

CDTA NATIONAL



CDTA Student Examination Handbook **(Acrobatic Dance, Ballet, Jazz, Modern & Tap Divisions)**

* Effective July 1, 2022 for examinations to be conducted after that date. *

Part A: STUDENT EXAMINATION

I. ENTRY RULES AND PROCEDURES

To register for an exam session please visit our website: www.cdtanational.ca and download “Entry Forms Part A and B”.

Entering For Exams

1. Entries must be submitted on official CDTA entry forms for each division. Forms are to be filled out and forwarded to the National Exam Registrar with payment by e-transfer (or cheque payable to CDTA National).

Entry Deadlines: (Entries submitted by the following dates)

September 1 (for exams October 15- November 14)
October 1 (for exams November 15 - December 20)
December 1 (for exams January 16 - March 15)
February 1 (for exams March 16 - May 15)
April 1 (for exams May 16 - June 30)

To request exams outside these session dates, please fill out a ‘Special Conditions of Entry Form’ and submit to exams@cdtanational.ca . If approved, entries with exam fees must be submitted minimum six weeks prior to the requested dates.

1. Please ensure students are entered correctly. There will be a \$40.00 charge, plus shipping, for each certificate that needs to be reprinted due to incorrect spelling. If it is an office error, there will be no charge.
2. Examinations and medal tests in the Junior Grades are conducted by the Teacher; all others are conducted by the Examiner. Please advise the Exam Registrar if you prefer that the Examiner conduct the Junior Grade exams by indicating your preference on the examination “Entry Form Part B”.
3. Examinations are available with an Examiner ‘in-person’, virtually (over Zoom, etc) or by video submission to an Examiner. Please indicate preference on “Entry Form Part B”. For videoed exams, each participant must sign a waiver; the Teacher will submit a “Teacher Summary of Waivers” form to the Exam Registrar. All waiver forms and “Notes for Videoed Exams” are available on the CDTA National website: www.cdtanational.ca (Login as member to access the information)
4. Examination sessions for ‘in-person’ exams at a studio must have a minimum of \$550.00 entry fees, as well as a minimum of 4 hours (this does not include lunch, breaks and Professional Exams). If there are not enough candidates entering exams to meet these requirements, the Studio may pay the difference or join with another studio. Alternately, the Studio may have students examined virtually (over Zoom, etc. or by recorded video).

5. Teachers and/or candidates may not state a preference for an Examiner. The Exam Registrar will allocate the examiners.
6. Please do not contact the Examiner assigned to your session unless you are directed to do so.
7. Accommodations for 'in-person' Examiners will be booked by the Exam Registrar and paid for by the CDTA National. If direct-billing to the hotel cannot be arranged, the Studio or Examiner will be asked to cover the cost and then submit the receipt to the Exam Registrar within two weeks following the session.
8. All transportation expenses for Examiners will be covered by CDTA National.
9. The Studio is responsible for food and beverage during breaks and lunch (and dinner, only if examining has to be completed in a longer day that goes past the dinner hour). Otherwise CDTA National will pay for dinner.

Report Sheets and Results

1. The Exam Registrar will send the filled in report sheets to the Examiner or Studio.
2. Studio must submit schedule and combination choices as required to Exam Registrar minimum 3 weeks prior to examination dates.
3. The Examiner will send examination results along with the studio comment sheets to the Exam Registrar to be kept on file.
4. For 'in-person' exams, all examination paperwork (report sheets, result form) will be left with the person hosting the Exam Session. The Teacher is not to distribute the exam results to the students until the Examiner has left. For virtual exams all paperwork will be mailed to the Studio as soon as possible.
5. Certificates will be mailed to studios from the CDTA Office after results are received from Examiner.
6. The decision of the Examiner is final.
7. Teachers are advised that the results are the property of the students. Report sheets and certificates may not be tampered with in any way. Any change will render them invalid.
8. Evaluation of Students:

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Preliminary Exams, Badges or Medals receive a mark of "Successful" or "Retry" and a Gold Seal on their report sheet or certificate.

All other Medal Tests, Enrichments and Graded Exams will receive a mark of "Retry, Pass, Pass Plus, Commended, Highly Commended or Honours " with the matching Seal on their certificate.

For all disciplines, unsuccessful candidates will receive 'RETRY' and may retake the exam after a three-month waiting period.

Cancellations

For students who are unable to attend their examinations due to injury, illness, or other, the Teacher may submit a video for examination preferably within 30 days, or at a later date, to be determined with Exam Registrar. No refunds for any cancellations of a student's exam, except in extenuating circumstances.

If an entire student exam session is cancelled by a studio within three weeks of the scheduled date, there are no refunds or no moving of the session to a later date. Alternately, a studio may apply for 'consideration under extenuating circumstances'.

II. RULES AND REGULATIONS FOR ENTERING **STUDENT EXAMINATIONS** **Acrobatic Dance, Ballet, Jazz, Modern & Tap Divisions**

1. The member applying for the exams must be a member in good standing. (All National CDTA fees must be paid). They may only enter students in the exams in the discipline they have received their qualifications in. Pre-Associates, having met specific requirements of a Division, may enter students in exams up to Grade One level in that Division for a period of up to two years.
2. It is important that teachers follow the recommended ages, as it is to the student's advantage.
3. Order of examinations for Tap, Jazz and Acrobatic Dance:
It is recommended that all examinations be taken in succession. However, Junior Grades up to Grade 3 may be commenced at any level. Senior Grades (Grade 4- Advanced) must be taken in order.
It is recommended that all Medals be taken in succession. However, Junior Medal Tests may be commenced at any level. Senior Medals must be taken in succession. Candidates are not required to hold graded certificates in order to take medal tests (and vice versa), but they are expected to perform at the standard of the graded examination syllabus. Students must obtain Honours in the Senior Gold Medal Test in order to qualify for the Senior Gold Star Test.

Order of examinations for Ballet:

It is recommended that all examinations be taken in succession. However, Junior Grades up to Grade 3 may be commenced at any level. Senior & Major Grades (Grade 4 - Advanced) must be taken in order.

It is recommended that all Enrichments be taken in succession. However, Junior Enrichments may be commenced at any level. Senior & Major Enrichments must be taken in succession. Candidates are not required to hold graded certificates in order to take enrichments (and vice versa), but they are expected to perform at the standard of the graded examination syllabus.

(Note: When entering students for Grade Five to Advanced who have selected to show the pointe work: for Level A - pointe section is performed on pointe; for Level B - pointe work is performed on demi-pointe.)

A student who completes the Intermediate Level B examination may proceed to Advanced Level B. If they wish to take the Advanced Level A they must first complete the Intermediate Level A Examination.

Order of examinations for Modern:

All examinations, Level 1-6 must be taken in succession.

4. Students who have passed all examinations, Grade 1 to Advanced (for Acrobatic Dance, Ballet, Jazz or Tap) or Levels 1-6 (for Modern), are eligible to apply for the "National Student Achievement Award" (form available on our website in the 'Members only' section).
5. Unless stated otherwise in syllabus, Junior Examinations/Medal tests/Enrichments are conducted by either Teacher or Examiner (Teacher's Choice - to be noted on examination "Entry Form Part B"). Please note that the Examiner can at any time ask questions or ask to see an exercise again, etc.
Senior Examinations/Medal tests/Enrichments are conducted by the Examiner only.
Note: Videoed examinations at all levels are conducted solely by the Teacher.

