



**Association of International Dance (Inc')**

**Presentation - Invitation - Participation**



Association of International Dance (Inc')

Member of the International Dance Council



---

From the dawn of human civilization, dance remains in close connection to us as a means of social interaction, expression, nonverbal communication and an integral part of various religious and ceremonial rituals...since its first appearance in the records of history some 9,000 years ago; dance has evolved into the countless styles that are practiced today.

With each passing century, new styles of music and dance came and went, with the many modern dance styles that we know today introduced between the 1900's and 1970's.

As dancing became more and more popular, the medical community started recommending dancing as a solution to many illnesses or as a means to reinforce physique, social skills or assist in disability rehabilitation.

Comparative with any other physical exercise that involves movement of the entire body, dancing can bring benefits for the cardiovascular system, improve balance, flexibility of body, motor function, coordination, orientation, peripheral vision, expand capacity of lungs, remove fat, tone the body to a slimmer shape, reduce chances of osteoporosis, improve mental functioning and reduce stress.

Today, dancing is practiced in every corner of the world; by people of all social classes, ages, religions, physical and/or learning disabilities or sensory impairment while people in wheelchairs can socialize with one another by dancing their own dance choreographies.



## Association of International Dance (Inc')

Member of the International Dance Council

### The Association of International Dance | Dance Professionals

This association was created to:

- Promote partner dance generally as an inclusive activity while supporting the professional dance teacher/coach and studio in their endeavours to build, grow and develop their business.
- Promote dance in all its aspects for the purpose of greater participation by all individuals while improving the standards of the profession to be in line within the Australian Qualifications Framework.
- Provide an administrative body for the exchange of ideas, knowledge and expertise with the aim of creating higher standards in the professional teaching of dancing as a vocation.

### Association Support

#### ✓ Complimentary Online Directory Listing, Web-Page and Business Development

The listing can include your contact information and a link to your website while your page may include your service provisions, your biography plus your all-important certifications. It's up to you how it is displayed. Business Development inquiries and service provisions may be directed to an Executive Committee member for information and discussions.

#### ✓ Educational & Reference Materials

The Association website will allow members, their students and the general public, access to all dance syllabus material and has been designed to assist Professionals, students and potential students in their understanding of professional teacher qualifications, general dance information, syllabus step lists, lesson planning and dance progress.

Technical manuals, video studies etc. will be made available to Professional teaching members of the Association for reference, study and dance development where possible.

#### ✓ Examination & Official Certification

Professional members may gain additional credentials through testing and certification by a recognized certified examiner in a range of levels and dance styles - this includes teaching qualifications and the traditional student assessment structure.

#### ✓ Fully Planned Syllabus Programs & Assessment Structure (Student & Professional)

Within the Syllabi of each style and level of dance are defined elements designed to create a developmental progression through increasingly complex concepts of dancing.

#### ✓ Credentials

Members are welcome to make mention of their membership and certifications in any of their marketing materials (which offers instant credibility for prospective clients and the general public).

#### ✓ Function & Event Admission

Any member may, by virtue of being a member, gain complimentary or discounted attendance to select functions, events or activities (including up-skilling syllabus/level upgrades for Professional members) as the Association may organize.

Special note: Incentives will be offered to the Professional/Studio for their support of any student events organised.



