



THE DANG
THEATRE & DANCE
SYLLABUS

THE DANG

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THE DANG
THEATRE & DANCE

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WELCOME TO THE DANG

ABOUT THE DANG COLLECTIVE

Following in her mother, Leonie Urdang's footsteps, Solange has dedicated her life to creating a positive impact in the theatre and dance training sector.

She is proud to have successfully continued her deep-rooted family legacy as trailblazers for diversity in the performing arts and beyond. This, along with her passionate mission of striving for excellence, flourished thousands of her graduates into national and international productions.



CEO AND FOUNDER
SOLANGE URDANG



MANAGING DIRECTOR
DR NATHAN JAMES PHD MA (DIST.)

These include leading and supporting roles in London's West End theatres, Broadway, Number One Tours, TV, Film and Cruise line shows with many more who have gone on to choreograph and direct for a variety of productions, as well as teach the next wave of eager students.

After stepping down from running this highly successful and renowned Performing Arts Academy - the Urdang Academy for the last 30 years - Solange has recently launched "THE DANG COLLECTIVE". Here, she has hand-picked one of the most talented and specialist teams in the industry which will ensure growth is innovative, progressive and prolific.

THE COLLECTIVE

Consists of several divisions predominately focused on pre-vocational training in both dance and musical theatre.

The Dang Collective provides unique and outstanding opportunities for students, teachers, performers and creatives from all demographics globally in order to inspire, educate and drive true inclusivity and diversity through the performing arts.



THE DANG THEATRE AND DANCE SYLLABUS

The Dang Theatre and Dance Syllabus (DTDS) evolved from the Urdang brand which is synonymous with the delivery of high-quality performing arts training. Following years of successfully training students to be employed in the industry, the dang has recognised the need for an innovative and modern progression for aspiring musical theatre and dance performers. The progressive grade structure has been devised following industry and educational consultation. As a leading brand and training provider Dang applies its longstanding commitment to the quality standards, approval and currency of this suite of examinations.

WHAT IS DTDS?

The Dang Theatre and Dance Syllabus was created to offer up to date, industry relevant and well-rounded training programmes in various areas of Dance and Musical Theatre. With a wealth of both industry and educational knowledge, the dang Syllabus team have used their years of combined experience to ensure that each step of their syllabi is at the appropriate pace and level for the candidate, encourages safe practice in both dance and vocal studies, promotes in-depth study and understanding and gives candidates the freedom of independent study and opportunity to express their individual performance style.

THE DANG THEATRE AND DANCE SYLLABUS CURRENTLY OFFERS THE FOLLOWING

- Graded examinations in Musical Theatre – Solo (regulated by Ofqual).
- Graded examinations in Street and Commercial Dance (regulated by Ofqual).
- Medal Test Awards in Solo/Duet/Trio/Quartet/Group Musical Theatre.
- Level 3 and 4 Diplomas in Teaching Musical Theatre (regulated by Ofqual).
- Level 4 Teaching Diploma with Dance Specialism (subject to validation).
- Level 4 Performance Diploma in Musical Theatre and/or Dance (regulated by Ofqual).

Our regulated qualifications are validated by RSL Awards.



AIMS AND OBJECTIVES

THE DANG THEATRE AND DANCE SYLLABUS AIMS TO

- Promote awareness of the necessary skills for theatre and dance training.
- To offer a safe and progressive pathway for candidates to acquire the technical and performance skills.
- To lead candidates through a systemic training programme in preparation for auditioning for full-time vocational training and/or professional employment.
- Offer creative and performance-based opportunities designed to meet the needs of the vocational sector.

THE OBJECTIVES OF THE SYLLABUS ARE TO

- Allow candidates access to a progressive and innovative training model.
- Learn and develop technical skills relevant to the requirements of the industry today.
- Explore creativity and develop performance skills.
- Develop analytical and communication skills.



DTDS COMMITMENT

DTDS commit to ensuring that the content, quality assurance, examinations and examiners are of the highest quality. Every effort is made to ensure that the coverage of skills, styles, knowledge, and workload are relative to each grade and are realistic to the requirements of today's industry. Candidates can be assured that the assessment criteria have been carefully mapped to ensure that the technical standards, levels of intention, terminology and clarity of task are relative to a candidate's grade level. The recommendation of age group is advisory but not compulsory as long as the technical demand is suited to a candidate's ability and facility.

Examination, standardisation and writing teams have all progressed through a rigorous training and selection process to be able to carry out their relative tasks. The accuracy and quality assurance of the awarding of marks is tested externally to ensure that an unbiased and fair process has been adhered to. External advice and feedback have been sought to ensure the clarity, terminology, intention and standards are customer friendly.

DTDS aims to provide the best possible service standards in the end-to-end examination process, teaching support/training and candidate experience. Dang aims to be a user-friendly organisation allowing access to qualified and knowledgeable staff and advisors.





EMPLOYABILITY AND TRANSITIONAL LEARNING SKILLS

The DTDS syllabus is written to focus on the employability and transitional skills that can be used in the wider creative industry sector. The following key skills are acquired through the Dang syllabus (please note some skills are linked to specific subjects).

CONFIDENCE

Candidates follow a graduated pathway where they can gently build their skills and confidence to be able to apply material. Confidence is built through independent work and performance in an examination. Examiners are trained to always encourage a warm and welcoming atmosphere to ensure candidates are comfortable and reassured.

The initial and foundation levels focus on skill development and give candidates the tools and confidence to prepare for the transition to integrate their skills in grade 4. This skill acquisition continues building a candidate's confidence in preparation for vocational college or employment contract auditions.

CREATIVITY

Candidates can be imaginative and creative with their realisation of characters and material. A candidate's perception of a character, scenario or context can differ if they understand and can explain the intention/ version they are trying to communicate. Candidates in dance disciplines will be given opportunities to explore personal freedom, expression and response to differing musical styles.

COMMUNICATION

By nature of performance the communication between the audience, teacher, examiner, musician, and candidate are vital. This syllabus educates candidates to focus on the clarity and transfer of information, both through verbal interaction and performance (whether physical, audible or otherwise). This education builds intricate communication skills through the voice, facial expressions, physical movement, and body language. Communication skills are supported by knowledge and clarity of understanding within the chosen genre.



CRITICAL AND INTELLECTUAL/ CONTEXTUAL THINKING

From initial to advanced syllabus grades, candidates are required to have some understanding of the thought process behind the activity and/or an awareness of the context of performance piece in a wider setting. In theatre examinations candidates will be able to convey their opinion of the character or piece of work they are delivering, thus building candidate experience in communication and critical thinking.

The candidate's preparation and style of a piece of work will require independent thinking and research to fully understand the material they are delivering. Dance candidates will be able to show their critical and intellectual thinking through their responses to given tasks, creative opportunities and response to stimuli when provided.

PERSONAL STANDARDS, PRESENTATION AND INTERPERSONAL SKILLS

By nature of performing arts, industry professionals are their own product. Candidates focus on the presentation of themselves, their character and the critique/praise of their own work when preparing for examinations. Candidates learn to be critical of the character, material and of their own performance through gentle examiner questioning that is appropriate to the age and grade of the entrant.

Tutors are encouraged to enable candidates to consider their interpersonal skills and personal thoughts whilst preparing for examination and should aim to draw out and focus on the positive behaviours and mindset of the candidate.