6. If a student is entered to do 2 or more levels of exams in the same discipline in the same year they must be done in order.
7. An Exam set of “one student” is only accepted when they are the only student in that grade, if there is an odd number of students and two candidates in a set is the maximum allowed, or if the student is from a different studio.
8. If you wish to request an exception to any of the above rules, please fill out the “ Student Exam - Request for Special Consideration” form (available on our National Website) and submit to Exam Registrar. The Registrar will forward your request to the appropriate Examining Board for consideration.
9. Any complaints must be sent in writing by postal mail to CDTA National.
10. Please note that all exam-related email correspondence is now to be sent to the National Exam Registrar at the following email address: exams@cdtanational.ca

III. CANDIDATE ATTIRE & ETIQUETTE **for Acrobatic Dance, Ballet, Jazz, Modern & Tap**

Attire

1. **Bodysuit** - any colour, any style preferably cap sleeve or sleeveless. Undergarments to be concealed.
Dance shorts may be worn over bodysuit and tights for Acrobatic Dance, Jazz, Modern & Tap.
Boys - white or black bodysuit or fitted dance shirt (may be a dress shirt, tucked in pants, for Tap)
2. **Tights** - Ballet - ballet pink, beige or skin tone tights to match shoes; Boys - black dance shorts, tights or leggings (white socks may be worn over tights/leggings or with shorts).
Tap & Jazz - skin tone, beige or black tights. Boys - May wear black fitted pants for Tap and Jazz.
Modern & Acrobatic Dance - bare legs or footless tights allowed.
3. **Shoes** - Tap - any style suitable for age level (any ties to be double knotted).
Jazz - oxford split sole or full sole shoe (no jazz runners, boots or bare feet).
Ballet - pink, black, white or skin tone leather or canvas ballet shoes, split or full sole, with elastics or ribbons.
Modern - barefoot or 1/2 soles
Acrobatic Dance - barefoot
4. **Hair** - pulled back, away from face and off neck, preferably in a ballet bun with NO wisps or bangs.
5. **Jewelry** - NO jewelry - only small pierced earrings, if necessary, or for religious reasons
6. **Makeup** - Light everyday make up is permitted for older students. May have light stage makeup for the Medal Tests if wearing costume(s).

Junior Medal Attire: Costumes are optional.

Light stage makeup suitable for age level recommended if wearing costumes.

Improvisation Section - bodysuit with tights (dance shorts can be worn over the bodysuit and tights) This can also be worn for the combination part of the exam).

Senior Medal Attire Costumes required.

Light stage makeup suitable for age level recommended.

Improvisation Section -bodysuit with tights (dance shorts can be worn over the bodysuit and tights).

**Please direct any questions or concerns regarding candidate's attire
to the Exam Registrar: exams@cdtanational.ca**

General Behaviour

1. Please remind all candidates to acknowledge the Examiner with a “Good Morning” or the appropriate acknowledgement depending on time of day. Before leaving all students must return to the centre of the room and curtsy or bow, say “Thank you” and then exit quietly.
2. The candidates are required to be quiet at all times during the examination and to respond to the Examiner in a respectful manner.
3. Students may be asked to face away from centre of room during improvisation, or other, as requested by Examiner.
4. Dancers may bring water or a medical device (such as an inhaler) into examination room as required.

IV. EXAMINATION PROCEDURE

The Teacher must be behind a screen when they are not conducting the exam. There is to be minimal communication between Teacher and Examiner during the exam.

For any combinations or enchaînements to be choreographed, a list of steps in order must be emailed to examiner ahead of time.

The Teacher must not coach the candidates (at any age or level). If an error is made by the candidate, it will be at the discretion of the Examiner whether or not they are eligible to try again.

All exam candidates must be physically capable of dancing the syllabus work as required.

Exam Scheduling

1. The Examination sessions should be approx. 8 hours per day. (ie. 9AM-5PM) this includes coffee breaks 2x (15 min.) or 3x (10 min.) and a lunch break (30 min).
2. Please pay close attention to EXAM TIME ALLOTMENTS when scheduling your CDTA Exams.
3. If an Examiner-In-Training is scheduled to attend your session 'in-person', the coffee breaks will need to be 20 min. and the lunch break 45 min. in order for the Examiners to discuss and for the exam session to stay on time.

THE SCHEDULE WILL BE REVIEWED BY THE EXAM REGISTRAR IN CONSULTATION WITH THE EXAMINER AS NEEDED.

Numbering

All candidates taking an examination must wear a number on the front and back that is easily visible. Numbers must run in consecutive order. Students will line up front to back (1, 2, 3) at the barre, and left to right (1, 2, 3) in centre. Preferably, the barre should be placed to the Examiner's right or left (not across back of room).

The name of the student should correspond with the number on the examination schedule. Please notify the Examiner prior to the examination if any changes have been made.

Medal Tests

It is recommended to have groups of 2-4 candidates per set for medal test as stated in syllabus. All candidates will enter to greet Examiner and do any required combo or rhythm work individually. For dances, all students will leave the room. The first candidate will enter and perform their first dance, then go out to change (if using costumes) while the next student performs their first dance and so forth, until all dances are finished.

All students will re-enter exam room at the end to say 'Thank you' to Examiner.

Examiners' Table/Protocol

1. Provide the Examiner with this list of amenities:
 - Large table that is skirted or has a tablecloth to the floor in the front
 - Comfortable, upholstered chair with a back
 - Bell
 - Pitcher of water and a drinking glass
 - Tissues
 - Waste Basket
 - Hand sanitizer
 - Disposable masks (if required)
2. Mirrors are to be covered for all exams ('in-person', virtual over Zoom etc., or videoed)
3. If studios are equipped with live-feed cameras/tv's, all cameras must be covered and turned off.
4. Picture taking or audio recording during the exam session is not allowed. Videoing is allowed only for exams being submitted by video. These videos are to be shared with Exam Registrar/Examiners only.
5. The Exam Registrar will provide the studio with the Examiner's meal and snack preferences along with any list of allergies or additional requirements.

If the Teacher has any questions or concerns regarding their exam session, they are to contact the Exam Registrar by email.



Canadian Dance Teachers' Association

"Student Exams - Request for Special Consideration"

Member's Name: _____ Date: _____

Studio: _____

Date of Exam Session: _____

Please explain, in detail, why you require this special request for your upcoming Exam Session.

Please email this form to the Exam Registrar so it can be reviewed by the Registrar or appropriate Examiners' Divisional Committee.

exams@cdtanational.ca

The decision per your request will be forwarded to you via email:

Signature: _____

Email: _____

Exam Entry Form Part A

(sample)



CANADIAN DANCE TEACHERS' ASSOCIATION TAP EXAM ENTRY FORM - PART A STUDENT ENTRY LIST

Please click on arrows for drop down menu; then click on selection.

Studio Name: _____ Phone Number: _____

Exam Session: _____ Year: _____ Email: _____

(If choosing "Other", please submit Special
Conditions of Exam form.)

Exam Location: _____

Teachers: 1) _____

2) _____

3) _____

(Page of) *Please type using upper and lower case letters. **Submit to:** CDTA National Exam Registrar: exams@cdtanational.ca

	First Name	Last Name	Birthdate D/M/Y	Grade/Medal	Teacher #			Result
					#1	#2	#3	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

For Office Use Only

Exam Date: _____

Examiner: _____

Updated January 2022

Exam Entry Form Part B (sample)



CANADIAN DANCE TEACHERS' ASSOCIATION

TAP EXAM ENTRY FORM - PART B

FEE SUMMARY SHEET

Name: _____ Exam Location: _____
 Mailing Address: _____ Email: _____
 City, Province: _____ Postal Code: _____
 Studio Street Address: _____ Phone: _____

(Enter in shaded fields:)

	# of entries	Fee	Total	Individual	Groups of 2	Groups of 3	Groups of 4	Total	
Junior Grades									
Preliminary		\$36	\$0.00	x 15 min	x 20 min	x 25 min	x 30 min	0:00	Hr/Min
Primary		\$41	\$0.00	x 20 min	x 30 min	x 40 min	x 45 min	0:00	Hr/Min
Grade 1		\$46	\$0.00	x 25 min	x 35 min	x 45 min	x 55 min	0:00	Hr/Min
Grade 2		\$53	\$0.00	x 35 min	x 45 min	x 55 min	N/A	0:00	Hr/Min
Grade 3		\$59	\$0.00	x 35 min	x 45 min	x 55 min	N/A	0:00	Hr/Min
Senior Grades									
Grade 4		\$68	\$0.00	x 35 min	x 45 min	x 55 min	N/A	0:00	Hr/Min
Elementary		\$77	\$0.00	x 45 min	x 55 min	x 65 min	N/A	0:00	Hr/Min
Intermediate		\$87	\$0.00	x 45 min	x 60 min	x 75 min	N/A	0:00	Hr/Min
Advanced		\$97	\$0.00	x 45 min	x 60 min	x 75 min	N/A	0:00	Hr/Min
Junior Medal									
Prelim Badge		\$25	\$0.00	x 10 min	x 15 min	x 20 min	x 20 min	0:00	Hr/Min
Pre-Bronze		\$30	\$0.00	x 10 min	x 15 min	x 20 min	x 20 min	0:00	Hr/Min
Bronze		\$35	\$0.00	x 15 min	x 20 min	x 25 min	N/A	0:00	Hr/Min
Silver		\$45	\$0.00	x 20 min	x 35 min	x 45 min	N/A	0:00	Hr/Min
Gold		\$50	\$0.00	x 30 min	x 45 min	x 60 min	N/A	0:00	Hr/Min
Senior Medal									
Bronze		\$55	\$0.00	x 30 min	x 45 min	N/A	N/A	0:00	Hr/Min
Silver		\$65	\$0.00	x 35 min	x 45 min	N/A	N/A	0:00	Hr/Min
Gold		\$75	\$0.00	x 35 min	x 50 min	N/A	N/A	0:00	Hr/Min
Gold Star		\$85	\$0.00	x 40 min	x 60 min	N/A	N/A	0:00	Hr/Min
SUBTOTAL FEES			\$0.00					Total Time	0:00 Hr/Min
Taxes (as applicable)			\$0.00						
TOTAL FEES			\$0.00						

