



## Assessment and Feedback Process

### Assessment Panel

The student will be assessed annually throughout their time at Bodywork by a panel which ordinarily includes the Principal of the College, Directors, Heads of Departments, Senior managers and an examiner from Trinity College London.

### Assessment Criteria for Ballet:

The student should be able to display the following:

1<sup>st</sup> Year – Correct stance placement, knowledge of foundation steps and understanding of French terminology. Development of the correct use of arms through the upper back, awareness of personal anatomy, development of co-ordination, awareness of presentation and musicality. Development of strength for pointe (females) and virtuosity (males)

2<sup>nd</sup> Year – Correct and strong stance and placement, comprehensive knowledge of classical vocabulary and repertoire. Correct use of arms and good co-ordination. Ability to demonstrate complex enchaînements, confidence in presentation and a good sense of musicality. Strong pointe work (females) and strong virtuosity (males)

3<sup>rd</sup> Year – Correct and secure stance and placement, Refined knowledge of classical vocabulary, Ability to perform complex enchaînements with proficient technique, excellent use of arms and co-ordination, Artistic interpretation with use of dynamics and musicality, Professional, consistent and pleasing performance

### Assessment Criteria for Contemporary:

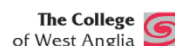
The student should be able to display the following:

1<sup>ST</sup> Year – Appropriate placement of weight, Use of abdominal strength to correctly centre the body, Development of upper body strength, Development of transference of weight and breadth of movement, An awareness of rhythmic detail, musical phrasing and dynamics, Understanding of accurate coordination.

2<sup>nd</sup> Year – Proficient placement of weight, Strong abdominal strength and continued development of body's centre, Comprehensive use of upper body strength, Smooth and rapid movements with a broad vocabulary of dynamics, Spatial awareness, Use of weight using fall and recovery, Development of complex sequences concentrating on jumps and turns.

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3<sup>rd</sup> Year – Refined use of core strength and placement of weight, secure sense of rhythm and musical phrasing, and a complex and diverse vocabulary of dynamics. Consistent fluidity of movement during sequences, confidence use of body weight, awareness of personal and general space. Professional level of performance and presentation. The ability to accurately interpret a variety of choreographic styles to a professional performance level.

#### *Assessment Criteria for Jazz*

1<sup>st</sup> Year – Posture and alignment, isolation technique, coordination, safe, effective warm-up and cool down technique.

2<sup>nd</sup> Year – Students will be assessed on their performance of floor work, fluidity in the warm up and travelling steps, clarity of technical understanding, strong, accurate interpretation of the work set, Interpretation of technique through style, ability to perform with confidence.

3<sup>rd</sup> Year – Sustained, accurate centre work, performance of combinations to a professional level, accurate, performance at a professional level, assessment and validation of final qualification will be in performance in a theatre setting.

#### *Assessment Criteria for Tap*

The student should be able to display the following:

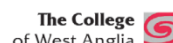
1<sup>st</sup> Year – Correct weight placement, a basic tap technique, knowledge of tap vocabulary, an awareness of rhythm and syncopation, the ability to perform and present tap in both English and American styles.

2<sup>nd</sup> Year – A comprehensive knowledge of tap vocabulary, development of tap technique, good dynamics and rhythmic response, strong performance in a variety of styles.

3<sup>rd</sup> Year – A refined knowledge of tap vocabulary, secure tap technique, use of complex rhythmic patterns, the ability to perform complex combinations, a professional performance in a wide variety of styles.

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### *Assessment Criteria for Singing*

#### The student should be able to display the following:

- Correct anatomical alignment
- Breath control
- Correct placement and vocal agility
- Understanding of the use of a range of vocal qualities
- Clarity of diction Projection

1<sup>st</sup> Year – Understanding of vocal technique and use of instrument, tone, pitch and articulation. Professional conduct and interpretation.

2<sup>nd</sup> Year – A secure vocal technique, development of consistent individual tonal quality and resonance. An intelligent and sensitive response to performance material. Communication of emotional recall.

3<sup>rd</sup> Year – Refined vocal technique, excellent individual tonal quality and resonance. A versatile voice, allowing adaptability to different styles, a professional, artistic and consistent performance.

### *Assessment Criteria for Acting*

#### The student should be able to display the following:

- A well-produced and supported voice with expressive range
- Physical characterisation appropriate to the style of writing
- A truthful expression of the text and subtext in accordance with the writer's intention
- A spontaneous response and interaction with fellow performers
- A professional discipline throughout class, and rehearsal and performance

#### Acting Majors

Students who elect to take Acting as a Key Skill subject extend their skills through a variety of projects dependent of the size, gender balance, personality and particular interests in the group.