MENTAL WELLBEING

Mental wellbeing is required to be able to draw the best performance from a candidate. All examiners are trained to concentrate on the positives of a performance and not hunt for the faults. The DTDS examiner ethos is to find marks not to lose them.

Candidates will be always asked about the positive qualities of their performance, examiners will not be critical of a candidate's performance and will mark what they see, not deduct marks for what they do not see. DTDS promotes a positive learning environment by posing all critical thinking questions in the examination about the character and not about the candidate's delivery or verbal responses. A positive, safe, and encouraging environment is critical to the candidate's environment.

ORGANISATION AND MEETING WORK-IN-PRACTICE COMMITMENTS AND DEADLINES

By nature of examination presentation, the DTDS system exercises the candidate's ability to prepare each element of their examination before the examination day. All work must be learnt, and no script or supportive text can be taken into the examination, and dance material must be known. This requires the candidate to pre-plan their learning strategy guided by their tutor. Careful thought as to the preparation and timelines of learning to meet the examination deadline is vital to pass this examination.

WORKING INDEPENDENTLY AND AS A TEAM

DTDS candidates enter examinations independently or in a team. The DTDS Centre's approval process requires centres to provide the tools and resources to enable candidates to work in either an independent or in a team capacity with the relevant support mechanisms.

LANGUAGE AND VIVA VOCE

All elements of the examinations will be in English. The candidate, examiner and teacher will be expected to be able to speak English. All theatre graded examinations have a Viva Voce at the end of the examination to encourage confidence, public speaking and being able to give robust and engaging responses. The Viva Voce focuses on a progressive system to be able to produce a well-rounded, critical performer. Each grade has focused questions that a professional would need to ask of themselves or a director when working in the industry.

ACCESSIBILITY

DTDS is an inclusive organisation. Every possible effort is made to include any candidate and all applications for special arrangements will be considered appropriately. Centre approval requires access for any disabled candidates, DTDS do not discriminate against any candidate or centre for their religion, sexuality, gender identity, ethnicity or disability. Please refer to the DTDS policies on the website.



RECOMMENDATION OF AGE GROUPS

RQF EQUIVALENT EDUCATION LEVEL	DTDS GRADE	MINIMUM AGE	DTDS EXAMINATION LEVEL
<i>ENTRY</i>	Entry 2 & Entry 3	5+ years	Initial Introduction (Musical Theatre only)
<i>LEVEL 1</i>	Grade 1	6+ years	Foundation
	Grade 2	7+ years	Foundation
	Grade 3	8+ years	Foundation
<i>LEVEL 2</i>	Grade 4	11+ years	Intermediate
	Grade 5	11+ years	Intermediate
<i>LEVEL 3</i>	Grade 6	14+ years	Pre-Advanced
	Grade 7	14+ years	Advanced
	Grade 8	15+ years	Advanced
	Student Teacher Diploma	14+ years	Advanced
<i>LEVEL 4</i>	Diploma	16+ years & 18+ years	Advanced Performance or Teaching Pathways



ENTRY REQUIREMENTS

There are no formal entry requirements for these qualifications. However, from Grade 6 onwards candidates should follow the graded examinations sequentially as the assessment tasks require prior knowledge and employment of skills acquired in the previous grade.

Prior knowledge of material from earlier grades is a requisite in some examinations and so students should be sufficiently prepared (please see the individual delivery guides for specific information).

PROGRESSION

The graded qualifications offered are designed to offer candidates a 'progressive mastery' by means of developing a range of skills over the curriculum. The examinations are rigorous and designed to meet the demands and requirements of auditions in both Further Education and Higher Education settings. These programmes of study are designed by industry professionals who have developed the curriculum to prepare students for industry training and/or employment.



WEBSITE LINK

MUSICAL THEATRE

GRADED SYLLABUS

The graded syllabus is built around two preparatory levels and 8 graded examinations which have a progressive approach to building skills, knowledge and confidence as a solo musical theatre performer.

All grades are awarded by RSL Awards and OFQUAL regulated. Grades 6-8 are Level 3 qualifications that offer UCAS points.

In all of the graded examinations the candidates are expected to show elements of song, acting and dance along with the ability to communicate with the examiner through a series of questions. In the higher grades candidates are expected to be able to answer questions about their own development and progress so that they develop greater self-awareness in their own development.

Through the progressive structure candidates will be able to explore a broad range of song styles, periods and sub-genres within musical theatre and characterisation (through acting and dance/movement skills), which enables them to build a rich and varied portfolio of material.

The Dang Syllabus is designed to develop triple-threat performers and focuses on a holistic process of nurturing talent through the training. As you will see from the assessment methodology all candidates are given opportunities to show their strengths. For students who have limited dance experience, the tasks are designed around developing characterisation and content that is appropriate to their own abilities. For students with limited singing experience, as they develop their technique and confidence, they will also be able to showcase their acting and dance/movement skills equally.

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ASSESSMENT METHODOLOGY

Candidates are assessed through four components in musical theatre in Grades 1 to 8:

- Technical Skills (30% marks)
- Understanding of Material (30% marks)
- Performance (30% marks)
- Critical Thinking (10% marks)

The assessment tasks for candidates in Grades 1 to 8 are solo activities. For the Entry Level examinations some group work is encouraged as this is intended to prepare students for taking graded examinations. Students will be assessed in the four components above, and it will indicate whether they have Met or Not Met the criteria.

All candidates will be assessed via an external examination (either at their home studio/or a specified examination centre) conducted by a Dang Theatre and Dance Syllabus examiner. We do offer the process of remote examinations across the Zoom platform.



ENTRY GRADES

THIS IS A CLASS ASSESSMENT AND CANDIDATES ARE NOT GRADED. THEY WILL BE AWARDED ONE OF THE FOLLOWING CATEGORIES:

NOT MET	MET
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GRADES 1-8

<i>NOT ATTAINED</i>	0-49%
<i>PASS</i>	50-64%
<i>MERIT</i>	65-79%
<i>DISTINCTION</i>	80% and above

For the Entry grades candidates are entered in groups of 4, and for the lower grades we recommend no more than 3 candidates in one exam. For the higher grades we suggest that 2 candidates should be examined together.

There is no 'set' work for the examinations, allowing complete flexibility for the teacher and/or student in the higher grades. This enables teachers to integrate classes into their timetable in a variety of formats as suited to their business. In the case of younger candidates, the same work could be studied if that suits the purpose of the teaching during term time. For the higher grades, we do encourage students to be pro-active in finding suitable material with guidance from their teachers.