Payment Method: please check one ☐ Cheque ☐ E-Transfer

Exam Preference: please check one ☐ In Person ☐ By Zoom ☐ Videoed

For Junior Levels, exams to be conducted by: ☐ Teacher ☐ Examiner

Preferred Date(s): _____ Impossible Date(s): _____

Date: _____ Teachers Signature: _____

For office use only:
Exam Date: _____
Location: _____
Examiner: _____

Submit to: CDTA National Exam Registrar: exams@cdtanational.ca
 Etransfer payment to: exams@cdtanational.ca
 Mail cheque to: 15-700 Regency Drive, Sherwood Park, AB T8A 6N3
 (No Post-Dated Cheques Accepted) Revised: Mar/22

Student Exam Entry Fees

JAZZ, TAP & ACRO

EXAM GRADE	FEE
Preliminary	36.00
Primary	41.00
Grade 1	46.00
Grade 2	53.00
Grade 3	59.00
Grade 4	68.00
Elementary	77.00
Intermediate	87.00
Advanced	97.00
BADGE/ MEDAL	
Preliminary Badge	25.00
Jr Pre Bronze	30.00
Jr Bronze	35.00
Jr Silver	45.00
Jr Gold	47.00
Sr Bronze	55.00
Sr Silver	65.00
Sr Gold	75.00
Sr Gold Star	85.00

BALLET


EXAM GRADE	FEE
Primary	47.00
Grade 1	50.00
Grade 2	55.00
Grade 3	60.00
Grade 4	70.00
Grade 5 A&B	80.00
Intermediate A&B	90.00
Advanced A&B	100.00
Advanced Award	110.00
BADGE/ ENRICHMENT	
Preliminary	40.00
Primary Enrich.	45.00
Gr 1 Enrich.	47.00
Gr 2 Enrich	49.00
Gr 3 Enrich	51.00
Gr 4 Enrich	56.00
Gr 5 Enrich A&B	61.00
Inter Enrich A&B	66.00
Adv Enrich A&B	71.00

MODERN

EXAM LEVEL	FEE
1	45.00
2	55.00
3	65.00
4	75.00
5	85.00
6	95.00

**These exam fees reflect an average of those charged in the former Branches.
Please note...CDTA National will be covering all exam costs.**

National Examination Reports for Student Exams have been created for all disciplines.

 Canadian Dance Teachers' Association
National Grade 4 Jazz Examination Report Sheet

No. _____

Date _____

Name _____ Age: _____


Terminology
 1. Rock _____ 2. Grand Jeté _____ 3. Posé Turn Inw. _____ 4. Seat Spin with Pelvic Lift and Bodyroll _____
 5. Dbl Pirouette Outw. in plié _____ 6. Single Fan Kick _____ 7. Dbl. Stag Jump _____
 8. Jazz Release from jazz 4th _____ 9. Développé Devant _____ 10. Jazz Sissonné in Attitude _____

Standard not achieved _____ Fair _____ Satisfactory _____ Good _____ Very Good _____ Excellent _____

Comments: _____

	Standard not achieved	Fair	Satisfactory	Good	Very Good	Excellent	Comments
Plié							
Tendu, Fondu and Fouetté Prep.							
Body Roll							
Grand Battement En Cloche							
Centre Floor Stretch: Développé Stretch							
Attitude Stretch							

Mar. 2020

 Canadian Dance Teachers' Association
National Grade 1 Ballet Examination Report Sheet

No. _____

Date _____

Name _____ Age: _____

Theory
 Standard not achieved _____ Fair _____ Satisfactory _____ Good _____ Very Good _____ Excellent _____

Comments: _____

	Standard not achieved	Fair	Satisfactory	Good	Very Good	Excellent	Comments
Plié, Rise / Press ups							
Battement Tendu A & B							
Prep. for Retiré							
Grand Battement A & B							
Prep. for Sauté							
Stretch							
Port de bras							
Chassé							

Grade 1 Ballet Mar. 2020



National Student Achievement Award **Application Form**

Available to students achieving the Advanced Level in the year 2000 or later.

(Please print clearly)

Date: _____

The National Student Achievement Award recognizes students who have passed all their CDTA examinations from Grades One to Advanced in Jazz, Tap, Acrobatic Dance or Ballet, or, Levels One to Six in Modern. All applicants are required to provide the information stipulated below which shall be verified prior to the receipt of their award.

Student's Name: _____

Student's Mailing Address: _____

Current Studio or Studio Graduated from: _____

Discipline: (please check)

- ☐ Tap
- ☐ Jazz
- ☐ Ballet
- ☐ Acrobatic Dance
- ☐ Modern

Please attach photocopies of the certificates for each grade. All grades must be included. Please list in chronological order the studios where the student attended when the examination was taken:

Grade or Level	Studio	Date

Please forward to the Exam Registrar: exams@cdtanational.ca

Studio Director/Owner: _____ Signature: _____

Membership # _____



COMPULSORY COMBOS

for

CDTA TAP EXAMINATIONS

(Primary to Grade Four)

(For exams to be held from July 1, 2022 - August 31, 2024)

PRIMARY

#1a or b
#3a or b
#4

GRADE ONE

#3
#4
#6

GRADE TWO

#4
#5a or 5b
#7
#9

GRADE THREE

#3
#4
#5
#9

GRADE FOUR

#4
#6a or b
#7
#9



CDTA NATIONAL

Waiver for Student Examinations via Video Submission

STUDENT AGREEMENT

****To be completed by Parent / Guardian /or Student (if 18 and over.)**

CDTA examinations submitted by video are required to meet all the criteria of a regular CDTA examination session where the examiner is 'in-person'.

The following must also be adhered to:

- Parent / guardian of student / or student 18 years of age must sign this consent form, allowing their child to be videoed and agreeing to the terms and conditions of the videoed examination. Signed consent forms must be submitted to your teacher before examination.
- One 'Student Agreement' is to be submitted per student (not per exam).
- Students will not be given the Examiner's contact details.
- The students will be filmed in a dance studio or other suitable examination room.
- CDTA will only share video examination submissions with the Examiner for that session.
- Students are taking part at their own risk and are responsible for their own safety and welfare.
- Parents / Guardians must consent to the submitted video / videos being forwarded and viewed by a CDTA Examiner for the purposes of examination of the student / students. Any examination videos held by the CDTA will be retained until after they are viewed and marked, after which time they will be deleted from their files.

I agree to the above conditions for a CDTA Video Submission examination.

Student's Name: _____

Signature of Parent / Guardian (under age 18): _____

(By typing your name, you are confirming the information on this waiver is true and correct.)

Signature of Student (age 18 and over): _____

(By typing your name, you are confirming the information on this waiver is true and correct.)

Date: _____



CDTA NATIONAL

Waiver for Student Examinations via Video Submission

TEACHER SUMMARY SHEET (**To be completed by accredited CDTA teacher.)

CDTA examinations submitted by video are required to meet all the criteria of a regular CDTA examination session where the examiner is 'in-person'.