## Association of International Dance (Inc')

Member of the International Dance Council

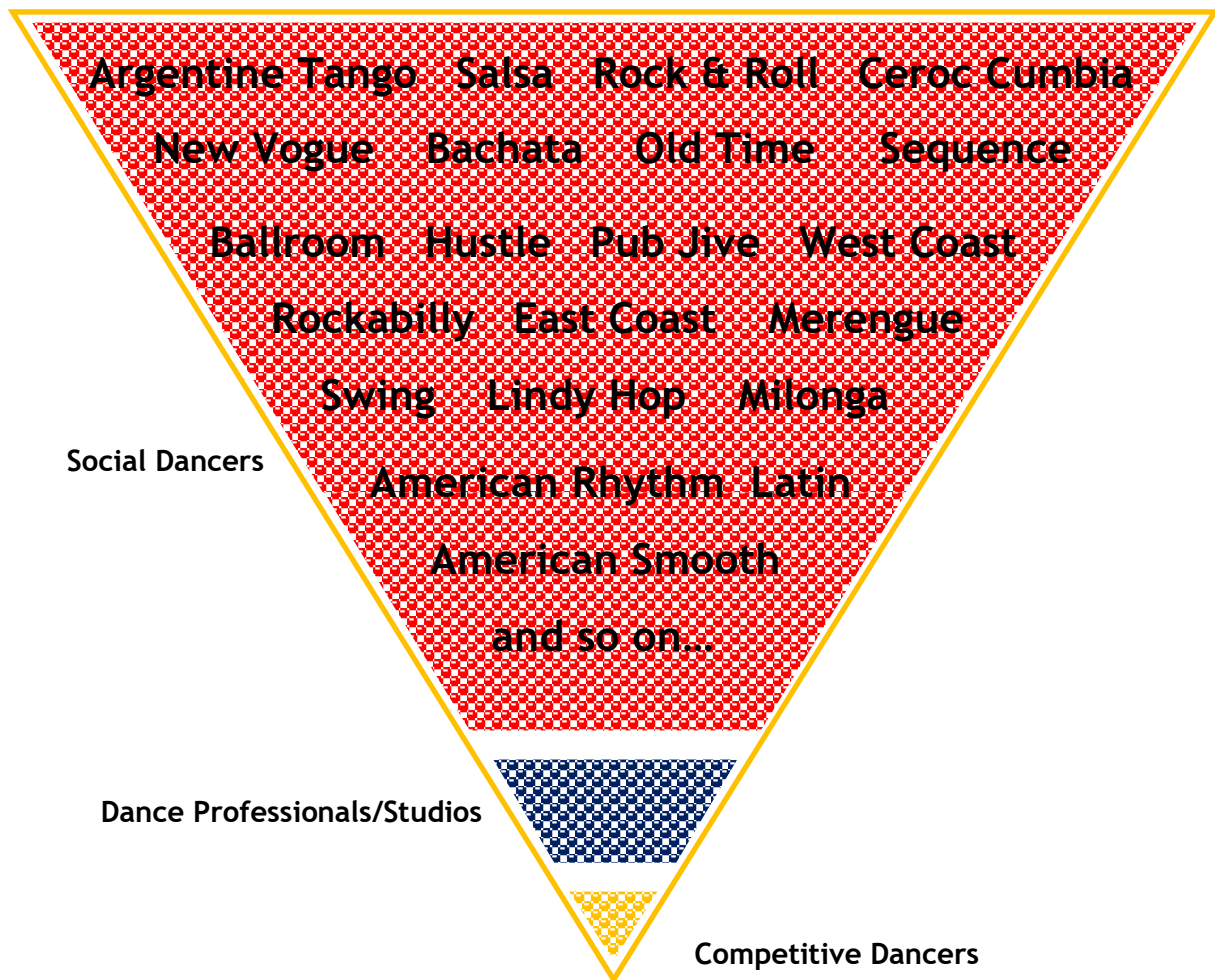
### Statistical Data

Population   Western Australia	> 2,810,000 persons
Population   Perth Greater Region	> 2,067,333 persons
Number involved in a variety of social partner dancing	> 80,000 persons*
School children (Kindergarten to year 12)	> 400,000 persons**

*(Figures derived from 2016 ABS census data and post 2016 ABS updates)*

\* **Note:** The social partner dancing figure combines all adult age groups and incorporates all dance styles such as Ballroom, Latin-American, New Vogue, Argentine Tango, Rock & Roll, plus a variety of Club Dance styles (Salsa, Bachata, Cumbia, Lindy, Swing, etc.)

\*\* **Note:** There are 218 Private and 447 Gov't schools in the Perth Greater Region area.



### Our Invitation

We wish to welcome professional dance instructors and all persons interested in the promotion of teaching and dance excellence or supporting the art of dance generally by inviting you to join us in the appropriate membership category...either as an 'Ordinary' Professional Member, an 'Uncertified' Member or an 'Affiliate' Member.



## Association of International Dance (Inc')

Member of the International Dance Council

### Consider

With the explosion of casual dance teachers, it is more important than ever to establish high teaching and ethical standards and to distinguish professional teachers based on qualifications, training and experience while, to remain competitive you need as many ways as possible to set yourself up as a better, more recognized and respected professional.

The dance industry is not a license regulated one therefore; we professionals must take on the task of self-regulation and demand the highest standards for ourselves and the public.

### Categories of Membership

#### Professional Member (Ordinary)

'Ordinary' Professional Members are professional dance teachers in the fields of Standard Ballroom, Latin American, New Vogue, Club Style and other similar types of competitive, partner or social dances.

A person shall be eligible to become an Ordinary Member if he or she:

- ✓ Passes an assessment/examination conducted by the Association for such purpose; or
- ✓ Has passed a suitable assessment/examination conducted by a society affiliated with this association; or
- ✓ Holds a suitable degree of a Society recognised by the Association.

#### Professional Member (Uncertified)

'Uncertified' Professional Members are Persons who declare themselves to be recognised as professional dance teachers in the fields of Standard Ballroom, Latin American, New Vogue, Club Style and other similar types of competitive, partner or social dances.

They may be recognized as such by their peers, or may be registered as such with DanceSport Australia.

Professional Members may also have their students participate in assessment level examinations, whereby their students have the opportunity to earn recognition of their achievement at different levels of dance in line with AQF guidelines.

#### Affiliate Members

Affiliate Members are persons and organizations interested in the promotion of excellence in dance or in supporting the benefits of partnered dance generally.

To become an Affiliate Member simply:

- ✓ Complete the personal information details of the Membership Application Form and
- ✓ Pay the applicable Membership Dues

Affiliate Members are entitled to all of the Benefits of Membership summarized above, other than participation in our official Examinations & Professional Certification Process.



## What is a Profession

- ✓ A **Profession** is a disciplined group of individuals who adhere to ethical standards. This group positions itself as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and is recognised by the public as such.

A profession is also prepared to apply this knowledge and exercise these skills in the interest of others.

- ✓ A **Professional** is a member of a profession. Professionals are governed by codes of ethics, and profess commitment to competence, integrity and morality, altruism, and the promotion of the public good within their expert domain.

Professionals are accountable to those served and to society.

- ✓ **Professionalism** comprises the personally held beliefs about one's own conduct as a professional.

It's often linked to the upholding of the principles, laws, ethics and conventions of a profession as a way of practice.

- ✓ **Professionalisation** is the pattern of how a profession develops as well as the process of becoming a profession.

The Professional Standards Councils and its agency, the Professional Standards Authority, work to improve professional standards and protect consumers of professional services across Australia.