Each grade has a task summary, which are developed in more detail within the syllabus. Below are some examples from the graded syllabus:

GRADE 2

<i>TASK</i>	<i>ACTIVITY</i>	<i>TIMING (FOR 1 CANDIDATE)</i>
<i>SINGING</i>	Perform a musical theatre song	3
<i>ACTING</i>	Reading of a poem	4
<i>DANCE</i>	Perform a characterised dance solo	3
<i>VIVA VOCE</i>	Two questions will be asked from the set questions	5
		<i>TOTAL TIME: 15MINS</i>

GRADE 5

<i>TASK</i>	<i>ACTIVITY</i>	<i>TIMING (FOR 1 CANDIDATE)</i>
<i>SINGING</i>	Perform two contrasting musical theatre songs	5
<i>ACTING</i>	Scene from a musical theatre work	5
<i>DANCE</i>	Perform a dance solo	4
<i>VIVA VOCE</i>	Three questions to be asked by examiner	6
		<i>TOTAL TIME: 20MINS</i>









GRADE 7

<i>TASK</i>	<i>ACTIVITY</i>	<i>TIMING (FOR 1 CANDIDATE)</i>
<i>SINGING 1</i>	Perform three contrasting musical theatre songs as requested by the examiner	9
<i>SINGING 2</i>	Recall	3
<i>ACTING</i>	Perform one 19th Century monologue	6
<i>DANCE</i>	Perform a staged song and a choreographed solo	5
<i>VIVA VOCE</i>	Discussion and self-evaluation	7
		<i>TOTAL TIME: 30MINS</i>

MEDAL TESTS

Following feedback and response from teachers, we have introduced a range of Musical Theatre medal tests at the following levels:

-  Entry Level from 4 years
-  Junior from 8+
-  Pre-Senior from 11+
-  Senior from 13+

The medal tests are non-regulated and based purely on performance, ideally suited for candidates who may be working on developing their confidence for the solo graded examinations.

ASSESSMENT BANDS/WEIGHTING

ALL LEVELS

<i>NOT ATTAINED</i>	0-49%
<i>PASS</i>	50-64%
<i>MERIT</i>	65-79%
<i>DISTINCTION</i>	80% and above

ASSESSMENT WEIGHTING

<i>TECHNICAL SKILLS</i>	40%
<i>PERFORMANCE</i>	50%
<i>COMMUNICATION OF MATERIAL</i>	10%

These medals are available for Solo, Duet, Trio, Quartet and Groups with content requirements outlined on the next page. They have been designed to allow teachers the opportunity to utilise competition and show work.

As an appreciation to the work our teachers do, all medal tests offer a 10% rebate to teachers when booking.



<i>RQF LEVEL</i>	<i>UIS LEVEL</i>	<i>MIN AGES</i>	<i>GROUP CONTENT</i>	<i>SOLO / DUET / TRIO / QUARTET CONTENT</i>
ENTRY	Preparatory Blue Rosette Red Rosette Green Rosette Yellow Rosette	4-7 years	Group Song and Dance Duration: 3 minutes maximum	Song with actions Duration: 2.5 minutes maximum
1	Junior Bronze Silver Gold	8+	Song into Dance Duration: 5 minutes maximum	Song and Dance Duration: 3 minutes maximum
2	Pre-Senior Bronze Silver Gold	11+	Integrated Performance Duration: 7 minutes maximum	Scene into Song Duration: 7 minutes maximum drawn from a piece of musical theatre
3	Senior Bronze Silver Gold	13+	Integrated Performance Duration: 7 minutes maximum Medley Duration: 10 minutes maximum	2 contrasting performances to include all elements (acting, singing and dance) Duration: 5 minutes maximum each piece

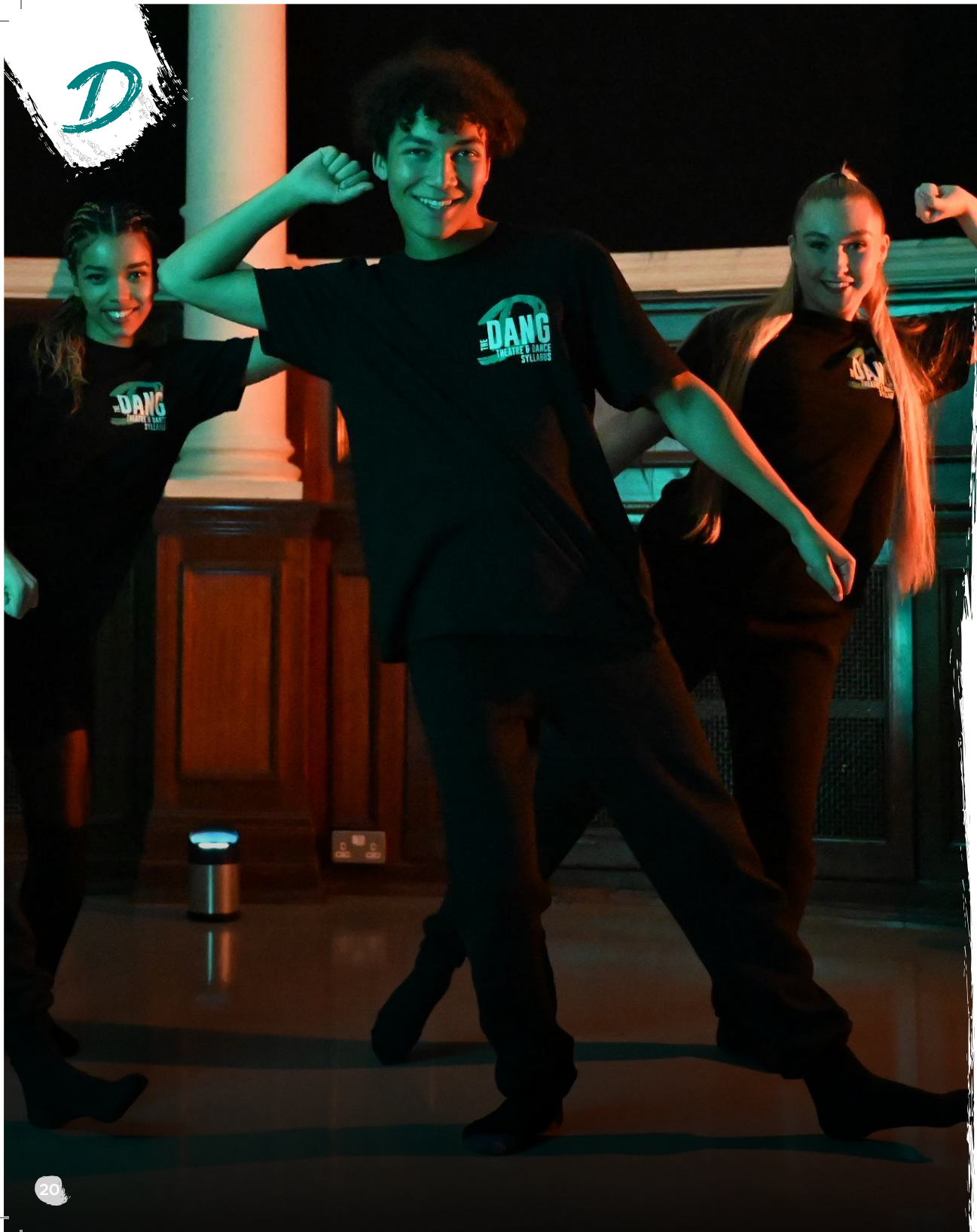
There are full syllabus books available for both the graded examinations and medal text which provide a detailed overview of the requirements along with useful information on the tasks and the assessment criteria.

STREET AND COMMERCIAL

The Dang Street and Commercial dance syllabus offers a progressive structure for young dancers to gain achievement and improvement in several genres of dance widely used within the industry: hip-hop, commercial, locking, popping, house and breaking.