The following must also be adhered to:

- The teacher must ensure that a parent / guardian of the student /students has signed the 'Student Agreement'. These signed consent forms are to be collected by the Teacher, who will email the 'Teacher Summary Sheet' on behalf of all students to the CDTA Exam Registrar (exams@cdtanational.ca) before the examination session.
- One 'Student Agreement' is to be collected per student (not per exam).
- Students must not be given the Examiner's contact details.
- The students must be filmed in a dance studio or other suitable examination room.
- CDTA will only share video examination submissions with the examiner for that session unless permission otherwise is granted by the Teacher.
- Students are taking part at their own risk and are responsible for their own safety and welfare.
- Parents / Guardians must consent to the submitted video / videos being forwarded and viewed by a CDTA Examiner for the purposes of examination of the student / students. Any examination videos held by the CDTA will be retained until after they are viewed and marked, after which time they will be deleted from their files.)

I agree to the above conditions for a CDTA Video Submission examination.

Studio: _____ No. of exam Students: _____

Signature of Teacher: _____

(By typing your name, you are confirming the information on this waiver.)

Date: _____

List of Students participating in today's Videoed Examinations:

(All individual videoed submission 'Student Agreements' must be kept on file by the Teacher for a period of three months following exams.)**

1. Name: _____
2. Name: _____
3. Name: _____
4. Name: _____
5. Name: _____
6. Name: _____
7. Name: _____
8. Name: _____
9. Name: _____
10. Name: _____
11. Name: _____
12. Name: _____
13. Name: _____
14. Name: _____
15. Name: _____
16. Name: _____
17. Name: _____
18. Name: _____
19. Name: _____
20. Name: _____

CDTA VIDEOED EXAMS – TEACHER NOTES

JAZZ EXAMINATIONS

Each exam is to be conducted by Teacher and be videoed showing syllabus work in one take. Camera may be moved during exam to best show students, but video must be kept running. A camera operator may be in room if necessary. At beginning of set, Teacher is to:

1. State own name, studio name, students' grade, and date and time of day, both verbally and on a poster held up to the camera.
 2. Have students greet Examiner all together, then individually say their name and number to the camera in a closeup. Candidates must be wearing numbers (front & back) that are easily read from a distance.
- Cover all mirrors as per usual. Have students say "thank you" to Examiner at the end.

**Exam Registrar will fill out all report sheets and send directly to the Examiner.
With this, Teacher must email Exam Registrar the following information
at least two weeks ahead of time:**

1. An exam schedule, dated, based on exam times (with breaks) as usual, as if Examiner was there in person. This date will be used on students' report sheets and certificates.
Please include each candidate's number on schedule. (The actual videoing can take place on these dates or prior to them, whichever works best for the studio.)
2. A list of Teacher's Choice combos, with any options for Stretches, etc. in certain grades identified, plus any list of steps required for combinations involving "Teacher's Own Choreography" as stated in syllabus notes.

**Studio must send the Examiner all videoed sets on a USB stick (clearly labelled), SD Card, or share link by other means such as Dropbox – method to be worked out with Exam Registrar and Examiner.
Any videos sent by mail to Examiner must be sent by Express Post OR Expedited so it can be tracked.**

For videoed exams, most levels are to be examined IN SETS OF TWO ONLY. If there is an odd number of students in any Jazz grade, one set of three students is permitted. If that is the case, the "Barre Work" may have to be videoed in two takes (one student, then two), and all moving combinations must be shown individually. The exam may take up to 15 minutes longer than stated.

**IF STUDENT(S) ARE SICK OR IN QUARANTINE ON "EXAM DAY" (DATE OF VIDEOING),
TEACHER MAY SUBMIT VIDEO OF STUDENTS TO SAME EXAMINER WITHIN 4 WEEKS OF
ORIGINAL EXAM DATE. IF SUBMITTED AFTER THAT,
STUDENT(S) WILL BE EXAMINED IN NEXT SESSION.**

**PRIOR TO TEACHER VIDEOING A STUDENT'S EXAM, PARENTS MUST SIGN A CDTA VIDEO
RELEASE FORM, AS WELL AS A COVID WAIVER (AS REQUIRED).
TEACHER MUST SUBMIT A SUMMARY OF BOTH THESE WAIVERS TO EXAM REGISTRAR.**

PRELIMINARY JAZZ

(max 3 students per set)

Teacher is to have students show some combos to music individually (if possible).

Follow syllabus directives as per usual.

PRIMARY JAZZ

(max 3 students per set)

Terminology:

Directions of the Room – Students to show all together.

Each student to show one Corner or Wall.

Five Positions of Head – Students to show and say them all together to save time.

Positions of the Arms – Each student to show a couple of positions until all positions have been shown.

All other terms, are to be shown individually on one side, then all together on the other.

All other Set Exercises and Dance: Students to show all together, on both sides if indicated, **except for the Rhythm and Dance Movement** which is to be shown individually, **and Travelling Steps** down the room, which are to be shown one at a time continuously.

Dance: To be shown all together.

GRADE ONE JAZZ

(max 2 students per set)

Terminology: For all terms, Teacher should ask a student to show individually on one side, then ask both students to show together on the other side.

EXCEPTIONS...

Positions of Feet – Have candidates show all together. Then ask each to show a position on their own.

Barre: Exercises are to be shown all together on both sides, except when exercise itself is choreographed to show both sides.

Centre Floor Stretch: Exercises are to be shown together.

Rhythm and Dance Movement: Exercise is to be shown individually.

Combinations: Exercises are to be shown together, EXCEPT if in a group of three, to be shown 2 + 1.

Travelling Step: Show steps down the room from Corner 3 starting on the right, then from Corner 4 starting on the left. Shown individually and continuously on both sides.

Dance: Shown together.

GRADE TWO JAZZ

(max 2 students per set)

Terminology

For all terms, Teacher should ask a student to show a specific term individually on one side, then ask all students to show that same term all together on the other side.

Exceptions:

Pas de Bourrées side to side and **Jazz Runs** - can be shown on both sides, together or individually.

Double Outward Pirouette - Have each student show individually on their “favourite” side, then all candidates show together on the other side.

Barre: Exercises to be shown together all together on both sides, except when exercise itself is choreographed to show both sides.

Centre Floor Stretch: Exercises are to be shown together.

Isolation Combination: Shown together.

Rhythm and Dance Movement: Exercise is to be shown individually.

Combinations: **Combo #1** – To be shown one at a time.

Combo #2 – Show one at a time on right side, then together on other side.

Travelling Step: Show steps down the room from Corner 3 starting on the right, then from Corner 4 starting on the left. Shown individually and continuously on both sides.

Dance: Shown together.

GRADE THREE JAZZ

(max 2 students per set)

Terminology

For all terms, Teacher should ask a student to show a specific term individually on one side, then ask both students to show that same term all together on the other side.

**** Exceptions:** **Ballet Attitude Derriere** and **Jazz Split** - can be shown all together on one side.

Double Inward Pirouette - let each candidate show individually on their “favorite” side, then all together on the other side.

Barre: Exercises are to be shown together on both sides, except when exercise itself is choreographed to show both sides.

Centre Floor Stretch: Exercises are to be shown together.

Isolation Combination: Shown together.

Rhythm and Dance Movement: Exercise is to be shown individually.

Combinations: **Combo #1** – Show one at a time.

Combo #2 – Show one at a time on right side, then together on other side.

Travelling Step: Show steps down the room from Corner 3 starting on the right, then from Corner 4 starting on the left. Shown individually and continuously on both sides.

Dance: Shown together.

GRADE FOUR JAZZ

(max 2 students per set)

Terminology

Generally, **unless otherwise stated in syllabus**, Teacher should ask each student to show a specific term on one side, then have everyone show that term on the other side.

(For Pirouettes, use same protocol as previously stated in Grades 2&3 for Pirouette.)

Barre: Exercises are to be shown together on both sides, except when exercise itself is choreographed to show both sides.

Centre Floor Stretch: Exercises are to be shown together.

Isolation Combination: Shown all together.

Combinations: Exercises are to be shown individually. For **Combo #1**, “teacher’s choreography”, teacher must email the Exam Registrar the list of required elements in order of appearance.

Travelling Steps: Are to be shown individually and continuously travelling down the room from Corner 3 to 1 starting on the right, then from Corner 4 to 2 starting on the left.

Dance: Shown together.

ELEMENTARY, INTERMEDIATE, ADVANCED JAZZ

(max 2 students per set)

Terminology

Generally, **unless otherwise stated in syllabus**, Teacher should ask each student to show a specific term on one side, then have everyone show that term on the other side.

Exceptions: For Pirouettes & Fouettés, use same protocol as previously stated in Grades 2&3 for Pirouette.

