings
		2.2	Demonstrate an understanding of musical interpretation including: a. Phrasing b. Dynamics c. Atmosphere
3	Be able to present an assured performance in Street and Commercial Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an advanced level
		3.2	Use varied expression and a range of performance skills with appropriate engagement with the audience

## Grade 7 | Grade Descriptors

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform complex movement sequences showing an understanding and secure use of technique Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform complex movement sequences showing an understanding of musicality in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

The learner will be able to present an assured performance in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following some of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following throughout:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>

# Grade 8 | Content

## 1 - TECHNICAL SKILLS

### **a. Hip-Hop Warm Up**

Sequence to be prepared by the teacher, no longer than 3 minutes.

### **b. Hip-Hop Drills**

The candidate must perform a Set Hip-Hop combination.

### **c. Commercial Combination**

The candidate must perform a Set Commercial combination (Option A or B)

### **d. Set Combination in a Chosen Style**

The teacher/candidate must choose one style of Street & Commercial Dance (Popping, Locking, House or Breaking) and candidates must demonstrate the combination for the chosen style.

**Please note: Candidates in the same examination group may demonstrate different styles of Street Dance to the examiner.**

## 2 - THE PERFORMANCE AND FREESTYLE

### **a. Freestyle**

The candidate will dance freely, choosing any moves or street style to perform. Candidates will be given a piece of music (provided by the examiner and played by the music operator in the exam).

To view the full list of music tracks that may be chosen by the examiner, please visit [stageschool.io](https://stageschool.io)

Candidates have **one minute** to familiarise themselves with the music before the freestyle commences. The music will run without stopping during the assessment, and candidates will perform **individually** for approximately **two minutes**.

### **b. Performance**

The performance consists of one dance routine which must be a minimum duration of **two minutes** and a maximum of **three minutes**. A maximum of four candidates can be assessed at any one time.

## Grade 8 | Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criteria – The learner can:	
1	Be able to perform complex movement sequences showing an understanding and secure use of technique in Street and Commercial Dance	1.1	Demonstrate a detailed knowledge and understanding of Street and Commercial Dance vocabulary
		1.2	Demonstrate secure skills at an advanced level
2	Be able to perform complex movement sequences showing an understanding of musicality in Street and Commercial Dance	2.1	Demonstrate a clear understanding of a range of complex rhythmical sounds, accents and timings
		2.2	Demonstrate an understanding of musical interpretation including: a. Phrasing b. Dynamics c. Atmosphere
3	Be able to present an assured performance in Street and Commercial Dance	3.1	Demonstrate the use of expression and performance skills appropriately at an advanced level
		3.2	Use varied expression and a range of performance skills with appropriate engagement with the audience

## Grade 8 | Grade Descriptors

### 1 LEARNING OUTCOME 1 (Technical Skills)

The learner will be able to perform complex movement sequences showing an understanding and secure use of technique in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Inability to demonstrate technique. An insecure ability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>	<p>Evidence of technique. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control</li> <li>• Dynamic values</li> <li>• Line</li> <li>• Fluency</li> <li>• Style</li> <li>• Knowledge of vocabulary</li> </ul>

### 2 LEARNING OUTCOME 2 (Technical Skills)

The learner will be able to perform complex movement sequences demonstrating musicality in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>Insecure evidence of musicality. An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following some of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>	<p>Evidence of musicality. To include the following throughout:</p> <ul style="list-style-type: none"> <li>• Timing &amp; rhythm</li> <li>• Musical Interpretation (through phrasing, dynamics and atmosphere)</li> </ul>

### 3 LEARNING OUTCOME 3 (The Performance)

The learner will be able to present an assured performance in Street and Commercial Dance

Unclassified	Pass	Merit	Distinction
<p>An inability to demonstrate awareness of the following:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following some of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following for the majority of the time:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>	<p>Evidence of the following throughout:</p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Communication/ engagement with audience</li> <li>• Technique</li> <li>• Projection</li> <li>• Interpretation</li> <li>• Style</li> </ul>

# Definitions

Definitions of the Terminology used in the Grade Descriptors

<b>Communication</b>	The successful conveying or sharing of ideas and feelings through facial and physical expression in performance
<b>Control</b>	The ability to present performance material with integrity and consistency
<b>Dynamic Values</b>	Variations in energy and power used effectively to produce creative, expressive and engaging performance work
<b>Expression</b>	To effectively use face and body to communicate thoughts, moods and feelings
<b>Fluency</b>	The ability to express oneself easily, smoothly and skilfully throughout
<b>Interpretation</b>	A stylistic representation of creative work/choreography
<b>Line</b>	The ideal shape created with the body whilst performing steps or poses that is most appropriate to the style
<b>Musical Response</b>	The ability to react physically to musical stimuli in order to sensitively convey emotion and communicate meaning
<b>Phrasing</b>	The execution of short choreographic fragments in a way that gives them the feeling of having a beginning and an end
<b>Projection</b>	The ability to deliver effectively and clearly in performance to express mood, feelings and emotions through
<b>Style</b>	The presentation of specific characteristics through the way in which something is expressed or performed; demonstrating an appreciation of choreographic intent, period and genre
<b>Technique</b>	A way of refining skill in the execution of performance of an artistic piece of work
<b>Timing and rhythm</b>	The ability to keep time accurately and to synchronise with a group in ensemble work. The appropriate use of pace and pause in choreography and movement