The Dang remains conscious of the constant evolution of the Street and Commercial dance industry and therefore the structure and access to training resources will ensure that the work can evolve to ensure it remains relevant to the current industry.





ASSESSMENT METHODOLOGY

Candidates are assessed in through four components in Street and Musical Theatre in Grades 1 to 8:

- Technical Skills (30% marks)
- Musicality (20% marks)
- Freestyle/Creativity (20% marks)
- Performance (30% marks)

The assessment tasks for candidates in Grades 1 to 8 are solo activities. Duet/Trio/Group work can be presented for the required dance elements as outlined in the Grade overviews.

All candidates will be assessed via an external examination (either at their home studio/or a specified examination centre) conducted by a Dang Theatre and Dance Syllabus examiner.



GRADES 1-8

<i>NOT ATTAINED</i>	0-49%
<i>PASS</i>	50-64%
<i>MERIT</i>	65-79%
<i>DISTINCTION</i>	80% and above

The grades have a Hip-Hop and Commercial base, with dancers able to pick specialisms in: House, Popping, Locking and Breaking. In Grades 1 to 3 the students pick 1 of these additional styles, by Grade 4 they are required to choose 2 different styles.

Each exam is based around a series of core drills, variations and/or choreographed sequences followed by creative opportunities in performance sequences and freestyle tasks.





The structure of grades is shown in some of the following examples: **GRADE 3**

HIP-HOP		COMMERCIAL	
<p>Warm Up Sequence to be prepared by teacher, no longer than 2 minutes</p> <p>Technique Set Hip-Hop Drills (demonstrated as the names of moves are called) into Choreographed Sequence</p>		<p>Set Commercial Variation (Option A or B)</p>	
CHOICE OF 1 OF THE FOLLOWING STYLES			
POPPING	LOCKING	HOUSE	BREAKING
<p>Technique Popping Drills (demonstrated as the names of moves are called)</p> <p>Set Choreographed Popping Sequence</p>	<p>Technique Locking Drills (demonstrated as the names of moves are called)</p> <p>Set Choreographed Locking Sequence</p>	<p>Technique House Drills (demonstrated as the names of moves are called)</p> <p>Set Choreographed House Sequence</p>	<p>Technique Breaking Drills (demonstrated as the names of moves are called)</p> <p>Set Choreographed Breaking Sequence</p>
PERFORMANCE & FREESTYLE			
<p>Performance Teachers Routine: Solo/Duo/Trio/Group Street Sequence incorporating Hip Hop and Commercial techniques up to 1.5 minutes duration.</p>		<p>Freestyle Candidates will freestyle (in a style of their own choice) for a maximum of 30 seconds to music provided by the examiner.</p>	

GRADE 7

<i>HIP-HOP</i>		<i>COMMERCIAL</i>	
<p>Warm Up Sequence to be prepared by teacher, no longer than 2.5 minutes</p> <p>Technique Set Hip-Hop Drills (demonstrated as the names of moves are called) into Choreographed Sequence</p>		<p>Set Commercial Variation (Option A or B)</p>	
<i>CHOICE OF 2 OF THE FOLLOWING STYLES</i>			
<i>POPPING</i>	<i>LOCKING</i>	<i>HOUSE</i>	<i>BREAKING</i>
<p>Technique Popping Drills (demonstrated as the names of moves are called)</p> <p>Set Choreographed Popping Sequence</p>	<p>Technique Locking Drills (demonstrated as the names of moves are called)</p> <p>Set Choreographed Locking Sequence</p>	<p>Technique House Drills (demonstrated as the names of moves are called)</p> <p>Set Choreographed House Sequence</p>	<p>Technique Breaking Drills (demonstrated as the names of moves are called)</p> <p>Set Choreographed Breaking Sequence</p>
<i>PERFORMANCE & FREESTYLE</i>			
<p>Performance</p> <p>A. 1 solo choreographed by the teacher (or by the candidate) in a chosen style up to 2 minutes duration</p> <p>B. Self-Choreographed solo in a contrasting style (routines must have a concept/theme) up to 2 minutes duration</p>		<p>Freestyle</p> <p>Candidates will freestyle (in a style of their own choice) for a maximum of 30 seconds to music provided by the examiner.</p>	

LEVEL 4 DIPLOMA IN THEATRE ARTS: PERFORMANCE PATHWAY

The Level 4 Diplomas have been designed for students to build upon their technical skills and focus on refining these to a professional level. The diplomas are designed to offer 2 pathways: Teaching or Performance. The qualifications have been designed to meet the needs of the profession and prepare candidates with the necessary skills required at a professional level.

The Level 4 qualification is to develop students' performance skills in musical theatre in preparation for entry into vocational training. At level 4 students are expected to show advanced skills building upon on their prior learning.

The Level 4 Diploma in Theatre Arts: Performance, consists of the following units:

- Units 1 & 2: Advanced Technical Skills (Double)
- Unit 3: Context and Analysis
- Unit 4: Advanced Repertoire

Currently the diploma is available for study in two genres:
Dance or Musical Theatre

The qualification is awarded by RSL Awards and Ofqual regulated. The full title on the Ofqual register is:

RSL Level 4 Diploma In Theatre Arts: Performance Pathway (The Dang) 610/0356/6.





The course consists of the following units:

	<i>UNIT CODE</i>	<i>GLH</i>	<i>ILH</i>	<i>CREDITS</i>	<i>TOTAL QUALIFICATION TIME</i>
<i>UNIT 1 AND 2: ADVANCED TECHNICAL SKILLS - MUSICAL THEATRE</i>	J/650/1199	40	160	20	200
<i>UNIT 1 AND 2: ADVANCED TECHNICAL SKILLS - DANCE</i>	J/650/2738	40	160	20	200
<i>UNIT 3: CONTEXT AND ANALYSIS</i>	4T/650/1200	10	90	10	100
<i>UNIT 4: ADVANCED REPERTOIRE</i>	Y/650/1201	10	90	10	100

Only Registered Centres are currently able to deliver the Level 4 Performance Diploma.

To study the Level 4 Diploma in Performance students must be in regular attendance at a registered centre and complete the required learning hours. The qualification (either pathway) can be completed within a 12-month period; however, this will depend on you adhering to the programme of study and assessment deadlines.