The Professional Standards Councils are independent statutory bodies established in each state and territory while the Professional Standards Authority (PSA) is the national regulatory agency with a core purpose to protect Australian consumers by improving professional standards.

It is an agency made up of expert legal, regulatory and professional standards personnel with experience across professions, government and the commercial sector. These agencies interpret the word "Profession" as meaning different things to different people but at its core, it's meant to be an indicator of trust and expertise.

Traditionally, a "professional" was someone who derived their income from their expertise or specific talents, as opposed to a hobbyist or amateur. This still carries through to fields today, such as sport.

Given today's fast-changing environment of knowledge and expertise it's now generally understood that simply deriving an income from a particular task might make you an "expert" or "good at your job" - but if you're a "professional", this has a broader meaning.

The attempts to clarify the meaning and define the functions of professions typically centralise around some sort of moral or ethical foundation within the practice of a specific and usually established expertise.



## The Historical View

Historically, the path to professional status has been grounded in the quarantining of expertise by a specific community, which:

- ✓ Defined how aspiring professionals gained recognised knowledge and qualifications
- ✓ Controlled entry to employment
- ✓ Developed standards for practice in that expertise.

Professional knowledge was generated exclusively in the academic environment of universities and led to those who received this training having an expert monopoly. The ultimate goal was to have this expertise recognised by the community and often formally by the State and while these systems are still evident today, the public's perception of an occupational group is now a significant factor when it comes to whether this group is regarded as a profession.

As well as demanding new areas of expertise to meet changing social and service demands, the public is also playing an increasingly important role in whether a new or even established group is accepted and trusted for its professionalism. Indeed, public respect and trust in professionals is often strongly connected to how well associations do their job of developing good professionals, helping the public find the expertise they need - and protecting consumers and clients from poor practice and incompetence.

## The Benefits of Professions

An important feature of professions is that individual professional's benefit from the respect and community trust in their expertise.

However, the benefits of professions also encompass the following areas:

- ✓ The Community - Consumers face a complex array of professional services choices, from medical and health to business and financial services. Professions play a vital role in providing trusted expertise founded on established standards that are policed to ensure community expectations of good practice and social purpose are met.
- ✓ The Economy - Professions improve consumers' access to services and support economic activity by encouraging confidence and trust in the services offered by professionals. This is increasingly important in our services-oriented economy where knowledge forms the basis of many transactions.
- ✓ Regulators - The burden of regulation and supervision by government can be reduced by improving the standards of practice of professionals and the regulatory capacity of professional communities. It has been argued that professionalism represents a distinct form of regulation in itself. Professions create and maintain distinct professional values or moral obligations (e.g. codes of ethics) while professionalism can be seen as a method of regulating and monitoring the provision of complex services to the public.
- ✓ Professionals - Professions not only improve employment and career longevity but, can also provide an important community purpose and empowerment, allowing people's careers to contribute to the social good. Professionals enhance their reputations and skills by adhering to the professional standards and requirements of their professional bodies.





## **Professional Development**

The Association of International Dance portfolio of teaching qualifications is comprehensive, varied and designed to offer potential and current dance professionals, qualifications that are relevant to contemporary developments within the sector based on Australian Qualification Framework (AQF) guidelines and assessment criteria.

These qualifications aim to give prospective and existing dance professionals a solid grounding in the skills and knowledge needed to teach dance in a safe, inclusive environment and it is worth taking the time to consider the options, by looking at what type of qualification you wish to achieve and in what setting you are going to teach. Our partnership with Special Olympics Australia can help you to grow and enhance your skills and abilities through their online learning hub while assisting your interaction with individuals who possess intellectual disabilities & autism.

### **Certificate IV**

This qualification is for those individuals who are looking to become a dance teacher, have just started in the industry or are looking to increase their technical knowledge and teaching skills.

The Certificate IV qualification tests technical knowledge and practical skills and as such may serve as an entry requirement for the Diploma, Advanced Diploma and Masters Diploma teaching qualification, or DanceSport accreditations. While this is not a mandatory examination for prospective teachers who wish to take the Diploma examination or a teaching/coaching qualification in its own right, it may be viewed as a helpful preparation.

### **Diploma | Advanced Diploma | Masters Diploma**

#### **Diploma**

This qualification gives dance teachers and prospective dance teachers a solid grounding in the skills and knowledge needed to teach dance in a safe environment.

#### **Advanced Diploma**

This qualification builds on the skills learnt in the Diploma level and evidences higher level syllabus knowledge and teaching skills.

#### **Masters Diploma**

This is the highest teaching qualification offered, further building on the skills and experience gained through the Advanced Diploma qualification. You are therefore expected to show a depth and breadth of technical knowledge and artistry as well as a high standard of teaching.