### *Assessment Criteria for Voice*

#### The student should be able to display the following:

- A well-produced and supported voice with expressive range
- Physical characterisation appropriate to the style of writing
- A truthful expression of the text and subtext in accordance with the writer's intention
- A spontaneous response and interaction with fellow performers
- A professional discipline throughout class, rehearsal and performance

### *Assessment Criteria for Performance Projects*

#### The student should be able to display the following:

- Students will be assessed in Vocal Skills
- Technique
- Interpretation
- Presentation
- Projection
- Professional Conduct





### *Assessment Criteria for Dance Performance Projects*

#### The student should be able to display the following:

- Professional conduct
- Technique
- Musicality and dynamics
- Accuracy in interpretation
- Performance

### *Assessment Criteria for Integrated Professional Studies*

#### The student should be able to display the following:

1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Year – Ability to critically reflect, use various resources effectively, work independently, research effectively and presentation skills

### *Assessment Criteria for Business Skills*

#### The student should be able to display the following:

- Understanding of how to seek and gain employment
- Understanding of contractual and other business issues
- Understanding of theatre etiquette along with roles and responsibilities of the working theatre
- Ability to present a professional and confident self-image
- Ability to speak confidently and concisely to an interview panel
- The ability to answer questions confidently and quickly
- Excellent punctuality and professional presentation
- Knowledge of TAX and National Insurance issues for the Self-Employed





### Grade Descriptors for Practical Subject Assessments

The following grade descriptors are applied to each subject's assessment criteria:

Distinction	17-20	The student's work demonstrates complete command of the given technique and is executed with precision and attention to detail. The work fulfils the learning outcomes of the subject. There is a high-level of performance in the work showing originality and using initiative. The student is focused and approaches work intelligently.
Merit	14-16	The student demonstrates an above average command of the technique and executes it with a degree of precision. The work meets the majority of learning outcomes and is presented with a level of performance that shows individuality. The student is focused and shows a degree of intelligence within the technique.
Pass	11-13	The student's work demonstrates a reasonable level of competence in the technique and executes it well. The work meets the learning outcomes of the subject to an extent and there is an awareness of performance. The student shows a degree of thought and understanding.
Pass	8-10	The work demonstrates limited technical competence and only partially meets the specific objectives of the subject. There is little awareness of performance and no evidence of originality or individuality. The student shows limited understanding of the technique.
Fail	0-7	The work fails to meet the assessment criteria.

Students' grades may be reduced if their attendance has not been 100% throughout the study of the subject area or they have missed an unacceptable amount of the course

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### Grade Descriptors for written work

The following grade descriptors are applied to the relevant assessment criteria:

Distinction	17-20	The work demonstrates a complete understanding of the subject and responds fully to the assignment. It will be comprehensive, well-presented and literate, using resources effectively and appropriately. The work will show originality and initiative both in content and presentation.
Merit	14-16	The work shows an above average understanding of the subject and generally responds well to the assignment. It will cover all the major issues, be clearly presented and literate, using resources appropriately. The work will demonstrate a degree of originality and initiative in content and presentation.
Pass	11-13	The work demonstrates a reasonable level of understanding and responds to the assignment. It will cover some of the major issues, be adequately presented and reasonably literate, with reference to resources.
Pass	8-10	The work shows a limited understanding of the subject and partly responds to the assignment. There is limited reference to the major issues and the presentation is acceptable. It reveals a limited use of resources and shows some literary merit.
Fail	0-7	The work fails to meet the assessment criteria.





## *Assessment Appeals Procedure*

### What is an appeal?

An appeal is a request from a student that an assessment result should be reviewed because it is believed that an injustice has occurred. An appeal may only be made against a published assessment result. Students wishing to query a grade that has not yet been published may do so informally through the relevant teacher.

### Why might an appeal be necessary?

Students may wish to make an appeal if they feel that:

- There has been an administrative error in the management of the assessment
- That the assessment was not run in accordance with guidelines in the Course Specification
- That the assessors have failed to consider material circumstances relating to the delivery of a class, which have adversely affected the student's performance in assessment

### How to make an appeal?

The student must write a letter of appeal to the Course Leader, stating all the relevant facts and any information they feel will help determine the outcome.

### What happens next?

The Course Leader will then investigate the appeal, talking to the relevant teacher and the Principal. All the facts will be taken into consideration and the appeal will be treated impartially and compassionately. The student will be informed of the decision and any change in the assessment result will then be published.