In order to achieve each unit, students must achieve a pass in each Learning Objective (LO). Each unit will be marked using the grading criteria above and will be awarded a mark within the following grade boundaries:

<i>NOT ATTAINED</i>	0-49%
<i>PASS</i>	50-64%
<i>MERIT</i>	65-79%
<i>DISTINCTION</i>	80% and above



Unit 1 and 2 is weighted at 50% of the overall qualification, with Unit 3 and Unit 4 being weighted at 25% each respectively. Once all units have been completed, the final grade is calculated and students will be awarded a certificate confirming the overall grade for the diploma. **Example:**

<i>UNIT 1 & 2</i>	<i>50% WEIGHTING</i>	<i>UNIT 3</i>	<i>25% WEIGHTING</i>	<i>UNIT 4</i>	<i>25% WEIGHTING</i>	<i>TOTAL</i>	<i>OVERALL GRADE</i>
75	37.5	65	16.25	78	19.5	73.25	MERIT

UNIT 1/2: ADVANCED TECHNICAL SKILLS (MUSICAL THEATRE)

<i>TASK</i>	<i>ACTIVITY</i>	<i>TIMING (FOR 1 CANDIDATE)</i>
<i>SINGING</i>	2 songs to be chosen by the examiner, 2 songs chosen by candidate	15
<i>SINGING 2</i>	Sight Reading	5
<i>ACTING</i>	2 monologues	10
<i>DANCE</i>	A pre-arranged choreographic arrangement	5
<i>CREATIVE TASK</i>	As directed by examiner	10
<i>VIVA VOCE</i>	Discussion and self-reflection	10
		<i>TOTAL TIME: 55MINS</i>





UNIT 1/2: ADVANCED TECHNICAL SKILLS (DANCE)

<i>TASK</i>	<i>ACTIVITY</i>	<i>TIMING (FOR 1 CANDIDATE)</i>
<i>DANCE CLASS</i>	Assessment in a technical dance class (genre to be chosen by candidate)	45
<i>DANCE TASK</i>	1 dance solo in a contrasting style	5
<i>CHOREOGRAPHY</i>	1 dance solo that has been choreographed by the candidate	5
<i>CREATIVE TASK</i>	As directed by examiner	15
<i>VIVA VOCE</i>	Discussion and self-reflection	10
		<i>TOTAL TIME: 40-60MINS</i>

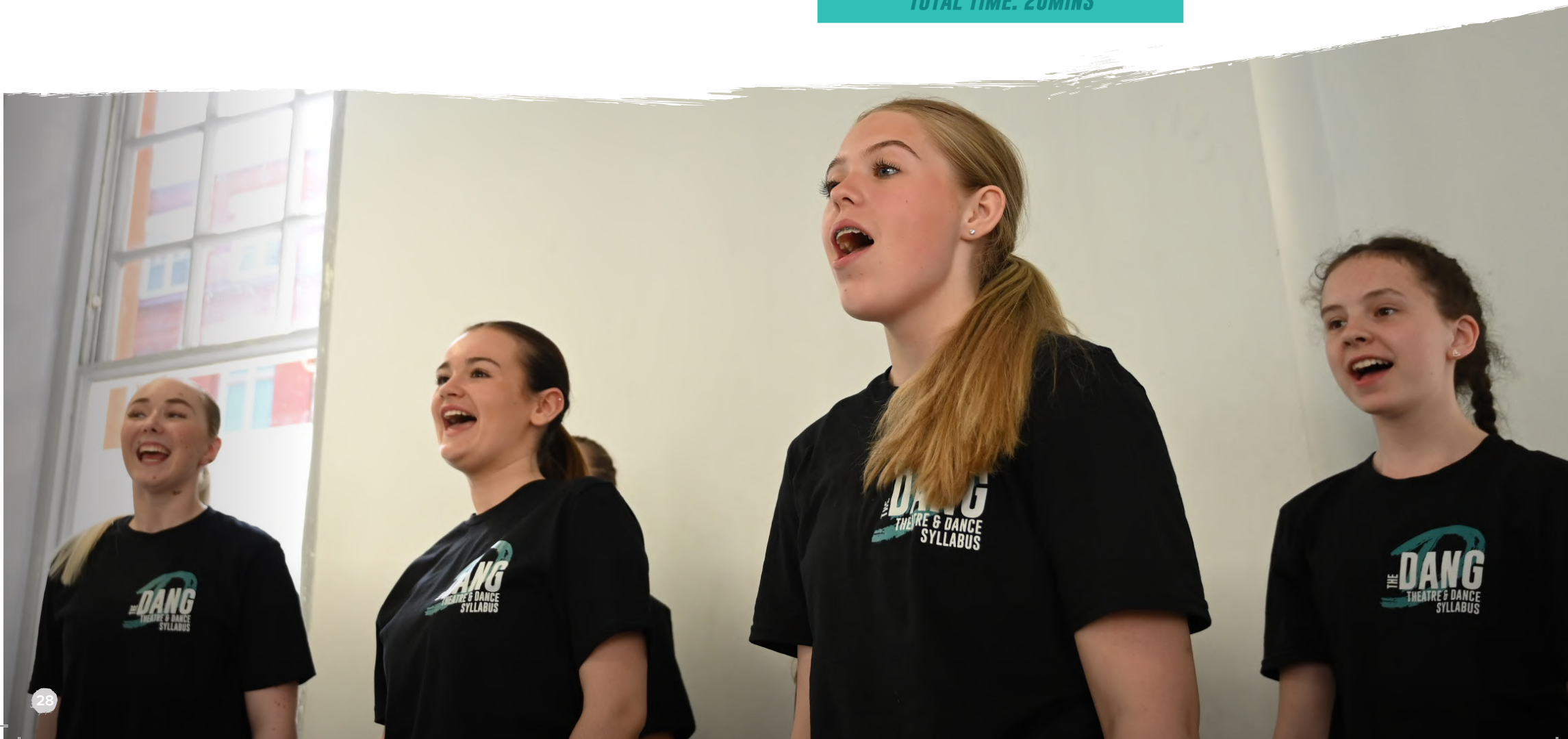
UNIT 3: CONTEXT AND ANALYSIS

<i>TASK</i>	<i>ACTIVITY</i>	<i>TIMING (FOR 1 CANDIDATE)</i>
<i>PORTFOLIO</i>	Candidates to provide a portfolio	N/A
<i>VIVA</i>	Discussion	10
<i>PRESENTATION</i>	Presentation	5
		<i>TOTAL TIME: 20MINS</i>



UNIT 4: ADVANCED REPERTOIRE

<i>TASK</i>	<i>ACTIVITY</i>	<i>TIMING (FOR 1 CANDIDATE)</i>
<i>PERFORMANCE</i>	A devised performance piece	15
<i>EVALUATION</i>	A 1,000-word evaluation of the performance	N/A
<i>TOTAL TIME: 20MINS</i>		



LEVEL 3 DIPLOMA IN THEATRE ARTS: STUDENT TEACHER PATHWAY

The Level 3 Student Teacher Diploma has been designed to develop an awareness and provide the necessary theoretical underpinning for effective teaching in a private studio setting. The qualification can be taken with a focus on one of the following subjects: acting, singing or dance (any genre) and this should be identified clearly in the submitted assignments.

ENTRY REQUIREMENTS

Students should have ideally obtained a Level 2 qualification in a Performing Arts subject and have the necessary technical skills to fulfil the demonstration that is required.

Students must be a minimum of 14 years of age upon commencement of the programme of study.





DELIVERY

Level 3 and 4 Teaching Diplomas are delivered directly by The Dang Theatre and Dance Syllabus. Training will be online with lectures delivered on a scheduled basis. All lectures will be filmed for students to access. Students will be assigned a tutor for ongoing support through the Unit tasks.

The qualification (either pathway) can be completed within a 6–9-month period; however, this will depend on you adhering to the programme of study and assessment deadlines. The course will run over 2-semester, and you will normally study 2 units in the first semester.

The qualification is awarded by RSL Awards and Ofqual regulated. The full title on the Ofqual register is:

RSL Level 3 Diploma in Theatre Arts (The Dang) 610/0326/8.