Comparison Table (approximated for reference use only)

<b>Assoc' of International Dance</b>	<b>Other Dance Associations</b>	<b>DanceSport Australia</b>
Certificate IV	Grade 1/2	Introductory Teacher Exam
Diploma	Associate	Assistant Instructor
Advanced Diploma	Membership/Licentiate	Level 1
Masters Diploma	Fellowship	Level 2

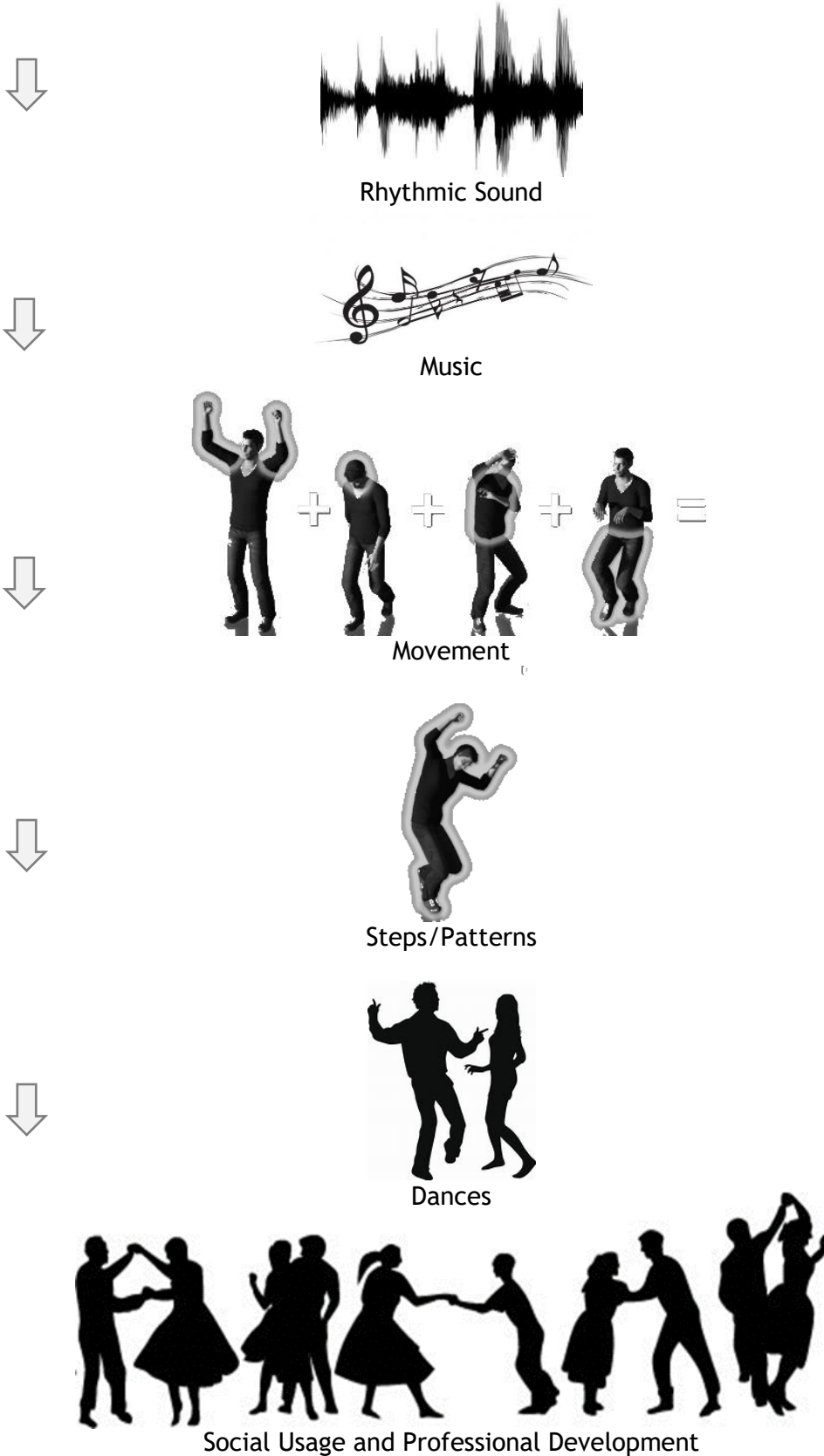




Association of International Dance (Inc')

Member of the International Dance Council

## Dance Evolution





## Why have a Dance Syllabus

It's important to understand that a dance syllabus is nothing more than a list of steps developed for each dance that typically begins with the most simple and fundamental patterns and progresses to more difficult and complicated patterns.

A well thought out syllabus list not only gives a variety in patterns for dancing but also helps develop the skills needed for progress. If you follow a syllabus structure carefully, you might notice each step is developing a particular skill or technique that will be required in the coming steps; which is why jumping around in a syllabus list can be difficult as you may not have yet developed an underlying skill for more complicated actions.

## Association of International Dance - Assessment Levels (see F.A.Q's for further details)

1. Allows the creation and accomplishment of clear goals  
Lessons take on a laser sharp focus.  
This intensive style of learning is the best way to make real progress towards quality dancing.
2. Polishes your presentation  
The criteria used to score level assessments are similar to that used to assess any paired dance or sporting endeavor with a focus towards technique and its application more than style and flash.
3. Allows a measurement of progress against a recognised international standard  
The international Dance Association maintains the highest of standards for both students and professionals with clearly defined criteria and progress check points throughout each level. This process ensures that all assessments are in accordance with these objective criteria.
4. Some objective areas which the assessor will consider include the following
  - ✓ Posture
  - ✓ Dance Position
  - ✓ Lead or Follow
  - ✓ Footwork
  - ✓ Musicality and Timing
  - ✓ Knowledge and usage/application of dance movements to the Assessment Level
  - ✓ Techniques specific to each dance, such as Cuban/Latin Motion or Rise & Fall
5. Receive valuable feedback  
Our Assessors are among the most highly qualified dance professionals in the industry and their insights into personal dance strengths and weaknesses are invaluable when looking to chart the course of your students.

Level assessments are milestones which mark the completion of one level and open the door to the next.