Barre: Exercises are to be shown together on both sides, except when exercise itself is choreographed to show both sides.

Centre Floor Stretch: Exercises are to be shown together.

All Combinations: Exercises are to be shown individually. For any combo requiring teacher’s choreography, teacher must email the Exam Registrar the list of required elements in order of appearance.

Travelling Steps: Unless specified otherwise, are generally to be shown individually and continuously travelling down the room from Corner 3 to 1 starting on the right, then from Corner 4 to 2 starting on the left.

Improvisation: For Advanced only -For these videoed exams, **teacher** will choose and play a piece of music, different than any other music the student is using in exam or for choreography. Each student is to improvise to a different piece of music. (Teachers are on the honour system to choose music the candidate is not familiar with.)

Dance: Shown individually.

CDTA VIDEOED EXAMS – TEACHER NOTES

TAP EXAMINATIONS

Each exam is to be conducted by Teacher and be videoed showing syllabus work in one take. Camera may be moved during exam to best show students, but video must be kept running. A camera operator may be in room if necessary. At beginning of set, Teacher is to:

1. State own name, studio name, students' grade, and date and time of day, both verbally and on a poster held up to the camera.
 2. Have students greet Examiner all together, then individually say their name and number to the camera in a closeup. Candidates must be wearing numbers (front & back) that are easily read from a distance.
- Cover all mirrors as per usual. Have students say "thank you" to Examiner at the end.

Exam Registrar will fill out all report sheets and send directly to the Examiner.

**With this, Teacher must email Exam Registrar the following information
at least two weeks ahead of time:**

1. An exam schedule, dated, based on exam times (with breaks) as usual, as if Examiner was there in person. This date will be used on students' report sheets and certificates.
Please include each candidate's number on schedule. (The actual videoing can take place on these dates or prior to them, whichever works best for the studio.)
2. A list of Teacher's Choice combos, with any options for Stretches, etc. in certain grades identified, plus any list of steps required for combinations involving "Teacher's Own Choreography" as stated in syllabus notes.

**Studio must send the Examiner all videoed sets on a USB stick (clearly labelled), SD Card, or share link by other means such as Dropbox – method to be worked out with Exam Registrar and Examiner.
Any videos sent by mail to Examiner must be sent by Express Post OR Expedited so it can be tracked.**

For videoed exams, most levels are to be examined IN SETS OF TWO ONLY. If there is an odd number of students in any Jazz grade, one set of three students is permitted. If that is the case, the "Barre Work" may have to be videoed in two takes (one student, then two), and all moving combinations must be shown individually. The exam may take up to 15 minutes longer than stated.

**IF STUDENT(S) ARE SICK OR IN QUARANTINE ON "EXAM DAY" (DATE OF VIDEOING),
TEACHER MAY SUBMIT VIDEO OF STUDENTS TO SAME EXAMINER WITHIN 4 WEEKS OF
ORIGINAL EXAM DATE. IF SUBMITTED AFTER THAT,
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RELEASE FORM, AS WELL AS A COVID WAIVER (AS REQUIRED).
TEACHER MUST SUBMIT A SUMMARY OF BOTH THESE WAIVERS TO EXAM REGISTRAR.**

PRELIMINARY TAP

(max 4 students per set)

Teacher to have students show some combinations to music individually, so sounds can be heard.
Follow syllabus material as usual.

PRIMARY TAP

(max 3 students per set)

Terminology: Teacher should ask one candidate to show a term on one side, then all candidates will show that term on the other side (and so on for all terms).

For Terminology, students demonstrate only – sometimes examiner will ask a verbal question to aid student if they need a helpful hint (e.g. asking ball tap and candidate does toe tap). Teacher may do the same in videoed exam.

Rhythm Study: Shown one at a time.

Combinations: All to be shown separately on one side then all together on other side. Alternately, could be shown continuously on each side: i.e. first student shows twice (or R and L), then second student picks it up and shows the same, without music stopping to replay intro.

Dance: Shown together. If three students are in set, one will have to show alone, or one other student could do it again with them (if candidate does not want to do it alone).

GRADE ONE TAP

(max 2 students per set)

Terminology: Teacher should ask one candidate to show a term on one side, then both candidates will show that term on the other side (and so on for all terms). Alternate which candidate shows term first.

(Questions to choose from to ask students)

1. **Step** Does this movement have a change of weight?
What part of the foot strikes the floor on a step?
2. **Stamp** Is there a change of weight on a stamp?
What part of the foot strikes the floor on a stamp?
What kind of a sound does a stamp have, loud or soft?
What do we call that? (an accent)
What movement makes a louder sound, a step or a stamp?
3. **Tap (Ball, Heel, or Toe)** For each of these three:
What part of the foot hits the floor?
Is there a change of weight?
Does it stay on the floor or release?
If it stayed on the floor, what would it be called? (e.g. if you originally asked for a “ball tap”, if it stayed on the floor it would be a “Ball beat”)
Where does the movement come from? (ball tap – the ankle,
heel tap – the hip joint, toe tap – the knee joint)

4. **Jump** How many feet does a jump land on?
What part of the feet do you land on?
5. **Hop** What part of the foot do you land on?
Do you land on the same foot, or the other one?
* General - What do the jump, hop, and leap have in common? (all spring into the air)
6. **Leap** What part of the foot do you land on?
Do you land on the same foot, or the other one?
7. **Scuff** What part of the foot hits the floor?
Can it be done another way?
What kind of motion is it? Which direction is it?
Does it have a change of weight?
8. **Stud** What part of the foot hits the floor?
What kind of sound is it, loud or soft? What is that called?
Does the foot release or stay on the floor?
9. **Ball Dig/Heel Dig** What part of the foot digs into the floor?
Is it done with or without a change of weight?
Can you show each way?
10. **Shuffle** How many sounds does it have?
What two movements make up a “shuffle”?
How do you count a shuffle?
11. **Flap/Back Flap/Running Flap** (similar questions as for #10 above)
12. **Ball Change** (similar questions as for #10 above), plus
Which step has the accent, or loud sound?

Standard Combinations: Ask one student to show and count a certain type of **essence**, the other to count in a different direction and explain it. Also ask them “How should an essence sound?”, or, “Are there any accents in an essence?” Students need to show essence all three ways (front/side/back).
Minimum of **eight time steps** are to be shown individually to music.

Rhythm Study: Shown one at a time.

Set Combinations: Students will take turns counting combos. All combos are to be shown individually on one side then all together on other side. Alternately, where appropriate, should be shown continuously on each side: i.e. first student shows twice (or R and L), then second student picks it up and shows the same, without music stopping to replay intro (as for Combo #4). Or, one student shows entire combo (with intro) and stops, then music is replayed for second candidate to do the same.
(There are several options – just depends on the combo.)

Dance: Shown together.

GRADE TWO TAP

(max 2 students per set)

Terminology: Teacher should ask one candidate to show a term on one side, then both candidates will show that term on the other side (and so on for all terms). Alternate which candidate shows term first.

(Questions to choose from to ask students):

1. **Stomp** What part of the foot strikes the floor?
Does it make a soft or loud sound?
Does it have a change of weight?
2. **Buck** What part of the foot pushes across the floor?
Does it have a change of weight?
3. **Hitch** What part of the foot does a short slide?
Can it be done in different directions? Can you show me one in another direction.
Does it have a change of weight?
4. **Drop (Ball/Heel)** What part of the foot hits the floor?
Does it have a change of weight?
Can you show me another way?
5. **Click (Heel/Toe)** (all ways) What part of the foot makes the sound?
Can you show me another way to do it?
How do you place your feet when showing a toe click with both feet?
6. **Double Pick Up** How many sounds does a “pick up” make?
How do you count it?
What movements are in a “pick up”?
7. **Scuffle** How many sounds in a “scuffle”?
What movements are in a “scuffle”?
How do you count it?
8. **Slap** How many sounds in a “slap”?
What movements make up a “slap”?
Can you show me the other way to do it?
How do you count it?
9. **Riff** What movements make up a riff?
How many sounds are in it?
How do you count this riff?
10. **3 Beat Riff** What movements make up a 3 beat riff?
How do you count the 3 beat riff?

Standard Combinations:

Ask students to count or explain each term. Make sure different candidates are doing the counting and explaining – taking turns.