The course consists of the following units:

	UNIT CODE	GLH	ILH	CREDITS	TOTAL QUALIFICATION TIME
UNIT 1: OBSERVATION	Y/650/1120	10	40	5	50
UNIT 2: PLANNING TEACHING ACTIVITIES	A/650/1121	10	40	5	50
UNIT 3: SAFE DANCE PRACTICE	D/650/1122	10	40	5	50



LEVEL 4 DIPLOMA IN THEATRE ARTS: TEACHING PATHWAY

The Level 4 Diploma in Teaching Theatre Arts has been designed to develop an accessible and industry relevant teaching qualification that will enable learners to not only enter candidates for the Dang Theatre and Dance Syllabus Graded Examinations but also equip teachers with the skills to structure and deliver classes in their chosen dance and/or musical theatre specialism/s. The programme of study looks at best practice in safe and inclusive teaching and is designed so that it can work alongside additional training and work commitments.

The qualification can be taken with a focus in the following disciplines:

-  Musical Theatre
-  Classical Ballet
-  Jazz
-  Contemporary
-  Tap
-  Street and Commercial Dance.

Units 1 to 4 are only required to be completed once. Unit 5A can be completed in any of the dance specialisms, Unit 5B focused solely on musical theatre.

ENTRY REQUIREMENTS

Students should have obtained a Level 3 qualification in a Performing Arts subject and have the necessary technical skills to fulfil the demonstration that is required.

Students must be a minimum of 17 years of age upon commencement of the programme of study.





DELIVERY

Level 3 and 4 Teaching Diplomas are delivered directly by The Dang Theatre and Dance Syllabus. Training will be online with lectures delivered on a scheduled basis. All lectures will be filmed for students to access. Students will be assigned a tutor for ongoing support through the Unit tasks. Unit 5A and 5B will be delivered through a series of in-studio lectures (dates to be given in advance). These lectures should be attended in-person, they will be filmed for reference purposes.

The qualification is awarded by RSL Awards and Ofqual regulated. The full title on the Ofqual register is:

RSL Level 4 Diploma in Theatre Arts: Dance Teaching Pathway (The Dang) 610/0357/8.

The course consists of the following units:

	UNIT CODE	GLH	ILH	CREDITS	TOTAL QUALIFICATION TIME
UNIT 1: UNDERSTANDING LEARNING	A/650/1202	15	135	15	150
UNIT 2: SAFE AND INCLUSIVE TEACHING	D/650/1203	10	90	10	100
UNIT 3: PHYSICAL AND MENTAL WELL-BEING	F/650/1204	10	90	10	100
UNIT 4: PLANNING, FACILITATING AND EVALUATING LEARNING	H/650/1205	15	135	15	100
UNIT 5A: DANCE SPECIALISM	A/650/4878	50	200	25	250
UNIT 5B: MUSICAL THEATRE SPECIALISM	D/650/4879	50	200	25	250



QUALITY ASSURANCE

The Dang Internally quality assure their exam processes, standardisation, and centres. Quality assurance is moderated both internally and externally. Internal and external quality assessors are engaged to have oversight and inspect the processes and quality of the organisation, its processes and output.

Centres, examiners and grade level results are all monitored against their averages, and benchmarks. Every effort is made to improve where possible and a quality improvement plan is revised quarterly.

Centres will be asked to participate in standardisation and will be asked to digitally film the candidates' examinations and keep the footage, under GDPR regulations, for a period of one calendar year. Within that calendar year, DTDS can ask a centre for a digital copy of the film to resolve a complaint, examiner training, standardisation of material or examiner marking and setting grade boundaries.



TEACHER LICENCING AND RECOGNISED PRIOR LEARNING (RPL)

To be able to enter exam candidate's teachers will need to apply for a DTDS teaching licence. The initial licence requires an online declaration and submission of relevant qualifications. There is an administrative fee for the initial teaching licence followed by a lesser fee and signing of a declaration for annual licence renewal. Teacher licenses are per individual and can be used in any centre.

TEACHER REGISTRATION

Teachers who have any of the following qualifications can apply to have these qualifications recognised:

- UK regulated teaching qualification in Musical Theatre, Dance, Music, Singing or Acting (e.g., Level 4 Teaching Diploma/Associate/Licentiate/Fellowship).
- PTTLS/DTTLS.
- PGCE (in an arts related subject).
- Degree – if the focus is on teaching (i.e BA (Hons) in Dance Education).
- UK Further Education teaching qualification (in an arts related subject).
- International and NARIC recognised qualifications in Performing Arts at a professional level / Performing Arts teaching.

Teachers who do not have a formal (academic or vocational) teaching qualification can apply to have their previous work experience recognised.

Please note that a performance-based level 6 or BA (hons) degree alone do not qualify as an appropriate qualification for teaching membership as these do not focus on teaching in their content.

Registration for the Street/Commercial Dance syllabus may require the submission of video material to ensure that there is a comprehensive understanding of the style and the necessary skills required for the material to be taught.



THESE ALTERNATIVES COULD BE (BUT NOT LIMITED TO)

- Professional teaching experience in a recognised accredited vocational environment (for example a CDMT/ CDD/ AMTC accredited college/ school) accompanied by references.

- Proven professional credits and experience in teaching.

In the first instance all teachers should complete the online application form and each case will be looked at on an individual basis. Dang Theatre and Dance Syllabus offers an inclusive registration process and aims to make access to the delivery of qualifications achievable.

Teachers who register through the recognised prior learning (RPL) route and who do not possess a teaching qualification will be assigned Affiliate teaching registration status and will be required to gain a Level 4 or 6 teaching qualification within 2 years of joining (some exceptions may be granted based on the application and evidence supplied).

CONTINUAL PROFESSIONAL DEVELOPMENT (CPD)

The Dang Theatre and Dance Syllabus is committed to maintaining the high standards of teaching delivery that it is known for. Teaching dance and musical theatre requires a continual development of technical skills and knowledge as the various disciplines are constantly evolving. Beyond courses that train the material, DTDS will also offer a range of courses and workshops that offer additional skill training, teaching strategies and creative tasks.

As a licensed teacher you must commit to partaking in a minimum of 8 hours CPD annually which can include courses from other providers related to the performing arts. is dependent on candidates submitting and achieving a pass grade in each assessment component).

TEACHER TRAINING

The Dang Theatre and Dance Syllabus offers two routes to gaining an Ofqual recognised teaching qualification:

- Level 3 Student Teacher Diploma.

- Level 4 Teaching Diploma.

Students who gain Grade 7 may wish to embark on a teaching career and the Level 3 student teacher qualification offers an introduction to teaching pedagogy, theory and lesson management. Student teachers are not entitled to enter candidates for examinations until they have achieved their Level 4 qualification.

The Level 4 Diploma is aimed at candidates who have achieved their Grade 8 (or equivalent) examination and wish to obtain a full-teaching qualification.

Dang Theatre and Dance Syllabus offer a direct delivery for all of these qualifications which can be studied remotely over a 12-month period (successful completion within this period is dependent on candidates submitting and achieving a pass grade in each assessment component).

LICENCE RENEWAL

Renewal of a licence will require teachers to evidence and declare their continued professional development. This can be through a DTDS event or other courses that you may have attended.