They are available in a range of Ballroom, Latin American & New Vogue styles to a variety of Club Dance styles and within each dance style in the syllabi of each level of dance are defined elements and restrictions; designed to create a developmental progression through increasingly complex concepts of dancing and dynamic movement.



## Association of International Dance (Inc')

Member of the International Dance Council

Activ8Dance - This social (and schools) program develops the dances you plan to use immediately at a foundation level, with emphasis being placed on three important elements of dancing; foot position, rhythm/timing and leading/following, with enough variety from the Ballroom, Latin-American, New Vogue and Club Dance syllabi to keep the learning experience interesting.

FusionDance - This program is designed for those individuals who wish to select a number of styles and dances from the available syllabi (3 to 5 dances) within the various levels.

Level 1 & 2 - These levels are designed to develop timing and technique and are designed and developed;

- ✓ To teach and understand body alignment and balance.
- ✓ To teach and understand weight movement from foot to foot consistently through the dancing of foundation patterns and the fundamental basic style and movements of each dance.
- ✓ To unify the body and teach core strength while introducing transitions of frame at fundamental levels.

Level 3 & 4 - This dance standard involves a higher degree of styling, more elaborate moves and a continuity of movement with many natural directional changes, styling, technique, balance and control and is designed and developed;

- ✓ To introduce complex body position and advance the use of swing and shape and develop the ability to dance complex rhythms and syncopations.
- ✓ To increase the ability to turn and spin, introduce body isolations while in movement without disturbing core strength and introduce transitions of more complex frames.

Level 5 - This standard is for the dancer interested in performance or exhibition with choreography, styling, technique and showmanship being a requirement. It is designed and developed;

- ✓ To learn to change inside and outside of curve with greater frequency and rapidity.
- ✓ To incorporate line figures and more complex rhythms into the dance.
- ✓ To change direction with speed by increasing an understanding of body weight.
- ✓ To use more extreme body positions to create greater risk in the dance.
- ✓ To learn to move the whole body through isolations to create greater speed and strength and increase understanding of complex frame and body position transitions.

Star Awards - A demonstration/exhibition of 1 dance, similar to the Diamond Award. With a high expectation of performance, this level is designed for students who wish to incorporate an assessment that is not as technical but allows both student and teacher an opportunity for creativity, flexibility in timing, movement and choreography.

Diamond/Showcase Awards - With similar elements to Level 5 and a higher expectation of performance in all the required dances of the demonstrated style or combined styles and dances in the case of the Showcase Award, these levels are designed for students who have completed all levels of assessment or, those who wish to incorporate an exam that is not quite as technical and allows both student and teacher an opportunity for creativity while;

- ✓ Encouraging flexibility with timing, patterns and exploring new movement and shapes.
- ✓ Freely expressing emotion through dance and an opportunity to 'break' the rules!



## **Assessment Options and Booking procedures**

### Professional

This comprises the attendance of a Certified Assessor, relevant Assessment Report form, applicable Award and personalised Certificate of Accomplishment for your student, with all forms, awards and certificates acknowledged and certified by the Association, thereby giving stature to the accomplishment of your student to a qualification benchmark.

### Standard

We realise that many Dance Studios and Professionals may have their own personalised medals, awards and trophies that are presented to their students.

Working with your business model we can arrange a Certified Assessor, Assessment Report and Certificate of Accomplishment for the student at a concessional pricing for the Studio/Professional.

All forms and certificates are acknowledged and certified by the Association, giving stature to the accomplishment of the student to a qualification benchmark.

### Affiliate

This foundation facility is available if you are satisfied with your own assessment report forms, medals, awards and trophies and only require the provision of a Certified Assessor. The grading requirements and standard assessed will be relevant to the requesting Studio/Professional only.

## **Booking an Assessment (Procedure and Guidelines)**

- ✓ 28 days' notice is required for assessment bookings to allow sufficient time for an Assessor to arrange their schedule.
- ✓ To provide a greater degree of efficiency and ensure that your request is received in a timely manner, please make your request via our online booking facility. This enables your booking to be made at a time convenient to you, via PC or mobile phone at any time of the day or night.
- ✓ Once your request is received an Executive member will be in contact to confirm the request and obtain any additional information that may be required. Please note that Assessors are appointed on a rotational basis where possible to allow a range of constructive feedback for consideration in dance progress and development.
- ✓ Completion and receipt by the Association (via mail or email) of the Summary form will be required at least 14 days prior to the assessment date with payment due at least 7 days prior to the assessment date in order that your students Assessment Report form, Certificate of Accomplishment and Award/Trophy will be available on the date of examination.
- ✓ On the Assessment Date the student will be provided with their Assessment Report form. Please note that the 'Dance Art' Award/Trophy plus Certificate of Accomplishment for each applicant will be supplied when payment of assessment fees has been confirmed by the Treasurer; while the supply of these items will allow the Studio an opportunity to create a presentation event that will consolidate their student's achievement.