In addition...- After they have shown all **cramp rolls**, ask them to show separately a series of cramp rolls without music: for example...

- two on R, then two with brush on R and repeat (to see if they can do them in a steady beat without pause in between), **or**
- three on R then a pass cramp roll, then 3 on L with a pass cramp roll

See the **waltz clogs** to music, for example, 4 with leap in place, then four with brush leap travelling forward. Candidates will dance continuously in ballet style (or clogging style). Ask them to say what style they are doing it in.

For **time steps**, one student can count 1s, 1d, and 2 tr and next student can count 2s, 2d, 2 tr. Then have them combine to music, **e.g.** 2 s, 2 d, 4 tr **OR** 3 s, 3 d, 2 tr.

Have each student do these individually one after each other (continuously) to music.

Rhythm Study: Shown one at a time.

Set Combinations: Students will take turns counting combos R or L (one counts R and one counts L), but will dance them separately on one side and together on other, or R and L continuously where appropriate.

Note: For students showing 10a, b, or c, please ask each student to describe style/sound/rhythm of combo they are dancing (see syllabus notes for possible questions). For example, one student could describe 10a and one 10c.

Dance: Shown together.

GRADE THREE TAP

(max 2 students per set)

Terminology: Teacher should ask one candidate to show a term on one side, then all candidates will show that term on the other side (and so on for all terms). Alternate which candidate shows term first.

(Questions to choose from to ask students)

1. **Slam** What part of the foot hits the floor?
What part of the body does the movement in a slam come from?
Can you show me two ways of doing a slam without a change of weight?
Does it have a loud or soft sound? What do we call that?
2. **Slide** Where does the movement go on a slide?
What part of the foot does a “slide”?
Can it be done with a change of weight?
3. **Draw** Where does the movement go on a “draw”?
What part of the foot does a “draw”?
Can it be done with a change of weight?

4. **4 Beat Riff** What movements make up a 4-beat riff?
How do you count the 4-beat riff?
5. **5 Beat Riff** What movements make up a 5-beat riff?
How do you count the 5-beat riff?
6. **Pick Up** How many sounds does a “pick up” make?
How do you count it?
What movements are in a “pick up”?
7. **Pick Up Change** How many sounds does a “pick up change” make?
How do you count it?
What movements are in a “pick up change”?
Which “pick up” changes feet?
8. **Double Wing** How many sounds does a wing have?
What are the movements in a “double wing”?
How do you count a “double wing”?
9. **Bite Cramp Roll** How many sounds in a bite cramp roll?
What movements make up a “bite cramp roll”?
How do you count a “bite cramp roll”?
10. **Change Cramp Roll** What are the movements in a “change cramp roll”?
How many sounds does it have?
How do you count a regular “change cramp roll”?
How do you count it as a “bite change cramp roll”?

Standard Combinations:

Ask students individually to count, explain, or give history of each term. Make sure different students are counting, explaining, or giving history, etc. Basically, students take turns.

i.e. One student shows and describes, other shows and counts. Then one gives history. Alternate this process.

In addition...have students show these to music after they have counted, explained, and told history:

Grapevine around the room in a circle – showing the two different rhythms –
e.g. 1 2 3 4 &5&6&7&8 and repeat. Show this one together to the R.

Front and Back Irishes – for example, four of each beginning on R (or L).
Show continuously one at a time.

Cincinnati – four of each beginning on R (or L)

For **Stomp time Steps**, have them combine to music, e.g. 3 single, 3 double, 2 triple and repeat. Or 4 of each and stop. See each student do these individually – could show continuously where after first student has shown 3s, 3d, and 2tr, the next student will begin.

Rhythm Study: Shown one at a time.

Set Combinations: Students will take turns counting combos, but will dance them separately on one side and together on other, or R and L continuously where appropriate.

Dance: Shown together.

GRADE FOUR TAP

(max 2 students per set)

Terminology: Teacher should ask each student to show all terms on both sides. Alternate which candidate shows term first. For all terms, ask students (alternating):

What movement(s) make up each? How many sounds in each? How do you count each?

(At these levels, when students answer “what movements make up each?”, they may give the definition from the syllabus which is fine.

Standard Combinations:

Students are to individually count, explain, or give history of each term. Different candidates should do each. Basically, they take turns.

i.e. One student shows and describes the term; next student shows and counts. Students alternate giving history.

You will also ask to see the following to music:

Falling Off the Log and Trenches – Show 3 sets of falling off the log and 3 trenches and pause; repeat beginning left. (To be shown individually so student has room to travel.)

Shim Sham – Students to show together.

Time Steps – Wing and Cramp Roll – Students to show individually:

Show 2s, 2d, 4 tr wing time steps, followed by 2s, 2d, 4 triple cramp roll time steps

Rhythm Study: To be shown one at a time.

Set Combinations: Students will take turns counting combos. Some combos may be asked to be counted on one side by each candidate in exam and danced one at a time to music on the other side.

Depending on the combo, they may be danced separately on one side and together on other, or R and L continuously where appropriate.

Dance: Shown together.

ELEMENTARY TAP

(max 2 students per set)

Terminology: Teacher should ask each student to show all terms on both sides. Alternate which student shows term first. For all terms, ask students (alternating):

What movement(s) make up each? How many sounds in each? How do you count each?

(At these levels, when students answer “what movements make up each?”, they may give the definition from the syllabus.)

Students are to show the following **to music, individually and continuously:**

- Three 4-count double pickups combined with one 5 count double wing, and repeat (one at a time) (also to shown on other side)
- Pendulum wings – ask each student for 8 counts (or 4 pendulum wings) on each side
- 4 shuffle pick up changes then 4 with cramp

Standard Combinations:

Ask students individually to count, explain, or give history of each term. Make sure different candidates are doing the counting, explaining, history, etc. Basically, they take turns. i.e. One candidate shows and describes, next shows and counts (candidates then alternate giving history).

Now, dancing all together with music...

For **Falling off the Log** – ask “beginning right foot lifted up, give me 1 falling off the log beginning with a hop, then 3 with a leap, then repeat all to other side”

For **Essence** – prepare a short combo (16 cts) for them to dance one at a time continuously that shows varied essence from this grade in it.

For **Change Time steps** – ask them to show one at a time continuously:
3 change time steps (1 s, 1d, 1tr) and a half break, once to each side. Ask them to use a variety of ways to show these when they do it – some on spot, some turning, some travelling (beginning with stomp or shuffle).

For **Round Breaks** – ask them to show together:
1s, 1d, 1tr (all with change time step), then two half breaks. Repeat all beginning other side.

Standard Style Steps:

Teacher to have students show together a prepared combo for **Susi Q and Truckin'**, as well as a combo for **Charleston** (32 counts).

Set Combinations: Students will alternate counting combos, however for the longer Set Rhythm Combinations, each student will count half the combo, i.e. first candidate will count first 16 counts (or first half), then next candidate will pick it up and count the rest.

Combo #1 – Show to music individually on both sides, continuously.

Combo #2 – Shown to music individually on first side, then dance together on other side.

Combo #3 – Shown complete combo to music individually.

Rhythm Study: Shown one at a time. Each student may choose to show either “a” or “b”.

Dance: Shown individually.

INTERMEDIATE and ADVANCED TAP

(max 2 students per set)

Terminology (for both grades): Teacher to ask each student to show each term. Terms will not be combined for videoed exams. For all terms: Ask students what movements make up each?

How many sounds in each? How do you count each?

(At these levels, when students answer “what movements make up each?”, they may give the definition from the syllabus.)

Standard Combinations (in ADVANCED only): Ask students History and counts of each.

For both **Soft Shoe** and **Shim Sham Shimmy...** If there are two in the set, have one student count the first half of the combination, then second student counts the rest. Students will dance each separately to music.

For History, in a set of two, one student is to give history of Soft Shoe and the other, history of Shim Sham Shimmy.

Rhythm Interpretation (in INTERMEDIATE):

For videoed exams, the Teacher will create and clap a rhythm (three times, with pause in between each time), and student will mark. Each student in set is to be given a different 8-count rhythm. If the Teacher needs assistance with this, they are to contact the Exam Registrar at exams@cdtaskbranch.com.

Set Combinations (for both INTERMEDIATE and ADVANCED):

All combos are to be shown one at a time. For shorter combos, students will take turns counting.