TEACHER TRAINING GUIDANCE

- DTDS promotes the sharing of best practice and good quality teaching.
- Teachers are required to have a teaching qualification to enter exam candidates (or be provisionally registered).
- Teachers are trusted not to teach a subject of which they have not had professional experience, training, or prior knowledge. Young voices, mental wellbeing and physique can be damaged by lack of experience, insight, and subject knowledge.
- Excellent artistes/performers do not always make the best teachers, sometimes guidance and training in teaching strategies, methods and skills is required to assist excellent artistes to become excellent teachers.
- A professional code of conduct is always required by teachers delivering the Dang Theatre and Dance Syllabus. We work in line with the Code of Conduct established by the CDMT available at cdmt.org.uk.



LICENSE RATES

Please note international prices may vary dependant on the current exchange rate, these are for illustration purposes only.

COSTS	UK - GBP	USA - DOLLAR	EUROPE - EURO	UAE - AED	CHINA - YUAN
INITIAL CENTRE APPROVAL	£150	\$210	€176	DH 769	¥1350
INITIAL TEACHER LICENCE	£75	\$105	€88	DH 385	¥674
RENEWAL CENTRE LICENCE	£75	\$105	€88	DH 385	¥674
RENEWAL TEACHER LICENCE	£50	\$70	€60	DH 257	¥450



CENTRE REQUIREMENTS

Centres are required to complete a centre approval process. This process enables DTDS to quality assure the venue and teaching competence of its centres of learning. DTDS will carefully consider the needs of candidates to ensure that a registered centre can always protect the interest of their staff and students.

Examinations cannot be held at a centre unless the centre approval is up to date. Centres will be issued with a centre approval plaque and logo to display publicly and offer confidence to their customers that they adhere to relevant policies and duty of care.

Centres will need to declare that the appropriate policies and certificates are in place at a centre for:

- Safeguarding/child protection.
- Inclusion Policy.
- Grievance Policy.
- Health and safety.
- GDPR.
- Up to date insurance documents.
- DBS/ Enhanced DBS.
- Chaperone licences for DTDS student events (when appropriate).
- Teaching qualifications and licences (at least one qualified teacher per centre).
- CPD and refresher courses completed annually.
- Government School permissions and licences (International).

Further requests may be requested if there is a change in regulation in a country where the centre is based.



CENTRE LICENCE

Centres will require an approved DTDS Approval licence. This licence will be issued following the administration of a centre declaration. A set administrative fee will be charged with the first application. Renewal of licences will be at a lower charge if the deadline date has been met. Charges differ depending on country due to the level of administration required for some regions globally. Additional or renewals of plaques will be charged for accordingly.

At least one DTDS licenced teacher is required at each centre in order to enter candidates for examinations.

INTERNATIONAL EXAMINATION CENTRES

International Centres will still need to complete the same centre approval requirements as UK centres. Centres in some regions may be asked to provide additional evidence specific to being able to deliver education in that area.

Countries that do not have similar obligations to UK safeguarding, duty of care and health and safety policies will be given support by the DTDS office.

Due to the additional expenses required for examiner's travel, accommodation and per diem rates, exam costs may vary from country to country.





EXAMINATION ENTRIES AND CERTIFICATION PROCESS



STEP 01

- Each centre will be issued a DTDS centre number.
- Each candidate will be issued a DTDS candidate number on receipt of the required registration form. It is advisable that centres batch candidate registrations at various points in the school year.
- Centres need to achieve the minimum amount of entry fees to host an exam session.
- Centres that do not achieve the minimum entrance fee can apply to hub with a nearby centre. DTDS will offer centre examination sessions which will be advertised accordingly.
- Teachers may charge their candidates an administration fee to cover administration time, pianists and cost of hall hire etc. This must not be applied to the centre entry form.
- Upon registration of candidates, centres will receive a list of students with their allocated pin numbers.

STEP 02

- To book an exam session teachers must complete an exam session request form.
- Centres will be required to complete an examination entry form which is available in the teacher's hub submitted at the same time as the session request form.
- Once centres have been notified of their assigned date and examiner each centre must complete the exam timetable form.
- Please note the maximum examination day is 8 hours (which includes 1 hour of refreshment and lunch breaks throughout the day). If your entry goes over this slightly then please speak to head office. However, it may be that you require an additional day of examinations.

STEP 03

- Centres will receive confirmation of the timetable.
- At this point there can be no candidate refund without an official hospital letter. This is the only situation a refund will be considered unless an application for a special consideration is made to the board.
- No changes in timetable or examination date can be made without agreement from the exams officer.
- Every effort will be made to accommodate exam date choices dependant on the availability of examiners. Exam dates will be issued on a first come first served basis on receipt of the entry form.

STEP 04

Centres are expected to ensure that the candidate, centre and date details are correct on receipt of the timetable as this list informs the candidates issue of certification on awarding. Replacement certificates can be issued free of charge if it's A DTDS error (example, name spelt incorrectly) or will be charged at £20 including postage if a centre error.



STEP 05 - EXAM DAY

- Information about the etiquette and process of an exam day is outlined further in the guide. Following assessment, the examiner will retain the marks and return them to DTDS exam office.
- Centres are kindly asked to provide refreshments and lunch for the examiner throughout the day. Examiners can discuss any dietary needs in the Pre-examination telephone call from the examiner 1 week before the session. This call will give the examiner venue instructions and highlight any issues or concerns prior to the examination.

Examiners will complete a centre feedback report on exam day that includes:

- **Organisation of the day.**
- **Standard of centre facilities.**
- **Presentation of candidates overall.**
- **Feedback on improvements that could be made to enhance candidate's opportunity of achieving the best results.**

STEP 06

The exams office will carry out the relevant standardisation checks and administrative centre recording before issuing the certificates and medals to the centre for distribution.

All candidates who have passed their examination will receive a grade awarding certificate, individual mark sheet and medal (if relevant).

Any candidate that is below a pass will receive a certificate of participation.



CENTRE & LICENSE FEES

<i>COSTS</i>	<i>UK - GBP</i>
<i>INITIAL CENTRE APPROVAL FEE</i>	£150
<i>INITIAL TEACHER LICENCE FEE</i>	£75
<i>RENEWAL CENTRE LICENCE</i>	£75
<i>RENEWAL TEACHER LICENCE</i>	£50

These are UK costs. Please contact the office for International Fees.

GRADED EXAMINATION FEES

<i>GRADE</i>	<i>UK - GBP</i>
<i>ENTRY 2 & 3</i>	£20.00
<i>GRADE 1</i>	£34.00
<i>GRADE 2</i>	£36.00
<i>GRADE 3</i>	£38.00
<i>GRADE 4</i>	£45.00
<i>GRADE 5</i>	£48.00
<i>GRADE 6</i>	£62.00
<i>GRADE 7</i>	£75.00
<i>GRADE 8</i>	£85.00



GROUP MEDAL FEES

Payable per candidate.
10% rebate for teachers/centres.

<i>GRADE</i>	<i>UK - GBP</i>
<i>ENTRY LEVEL</i>	
<i>ROSETTES</i>	£7.50
<i>JUNIOR</i>	
<i>BRONZE</i>	£12.50
<i>SILVER</i>	£12.50
<i>GOLD</i>	£12.50
<i>PRE-SENIOR</i>	
<i>BRONZE</i>	£15.00
<i>SILVER</i>	£15.00
<i>GOLD</i>	£15.00
<i>SENIOR</i>	
<i>BRONZE</i>	£17.50
<i>SILVER</i>	£17.50
<i>GOLD</i>	£17.50

These are UK costs. Please contact the office for International Fees.