**Association of International Dance (Inc')**  
Member of the International Dance Council

		Date: 00/00/0000
<b>Association of International Dance</b> Member of the International Dance Council <i>Les Nations Unies de la Danse</i> The United Nations of Dance		
Progress Report		
NAME:		
STYLE:		
LEVEL:		
DANCE	RESULT	REMARKS
General Remarks:		
A+ 96% plus Pass-Distinction A 85% - 95% Pass-Highly Commended B 75% - 84% Pass-Commended C 65% - 74% Pass F N/A Further work required		

**Association of International Dance**

This Certificate acknowledges that

**Jane Smythe**

has successfully passed the  
assessment requirements for

**Level 2**

in

**Club Style**

5th December 2021

PRESIDENT 

SECRETARY 

### THE PROFESSIONAL OPTION

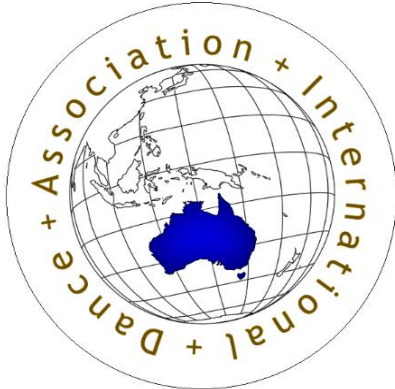
- ✓ Save time...so you can focus on your business and clients.
- ✓ Save money...there is no required minimum quantity order from a manufacturer/retailer.
- ✓ Convenient...all assessment items are available when you need it.
- ✓ Cost effective...no additional expenses for all your assessment requirements.
- ✓ Professionally 'branded' documents and 'Dance Art' awards...lend credibility, stature and a point of difference for the standards achieved.
- ✓ Organisational systems in place...to ensure event booking and planning.
- ✓ All items can be supplied for assessments; assessment report forms, certificates and 'Dance Art' awards where applicable





**Association of International Dance (Inc')**  
Member of the International Dance Council

Images used in Cabochon "Art' Series Awards ©



**LOGO**



**ACTIV8DANCE**



**FUSIONDANCE**



**STANDARD BALLROOM**



**LATIN-AMERICAN**



**NEW VOGUE**



**CLUB STYLE**



**SMOOTH BALLROOM**



**LATIN RHYTHM**



**Cost Structure** (current as at January 2022)

<b>Level Assessment Fees</b>	<b>Professional</b>	<b>Standard</b>	
Activ8Dance Awards (Levels 1, 2 or 3)	\$9.00	\$4.50	per assessment
1, 2, 3 or 4 Dance Awards (Certificate level only)	\$4.50	\$4.50	per assessment
FusionDance - Level 1 & 2 (Bronze I & Bronze II)	\$9.00	\$4.50	per assessment
FusionDance - Level 3 & 4 (Silver I & Silver II)	\$9.00	\$4.50	per assessment
FusionDance - Level 5 (Gold)	\$9.00	\$4.50	per assessment
FusionDance - Diamond Awards (4 or 5 dances)	\$75.00	\$4.50	per assessment
Level 1 & 2 (Bronze I & Bronze II)	\$9.00	\$4.50	per assessment
Level 3 & 4 (Silver I & Silver II)	\$9.00	\$4.50	per assessment
Level 5 (Gold)	\$9.00	\$4.50	per assessment
Diamond Awards (4 or 5 dances)	\$75.00	\$4.50	per assessment
Showcase (exhibition) Awards - 6 min' maximum duration	\$55.00	\$4.50	per assessment
Star Awards (1 dance)	\$55.00	\$4.50	per assessment

The cost of a booked assessment session is simply that of each assessment payable plus the Certified Assessor fee. When the assessment session is booked and; the number of candidates, levels being assessed and any special requirements for the session have been advised; provision will be made for the time required for each individual assessment.

The total fee payable; which will include the booked assessments plus the applicable Assessor fee, will be advised to the Studio/Professional and the booking confirmed.

**NOTE 1:** An hourly rate of \$60.00 for one (1) hour, \$50.00/hr for two (2) hours and \$40.00/hr for three (3) or more consecutive hours, is assigned for the provision of a Certified Assessor.

**NOTE 2:** The above fees do not include expense costs that may be incurred by the studio or professional for; venue/floor hire/usage, partnering, music (APRA) licensing, etc...

**NOTE 3:** Throughout all styles and levels a student or teacher has the option to request the removal of one dance from the assessment level undertaken if age (≥50) or a physical impairment restricts the demonstration of the usual required number of dances. (Refer addendum)

**Professional Examinations**

Certificate IV	\$70.00 per assessment
Diploma	\$75.00 per assessment
Advanced Diploma	\$85.00 per assessment
Masters Diploma	\$95.00 per assessment

If not already an existing member of the Association, applicants for Professional Examinations must apply to the Association for membership prior to attending the examination.

Please forward the completed Membership Application and relevant fee as per the instructions on the application form.

**NOTE 1:** The above fee schedule includes the provision of a Certified Assessor.

**NOTE 2:** The applicable membership fee in the first instance will be as that for an 'Uncertified' Professional Member.





**Association of International Dance (Inc')**

Member of the International Dance Council

**Addendum: Candidates who may require adjustments to the Assessment**

The Association of International Dance is committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills, encouraging its teaching members to maintain an open approach towards the different talents and abilities offered by all their students.

It is therefore required of all teaching members that they do not discriminate either directly or indirectly on the grounds of colour, race, nationality, ethnic origin, gender, mental or physical disability, marital status or sexuality and pupils with disabilities should not be treated less or more favourably than able-bodied pupils simply because of their disability.

Disability takes the form of mental or physical impairment, or both, and may be long or short term. The association recognises that some students with a mental or physical impairment may need special adjustments to assessment conditions to allow them to demonstrate their knowledge in dance.

The following procedure should be used in all cases every time the candidate enters for a dance assessment, as the conditions and necessary adjustments may change.

