

Grade 1 Overview

Notes from specification which relate to this level

- Music now becomes more orchestral
- Exam can be taken from 7 years of age
- Class Award is for 1 - 8 candidates. Pupils receive a report, certificate and medal.
- Class award is 15 - 30 mins depending on candidates
- Character work can be introduced at this level.
- Uniform:
 - Girls - Leotard, socks and shoes (no belt). Skirt is available for class but not examinations.
 - Boys - T-shirt, shorts, socks and shoes.

Learning outcomes and assessment criteria

Grade 1

Learning outcomes The learner will:	Assessment criteria The learner can:
• be able to demonstrate appropriate technique through the performance of basic movement sequences and dances in ballet	• demonstrate knowledge of the vocabulary of ballet • demonstrate technical skills as required by a basic level of choreographic demand
• be able to show awareness of musicality through the performance of basic movement sequences and dances in ballet	• demonstrate appropriate timing • demonstrate responsiveness to music as required by a basic level of choreographic demand
• be able to show awareness of performance skills in basic movement sequences and dances in ballet	• demonstrate use of expression, communication, interpretation and projection as required by a basic level of choreographic demand

Grade 1 Overview

Class Award Content and Format

Grade 1 (male/female syllabi) Class Award content & format

Teachers should arrange candidates in groupings that are appropriate for the studio space, allow the examiner to clearly see the candidates and fit the allocated time.

Content
Technique 1
Warm up
Legs and arms
Technique 2
Port de bras
Demi-pliés
Transfer of weight OR Walks - Only ONE of these should be performed
Technique 3
Sautés
Petit jetés and spring points OR Galops - Only ONE of these should be performed
Technique 4
Springs OR Step hop and parallel assemblé* - Only ONE of these should be performed
Dance: A, B, C or D - Only ONE of these should be performed
Révérence

Grade 1 Overview

Assessment

Grades 1-5

Component	Key features	Definition
Technique T1-T4	Stability	Demonstrating control and co-ordination
Music T1-T4	Timing/response	Showing correct timing and appropriate response to the music
Performance T1-T4	Expression	Maintaining appropriate expression and communication through face and body
Dance (Classical or Character)	Technique/music/ performance	Demonstrating control and co-ordination Showing correct timing and appropriate response to the music Maintaining appropriate expression and communication through face and body

Props

Grade	Exercise/dance	Props
Grade 1	Transfer of weight (optional)	Flag, soft fabric on a stick, scarf or ribbon The ribbon for the transfer of weight exercise should be longer than the one for the dance. An exact length is not advised because it depends on the height of the candidate and their facility with the ribbon.
	Dance B	Short stick with two ribbons attached or two ribbons held in the hand (length of ribbons approx 0.5m)
	Character dance C	Watering can. Must have two handles, one at the side for the watering movements (used with one hand) and a fixed handle over the top (held with both hands)
	Character dance C (female)	

Grade 1 Overview

What do we want pupils to achieve at this level?

- To be inspired by dance and build confidence in their own abilities.
- To experience joy and playfulness in learning through movement, music, and games.
- To form friendships and develop social skills through shared class experiences.
- To explore the freedom and creativity of expressive movement.
- To perform the syllabus with developing technique, musicality, and expression.
- To improve coordination, strength, flexibility, and physical awareness.
- To explore non-syllabus movement and dance styles for broader development.
- To begin to embody assessment criteria (coordination, musical responsiveness, expression, performance).
- To understand and practise safe movement habits, and feel emotionally safe to explore and participate.
- To develop focus, independence, and respectful class behaviour.
- To express individuality and creativity with confidence.
- To work respectfully with others in group and partner settings.
- To enjoy sharing their dancing and begin to develop performance presence.

Movements/Steps appropriate for this level not included in the syllabus

- Posture, placement of pelvis and use of core stability
- Hold of turn out
- Placement of arms in bras bas, 1st, 2nd and 3rd position
- Demi pointe work
- Free turns
- Free leaps
- Balances
- Stretches
- Improvisation