For the longer Set Combinations, each student may count half the combo, i.e. first student will count first 16 counts (or first half), then next student will pick it up and count the rest. Then they may dance it separately to the music on one side, and together on the other, depending on size of studio space.

Alternately, each student may count it all the way through on one side, then dance it to the music on the other.

Improvisation (in ADVANCED): For these videoed exams, the teacher will choose and play a piece of music, different than any other music the student is using in exam or for choreography. Each student is to improv to a different piece of music. (Teachers are on the honour system to choose music the candidate is not familiar with.)

Dance: Shown is to be shown individually for both grades.

CDTA VIDEOED EXAMS – TEACHER NOTES

BALLET EXAMINATIONS

Each exam is to be conducted by Teacher and be videoed showing syllabus work in one take. Camera may be moved during exam to best show students, but video must be kept running. A camera operator may be in room if necessary. At beginning of set, Teacher is to:

1. State own name, studio name, students' grade, and date and time of day, both verbally and on a poster held up to the camera.
 2. Have students greet Examiner all together, then individually say their name and number to the camera in a closeup. Candidates must be wearing numbers (front & back) that are easily read from a distance.
- Cover all mirrors as per usual. Have students say "thank you" to Examiner at the end.

Exam Registrar will fill out all report sheets and send directly to the Examiner.

**With this, Teacher must email Exam Registrar the following information
at least two weeks ahead of time:**

1. An exam schedule, dated, based on exam times (with breaks) as usual, as if Examiner was there in person. This date will be used on students' report sheets and certificates.
Please include each candidate's number on schedule. (The actual videoing can take place on these dates or prior to them, whichever works best for the studio.)
2. A list of any chosen options from the syllabus, plus any list of steps required for combinations involving "Teacher's Own Choreography" as stated in syllabus notes.

**Studio must send the Examiner all videoed sets on a USB stick (clearly labelled), SD Card, or share link by other means such as Dropbox – method to be worked out with Exam Registrar and Examiner.
Any videos sent by mail to Examiner must be sent by Express Post OR Expedited so it can be tracked.**

For videoed exams, most levels are to be examined IN SETS OF TWO ONLY. If there is an odd number of students in any Jazz grade, one set of three students is permitted. If that is the case, some "Barre Exercises" and "Centre Exercises" may have to be videoed in two takes (one student, then two students). All moving combinations must be shown individually. The videoed exam may take up to 15 minutes longer than stated.

**IF STUDENT(S) ARE SICK OR IN QUARANTINE ON "EXAM DAY" (DATE OF VIDEOING),
TEACHER MAY SUBMIT VIDEO OF STUDENTS TO SAME EXAMINER WITHIN 4 WEEKS OF
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RELEASE FORM, AS WELL AS A COVID WAIVER (AS REQUIRED).
TEACHER MUST SUBMIT A SUMMARY OF BOTH THESE WAIVERS TO EXAM REGISTRAR.**

PRELIMINARY BADGE

(max 4 students per set)

Teacher is to have students show some combos to music individually (if possible).

Follow syllabus directives as per usual.

PRIMARY BALLET

(max 4 students per set)

Theory: Teacher to ask each candidate to demonstrate one term and then all candidates will show the same term together (and so on, for all Theory).

Exercises: To be shown all together. Travelling steps shown continuously according to teacher's arrangement. Done 2 at a time (i.e. walking, running, marching, skipping)

Mime Dance & Révérence: To be shown all together, or 2 at a time, for video.

PRIMARY ENRICHMENT

(max 4 students per set)

Warm up and Centre: To be shown as teacher has arranged.

Animal Characterization: For videoed exams, Teacher is to provide a characterization for the student to follow.

Dance & Révérence: To be shown all together, or 2 at a time, for video.

GRADE ONE BALLET

(max 3 students per set)

Theory: Teacher to ask each candidate to demonstrate one term and then all will show the same term together. (And so on for all theory)

Exercises: Barre exercises to be shown on both sides where applicable. Any exercises facing the barre should be shown one time through.

Centre Work: To be shown as teacher has arranged. Sautés and Echappé sautés (may be combined).

Révérence: To be shown together.

GRADE ONE ENRICHMENT

(max 3 students per set)

Warm up and Centre: To be shown as teacher has arranged.

Rhythm: To be shown one candidate at a time.

Mime: For these videoed exams, the Teacher will present students with a specific subject and situation; music is optional. There is to be no coaching.

Dance & Révérence: To be shown together.

GRADE TWO BALLET

(max 2 students per set)

Theory: Teacher to ask each candidate to demonstrate one term and then all will show the same term together (and so on, for all Theory). Teachers are to ask French terms throughout, alternating candidates.

Exercises: Barre exercises to be shown on both sides where applicable. Any exercises facing the barre should be shown one time through.

Centre Work: To be shown as teacher has arranged.

Enchaînements (A & B): All steps not included in the teacher's arrangement are to be shown separately.

Révérence: To be shown together.

GRADE TWO ENRICHMENT

(max 2 students per set)

Warm up and Centre: To be shown as teacher has arranged.

Centre: To be shown as written.

Improvisation: For these videoed exams, teacher will play a piece of music that the candidate is not familiar with. To be shown all candidates at the same time, together.

Dance & Révérence: To be shown together.

GRADE THREE BALLET

(max 2 students per set)

Theory: Teacher should ask each candidate to demonstrate one term and then all will show the same term together (and so on for all theory). Teachers are to ask French terms throughout and ensure that all candidates are asked.

Exercises: Barre exercises to be shown on both sides where applicable. Any exercises facing the barre should be shown one time through.

Centre Work: To be shown as teacher has arranged.

Enchaînements (A & B): All steps not included in the teacher's arrangement are to be shown separately.

Révérence: Shown all together.

GRADE THREE ENRICHMENT

(max 2 students per set)

Warm up: To be shown as teacher has arranged.

Exercises: Exercises should be shown 2 at a time at the barre, one time through. Prep for turns is to be shown both sides, one at a time.

Improvisation: For these videoed exams, teacher will play two pieces of music that the candidate is not familiar with. To be shown separately by each candidate, using their choice of one of the two pieces of music.

Révérence: To be shown all together.

GRADE FOUR BALLET

(max 2 students per set)

Theory: Teacher should ask each student to demonstrate one term and then all will show the same term together (and so on for all theory). Teachers are to ask French terms throughout and ensure that all students are asked.

Exercises: Barre & Centre exercises to be shown on both sides where applicable. Any exercises facing the barre should be shown one time through. (If exam set has 3 candidates, the Allegro Section is to be performed in groups of 2 and 1.)

Révérence: To be shown all together.

GRADE FOUR ENRICHMENT

(max 2 students per set)

Warm up: Perform as written.

Exercises: To be shown on both sides where applicable. All exercises facing the barre should be shown one time through. For videoed exams, the teacher will have the choice of either #18 or #19.

Dance: To be shown together (2 at a time).

Révérence: To be shown together.

GRADE FIVE BALLET

(max 2 students per set)

Theory: Teacher should ask each candidate to demonstrate one term and then all will show the same term together (and so on for all theory). Teachers are to ask French terms throughout and ensure that all candidates are asked.

Exercises: Barre & Centre exercises to be shown on both sides where applicable. All exercises facing the barre should be shown one time through. (Applicable to pointe section as well).

Enchaînement: To be shown one at a time.

Allegro Steps: Teacher's own arrangement. All steps not included in the teacher's arrangement are to be shown separately (both sides).

Pointe Work: The video is to be kept running while students are putting their pointe shoes on.

Révérence: To be shown all together.

Boys: Are to be videoed separately while girls are putting their pointe shoes on and will complete their révérence and leave prior to the girls showing their pointe work.

GRADE FIVE ENRICHMENT

(max 2 students per set)

16th Century Steps: To be demonstrated on both sides.

Questions: "Understanding of development of ballet" will be sent to teacher prior to exam day.

Dance: To be demonstrated either in pointe shoes (Level A) or in ballet slippers (Level B).

Révérence: To be shown all together.

INTERMEDIATE ENRICHMENT

(max 2 students per set)

Warm Up: Teacher's Arrangement.

Exercises: Port de Bras and Adage to be demonstrated 2 at a time. Turns demonstrated individually.

Allegro Enchaînement: Teacher's own arrangement. All steps not included in the teacher's arrangement are to be shown separately (both sides).