If a teacher wishes to enter such a pupil for assessment, the association would like to make it clear that although pupils with mental or physical impairments may require extra time in an assessment or special aids (e.g., special headphones if the candidate is deaf) in order to perform to the best of their ability, the quality of the performance in an assessment is to be comparably equal to that of an able-bodied candidate.

If such a candidate is to be submitted for assessment and an adjustment to standard criteria is required, the teacher must apply to the association for the 'Application for Adjustment' form or download it from the website.

This should be completed and returned (with a doctor's letter if relevant) to the association a minimum of two weeks prior to the booked examination date.

In all cases where the candidate has a short or long-term impairment, even if alterations to assessment conditions are not requested by the teacher, the association will consider if in their opinion, any changes should nevertheless be made in the interests of the health and safety of the candidate, and will inform the Studio/Teaching professional and Examiner of the candidate's situation in all cases.



**Association of International Dance (Inc')**

Member of the International Dance Council

## **Assessment F.A.Q's**

### **What is a Level Assessment?**

The Level Assessment is an opportunity to have your dancing progress evaluated and critiqued by a certified independent source other than your teacher/studio.

### **How does it Work?**

On the day of the assessment, you will dance with your teacher or partner while a qualified Assessor observes, evaluates and makes written comments to help guide your dancing progress. Successful candidates will receive a certificate and award.

Level Assessments provide a graduated series of goals, similar to examinations given to academic students and, is a milestone in the student's learning process which marks the completion of one level, opening the door to the next dance challenge.

### **Why should I take an Assessment?**

The assessment process assures that high quality standards are maintained among independent dance studios and that you are being taught in accordance with a world-wide standard of dancing.

Working towards a level assessment is fun and gives your lessons a sharp focus as you learn details about dancing that you might otherwise overlook, providing a tangible goal in time that will motivate both the teacher and the student.

Working towards a level affords many of the same benefits enjoyed by competing dancers but, without the stress of competition and public display and is a milestone in the student's learning process which marks the completion of one level and paves the way for your next dance challenge.

Students who take these assessments learn faster and dance better than those who don't, while teachers who prepare students for level assessments teach more thoroughly and have the satisfaction of producing a better dancer.

### **How will I prepare for my Assessment?**

Your teacher will prepare you and WILL NOT recommend an assessment session for you unless you are fully prepared!

Depending on the studio/teacher you may be able to prepare in special group classes geared towards these assessments or you can prepare during your regular private lessons.

Your teacher will teach you with attention to details which make dancing more comfortable, more attractive and more faithful to the style and level you are working on.

### **Can't my teacher just teach me as if I'll take a Level Assessment without my actually doing it?**

While this idea sounds great, it seldom works out.

Once your level goal is set, lessons will take on a laser sharp focus for your selected style and dances, as you now have a target to aim at; while this intensive style of learning allows you to make real progress towards quality dancing and the assessment date.

When we know, in the back of our minds, that the assessment date isn't real, we are easily side-tracked, opting for the easy, more superficial style of learning.



**Association of International Dance (Inc')**

Member of the International Dance Council

**Can I take my assessment as a lead if I am a woman or as a follow if I am a man?**

Yes, you can and, there are lots of good reasons to learn the opposite part in dancing but, most of all it makes you a better partner.

A woman who leads, for example; has more sensitivity to leads when she follows. By learning to lead she better understands what is required of her to make the partnership work.

In the same way, a man who learns to follow improves his ability to lead, using subtle body actions rather than brute force.

**What criteria will be evaluated?**

The criterion used to score a Level Assessment is similar to that used to judge many partnered dance competitions but with an eye towards technique and application more than style and flash.

Some objective areas which the examiner will consider include the following:

- ✓ Posture
- ✓ Dance Position
- ✓ Lead or Follow
- ✓ Footwork and Placement
- ✓ Musicality and Timing
- ✓ Knowledge and usage/application of dance movements to the Level being assessed
- ✓ Techniques specific to each dance, such as Cuban/Latin Motion or Rise & Fall/Sway



**Assessment Goals** (Teacher & Student - NB: assessments will include previous criteria)

**Level 1 & 2 - Bronze**

- ✓ To teach proper body alignment and balance
- ✓ To teach weight movement from foot to foot consistently through the dancing of foundation patterns
- ✓ To teach the fundamental basic movements, technique and style of each dance
- ✓ To develop unity with the body and step danced while creating a lead/follow capability and competence
- ✓ To unify the body and teach core strength in dance movement with its applications in lead and follow technique
- ✓ To introduce transitions of frame at fundamental levels

**Level 3 & 4 - Silver**

- ✓ To progress the development of the movements, techniques and styling of each dance
- ✓ To introduce complex body positions
- ✓ To advance the use of swing and shape
- ✓ To develop the ability to dance complex rhythms and syncopations
- ✓ To increase the ability to turn and spin
- ✓ To introduce body isolations while in movement without disturbing core strength
- ✓ To introduce transitions of more complex frames

**Level 5 - Gold**

- ✓ To learn to change inside and outside of curve with greater frequency and rapidity
- ✓ To incorporate line figures and more complex rhythms into the dance
- ✓ To change direction with speed by increasing an understanding of body weight
- ✓ To use more extreme body positions to create greater risk in the dance
- ✓ To learn to move the whole body through isolations, create greater speed and strength
- ✓ To increase understanding of complex frame and body position transitions

**Diamond, Showcase & Star Awards**

- ✓ To encourage flexibility with timing and patterns
- ✓ To explore new movement and shapes
- ✓ To freely express emotion through dance
- ✓ To 'break' the rules!