MEDAL FEES

Payable per candidate.
10% rebate for teachers/centres.

<i>GRADE</i>	<i>SOLO</i>	<i>DUET / TRIO / QUARTET</i>
<i>ENTRY LEVEL</i>		
<i>ROSETTES</i>	£15.00	£10.00
<i>JUNIOR</i>		
<i>BRONZE</i>	£20.00	£15.00
<i>SILVER</i>	£20.00	£15.00
<i>GOLD</i>	£20.00	£15.00
<i>PRE-SENIOR</i>		
<i>BRONZE</i>	£22.50	£19.00
<i>SILVER</i>	£22.50	£19.00
<i>GOLD</i>	£22.50	£19.00
<i>SENIOR</i>		
<i>BRONZE</i>	£25.00	£23.00
<i>SILVER</i>	£25.00	£23.00
<i>GOLD</i>	£25.00	£23.00



EXAM PROCEDURE

- Examinations can **ONLY** take place at approved centres.
- Regional exam sessions dates will be published online.
- On receipt of the examination application list (see Examination entries and certification) you will be sent confirmation of your examination session and examiner.
- The examiner will contact you prior to the exam session to clarify directions, dietary requirements and any previously booked special considerations. Please note special considerations must be applied for before entering a candidate.
- The examiner will inform you if the exam session will be filmed for Quality Assurance and Examiner Training and if a trainee examiner will be accompanying them to the session.



EXAM DAY

- 1.** The room needs to be set up with a long table, comfortable chair and drinking water before the examiner arrives. The examiner will bring a DTDS tablecloth.
- 2.** Please provide the examiner and accompanist with hot drinks throughout the day.
- 3.** Please provide lunch for the examiner in a quiet room or the exam room.
- 4.** Examiners will not change the timetable on arrival so please do not ask.
- 5.** All candidates need to be held quietly in a holding room until it is their time to enter.
- 6.** When candidates enter the exam room, they are expected to greet the examiner and take any material required to the examiner.
- 7.** All sheet music needs to be taped in a concertina format, not in a book or loose pages.
- 8.** The examiner will follow the tasks for each grade in the same format outlined in the delivery guide.
- 9.** When the candidate has completed their examination, they must thank the examiner and the accompanist and collect their music sheets/monologue or whoever has operated the music as they leave the room.
- 10.** The examiner will call or ring for the next candidate to enter.

TIPS

- Be happy and encouraging to your students, it's their big day.**
- Try to keep calm and quiet outside of the exam room. Suggest that only one parent attend or younger siblings come are not to come or maybe leave candidates at the door and collect later. Maintain a peaceful environment for your candidates.**
- Please do not keep the examiner talking during and after the session, they may have a long journey following the examinations or would not want to delay the running of your session timetable.**
- Any queries should go through the examinations office not through the examiners.**
- The examiner will do as much as they can to make the candidates feel comfortable and enjoy the experience. We ask the teacher and centre work with the examiner to make the day as fluid and happy for everyone.**



TEACHER TRAINING AND REFRESHER COURSES

DTDS are committed to supporting teachers to deliver syllabus and promote high standards in Musical Theatre and Dance training.

By providing a suite of training courses catering for different levels of teaching experience DTDS will be able to assist any teacher with their own development. DTDS will be able to support through technical conferences, masterclasses, and workshops. Courses will support new teachers with tailored teaching and learning/ strategy sessions and more experienced teachers through sharing of best practice sessions and guest speakers. Grade work demonstrations and ‘tips for examinations’ will be delivered at these events.

COURSES

Courses will be hosted regionally, and these will be announced towards the end of 2022. Online training courses will also be offered after the launch period. Centre courses can be booked for schools with larger faculty needs and bespoke training requirements. All prices for courses are dependent on where and when they are held.



EXAMINER SELECTION AND TRAINING

Examiners are selected on experience both in subject expertise, examining and/or assessment experience and qualification/ professional experience.

All recruited examiners will be contracted to attend examiner training and standardisation sessions annually. New examiners will attend three exam sessions shadowing an existing examiner, followed by an observed examination session by the Principal Examiner before being allowed to examine by themselves. The next three exam sessions are monitored by the examinations office until the examiner is deemed to have passed competency.

Examiner's work will be standardised and subject to random checks. Observation of any marking concerns will be flagged to the examiner, Chief Examiner and Examination Board Accountable officer.



PROFESSIONAL CODE OF CONDUCT FOR TEACHING AND CENTRES

DTDS has a global code of conduct between:

- The candidate and teacher.
- Tutor to tutor.
- Centre to centre.
- Centre to examiners and the board.
- Examiners/board to centres and tutors.

We ask that all parties always uphold a professional relationship and adhere to the following codes of conduct:

- Centre staff members will act in a friendly, welcoming, and courteous manner.
- Centre staff will always behave professionally with clientele.
- The centre and its teachers will act responsibly when teaching, dealing with issues or complaints.
- The Centre will only employ the highest standard of teacher in line with DTDS guidelines.
- Centres must have at least one licenced teacher to enter examinations.
- Centres will adhere to all policies, terms and conditions and procedures.
- Centres commit to maintain a 'safe' environment for candidates to flourish.
- Centres will act respectfully to the examination team to build a good working relationship.
- Centres will ensure that refresher courses and CPD opportunities are part of their annual calendar.



DANG EXAMINER PROFESSIONAL CODE OF CONDUCT

Examiners are expected to follow the DTDS Examiner Professional Code of Conduct:

- To always act professionally and in a friendly manner.
- To be smart when attending examination sessions, events and training courses.
- Be prepared for an examination, be organised and professional.
- Remember you are providing a service for DTDS and are not royalty at exam sessions so please always remain respectful and polite.
- Make a pre-examination courtesy call to the centre the week before you attend to check the address etc.
- Smile and be encouraging to all.
- Leave personal problems at home do not bring them into the examination room.
- **DO NOT DISCUSS** candidates or candidates work with the centre.
- Examiners can answer any small queries about syllabus or suggest the centre refer their queries to the Exams office.
- DTDS Examiners look to find marks and do not deduct them, examiners will not be critical of a candidate's performance and will mark what they see.
- Candidates questioning will be always posed about the positives of their performance.

D

SUPPORT MATERIALS

DTDS will provide support materials for teachers and training services to meet the needs of teachers depending on their experience. Candidates are also welcomed to training courses to join in Masterclasses with industry professionals.

DTDS have a delivery guide which focuses on getting the best results and experience from your examination session. This guide informs the teacher of what is required for each grade, what the examiner may be looking for and the assessment criteria for each level.

All music permissions must be purchased by the school, teacher for the examination session/ centre. It is the responsibility of the centre to have the necessary music licenses in place.

CONTACTS AND POLICIES

DTDS policies can be found on our website. These policies include:

- Terms and Conditions.
- Safeguarding and Child Protection Policy.
- GDPR and Privacy Policy.
- Complaints.
- Appeals.
- Reasonable Adjustments and Special Considerations.

If you can't access any of these policies, please do not hesitate to contact Head Office.

CONTACT

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