**Assessment Criteria** (Assessor reference guide - NB: assessments to include previous criteria)

**Level 1 & 2 - Bronze**

- ✓ Demonstrate proper body alignment and balance
- ✓ Demonstrate weight movement from foot to foot consistently through the dancing of foundation patterns
- ✓ Demonstrate the fundamental basic movements, technique and style of each dance
- ✓ Demonstrate a unity with the body and step danced with observable lead/follow capability and competence indicating developing core strength use and its application
- ✓ Demonstrate transitions of frame and body shape at fundamental levels

**Level 3 & 4 - Silver**

- ✓ Demonstrate the use of complex body positions
- ✓ Exhibit development of the movements, techniques and styling of each dance
- ✓ Show progressive development in the use of swing and shape
- ✓ Demonstrate the ability to dance complex rhythms and syncopations
- ✓ Demonstrate an increased developmental ability to turn and spin
- ✓ Show consistent body isolations while in movement without disturbing core strength
- ✓ Demonstrate transitions of more complex frames (body shaping, control and balance)

**Level 5 - Gold**

- ✓ Show ability to change inside and outside of curve with greater frequency and rapidity
- ✓ Demonstrate an incorporation of line figures and more complex rhythms into the dance
- ✓ Demonstrate the ability to change direction with speed by an understanding of body weight
- ✓ Demonstrate a usage of more 'extreme' body positions to create greater 'risk' in the dance
- ✓ Demonstrate knowledge of movement using the whole body through isolations to create greater speed and strength
- ✓ Show an increased understanding of complex frame and body position transitions

**Diamond, Showcase & Star Awards**

- ✓ Demonstrate flexibility with timing, patterns, new movements and shapes
- ✓ Show and express the emotional content and 'feel' quality of the demonstrated dance
- ✓ Show an artistic interpretation and 'breaking' of the 'rules' while maintaining the identity of the demonstrated dance



**Association of International Dance (Inc')**

Member of the International Dance Council

## **Activ8Dance Schools Program - BRIEF**

Inclusion in this program will be made available to accredited Studios/Professionals aligned through a partnership arrangement with the Association and has been developed to provide; an additional income stream for Studios/Professionals and the association and increase public awareness at a fundamental level of the benefits of partner dancing for social and sporting benefits.

This development concept (Activ8Dance School Program) is aimed at increasing grass roots participation, levels of physical activity and improving community wellbeing.

Grassroots Sport by definition is a physical leisure activity, organised and non-organised, practised regularly at non-professional level for health, educational or social purposes. 'Come and Try' days and similar promotions would not be considered 'grassroots' in this contextual definition but, incorporating the introduction of partner dancing as a viable alternative to other sporting options in schools and throughout the general community may be considered so.

To do this on an industry level we need to look to the past with an eye to current trends, measurable expectations by education bodies and the community at large, in order to show the benefits of this type of sport for the development of physical, emotional, intellectual and social skills within a 'fun' and inclusive framework.

### **Mission Statement**

Our mission is to build social awareness, confidence and self-esteem in children through the practice of social dance.

The Activ8Dance School Program is not about teaching ballroom dancing.

The dance is a tool for getting the children to break down social barriers, learn about honour and respect, treating others carefully, improving self-confidence, communication, co-operation and to accept the differences in others.

The Activ8Dance School Program is a term based social development program for pre-primary, primary and secondary grade children that utilizes ballroom dancing as a vehicle to change the lives of not only the children who participate in the program but also the lives of the teachers and parents who support these children.

The Activ8Dance School Program uses a curriculum-based teaching approach to achieve social awareness and build self-esteem.

Students are taught the vocabulary of various contemporary social dances in a classroom setting and each class in the series introduces new steps, reinforcing what has been previously learned through practice and repetition.

The teaching philosophy is one of inside out versus outside in.

The program is not just about teaching dance, it is about teaching pride, confidence and respect, as we take the dance that is inherent in students' bodies and help them to bring it out, not force it in; enabling students to increase their self-esteem as they learn.

While the Activ8Dance School Program is an effective program for teaching social dance, the program will be designed to provide many other benefits.



## Association of International Dance (Inc')

Member of the International Dance Council

The program is about creating an atmosphere which allows students who are typically introverted and reserved, to step out and shine. It focuses physical energies and increases health through the joy of movement. It builds self-esteem and interactive social skills as it improves confidence and children's ability to relate to others.

### How the Activ8Dance School Program is integrated into a School

- ✓ The Activ8Dance School Program is a school-term based session, 45-50 minute training program using a foundation of 8 dances applied to all of the applicable grade classes during the school day in participating schools. It is important to note that this is not an after-school program.
- ✓ Prior to the program being implemented at a school, the ADP School Liaison & Teaching Professional/s will meet with the school principal, relevant classroom teachers, PE and/or Art teachers to explain how the Grassroots Development Program process will unfold.
- ✓ The program is implemented.
- ✓ At the end of the program, each school holds a Development Event where all of the students put on a performance for the other students, teachers and especially parents.
- ✓ After the Development Event, schools that are interested in being involved in the Inter-School Team Match choose 16 students (8 girls and 8 boys) to represent their school in the various classroom grades. These students are not necessarily the "best" dancers and are jointly chosen by the teaching professional and school personnel.
- ✓ The competing schools move through a semi and finals process with certificates, awards and prizes being made available for placings and participation.

**Note:** Gender specific identity and roles have only been used to simplify explanations given throughout this document.