Dance: To be presented as a solo either in pointe shoes (Level A) or in ballet slippers (Level B).

Révérence: To be shown all together.

INTERMEDIATE BALLET

(max 2 students per set)

Theory: Teacher should ask each candidate French terms throughout the examination. There is no separate theory section.

Exercises: Barre/Centre exercises to be shown on both sides where applicable. All exercises facing the barre should be shown one time through. (Applicable to pointe section as well).

Allegro Enchaînement: Teacher's own arrangement. All steps not included in the teacher's arrangement are to be shown separately (both sides).

Pointe Work: The video is to be kept running while students are putting their pointe shoes on. In videoed exams, for Examiner's Enchaînement, the teacher will prepare an appropriate enchaînement using vocabulary from the list in the syllabus.

Révérence: To be shown all together.

Boys: Are to be videoed separately while girls are putting their pointe shoes on and will complete their révérence and leave prior to the girls showing their pointe work.

ADVANCED ENRICHMENT

(max 2 students per set)

Exercises: All Centre Work to be demonstrated 2 at a time.

Centre Practice and Adage: - Teacher's Arrangement

Batterie: Teacher's own arrangement - All steps not included in the Teacher's arrangement are to be shown separately (both sides)

Dance: To be presented as a solo either in pointe shoes (Level A) or in ballet slippers (Level B).

Révérence: To be shown all together.

ADVANCED BALLET

(max 2 students per set)

Theory: Teacher should ask each candidate French terms throughout the examination. There is no separate theory section.

Exercises: Barre & Centre exercises to be shown both sides where applicable. All exercises facing the barre should be shown one time through. (Applicable to pointe section as well).

Allegro Enchaînement: Teacher's own arrangement. All steps not included in the teacher's arrangement are to be shown separately (both sides).

Pointe Work: Teacher must announce which Enchaînement the candidates are showing, either A or B. Also, the Teacher, instead of the Examiner, will prepare an appropriate Enchaînement on pointe using vocabulary from the list in the syllabus.

Men's Work: Are to be videoed separately while girls are putting their pointe shoes on and will complete their révérence and leave prior to the girls showing their pointe work.

Men's Allegro: All steps must be demonstrated.

ADVANCED AWARD

(max 2 students per set)

Teacher to follow directives in the Syllabus notes.

Videoed exam to be conducted by Teacher instead of Examiner.

CDTA VIDEOED EXAMS – TEACHER NOTES

MODERN EXAMINATIONS

Each exam is to be conducted by Teacher and be videoed showing syllabus work in one take. Camera may be moved during exam to best show students, but video must be kept running. A camera operator may be in room if necessary. At beginning of set, Teacher is to:

1. State own name, studio name, students' grade, and date and time of day, both verbally and on a poster held up to the camera.
 2. Have students greet Examiner all together, then individually say their name and number to the camera in a closeup. Candidates must be wearing numbers (front & back) that are easily read from a distance.
- Cover all mirrors as per usual. Have students say "thank you" to Examiner at the end.

**Exam Registrar will fill out all report sheets and send directly to the Examiner.
With this, Teacher must email Exam Registrar the following information
at least two weeks ahead of time:**

1. An exam schedule, dated, based on exam times (with breaks) as usual, as if Examiner was there in person. This date will be used on students' report sheets and certificates.
Please include each candidate's number on schedule. (The actual videoing can take place on these dates or prior to them, whichever works best for the studio.)
2. A list of any teacher or student options in Senior levels.

**Studio must send the Examiner all videoed sets on a USB stick (clearly labelled), SD Card, or share link by other means such as Dropbox – method to be worked out with Exam Registrar and Examiner.
Any videos sent by mail to Examiner must be sent by Express Post OR Expedited so it can be tracked.**

For videoed exams, most levels are to be examined IN SETS OF TWO ONLY. If there is an odd number of students in any Modern level, one set of three students is permitted. If that is the case, the "Barre Work" may have to be videoed in two takes (one student, then two), and all moving combinations must be shown individually as needed to best show the candidates. The exam may take up to 15 minutes longer than stated.

**IF STUDENT(S) ARE SICK OR IN QUARANTINE ON "EXAM DAY" (DATE OF VIDEOING),
TEACHER MAY SUBMIT VIDEO OF STUDENTS TO SAME EXAMINER WITHIN 4 WEEKS OF
ORIGINAL EXAM DATE. IF SUBMITTED AFTER THAT,
STUDENT(S) WILL BE EXAMINED IN NEXT SESSION.**

**PRIOR TO TEACHER VIDEOING A STUDENT'S EXAM, PARENTS MUST SIGN A CDTA VIDEO
RELEASE FORM, AS WELL AS A COVID WAIVER (AS REQUIRED).
TEACHER MUST SUBMIT A SUMMARY OF BOTH THESE WAIVERS TO EXAM REGISTRAR.**

LEVEL 1 MODERN

(max 2 students per set)

TERMINOLOGY: Teacher will ask students to show and answer questions, alternating students, so each has answered the same number of questions.

FLOOR WORK (1-2): Exercises to be shown all together.

WARM UP (1-2): Exercises to be shown all together.

BARRE (1-2): Exercises to be shown all together.

CENTRE (1,2,5): Exercises to be shown all together.

(3,4,6): Exercises to be shown individually, or together, in floor pattern as arranged by teacher and within video frame.

INTERPRETIVE: Teacher to choose and play piece of music, different from any they are using in exam or for choreography; a piece of music they are not familiar with. Each student in the set is to be given a different piece of music.

LEVEL 2 MODERN

(max 2 students per set)

TERMINOLOGY: Teacher will ask students to show and answer questions, alternating students, so each has answered the same number of questions.

FLOORWORK (1-2): Exercises to be shown all together.

WARM UP (1-4): Exercises to be shown all together.

BARRE (1-3): Exercises to be shown all together.

CENTRE (1,2,5): Exercises to be shown all together.

(3,4,6,7): Exercises to be show individually, or together, in floor pattern as arranged by teacher and within video frame.

INTERPRETIVE: Teacher to choose and play a piece of music, different from any they are using in exam or for choreography; a piece of music they are not familiar with. Each student in the set is to be given a different piece of music.

LEVEL 3 MODERN

(max 2 students per set)

TERMINOLOGY: Teacher will ask students to show and answer questions, alternating students, so each has answered the same number of questions.

FLOOR WORK (1-2): Exercises to be shown all together.

WARM UP (1-4): Exercises to be shown all together.

BARRE (1-2): Exercises to be shown all together.

CENTRE (1,2,4,6,7,9): Exercises to be shown all together (stay within video frame)

(3,5,8): Exercises to be show individually, or together, in floor pattern as arranged by teacher and within video frame.

INTERPRETIVE: **Teacher** to choose and play piece of music, different from any they are using in exam or for choreography; a piece of music they are not familiar with. Each student in the set is to be given a different piece of music.

LEVEL 4 MODERN

(max 2 students per set)

FLOOR WORK (1-2): Exercises to be shown all together.

WARM UP (1-6): Exercises to be shown all together, in groups of 1 and 2, or individually (stay within video frame)

CENTRE (1-3): Exercises to be shown all together (stay within video frame); some may have to be videoed individually – teacher's choice.

(2,4,5): Exercises to be shown individually, or together, as arranged by teacher (stay within video frame).

INTERPRETIVE (GROUP): **Teacher** to choose and play piece of music, different from any they are using in exam or for choreography; a piece of music they are not familiar with. Students will interpret all together following guidelines Syllabus notes.

LEVEL 5 MODERN

(max 2 students per set)

FLOOR WORK (1): Exercises to be shown all together.

WARM UP (1-2): Exercises to be shown all together, in groups of 1 and 2, or individually (stay within video frame)

CENTRE WORK (1,3,6): Exercises to be shown all together (stay within video frame); some students may have to be videoed individually – teacher’s choice.

(2,4,5): Exercises to be shown individually, or together, as arranged by teacher (stay within video frame).

GROUP IMPROVISATION: **Teacher** to choose two contrasting pieces of music for two group improvs; the selections chosen should be different from any other they are using in exam or for choreography - a piece of music they are not familiar with.

*** For a solo candidate, a solo improvisation is to be presented.

HISTORY OF MODERN DANCE: **Teacher** will ask each student to talk about the modern pioneer they have chosen to base their style of dance on, giving three of their contributions to Modern dance.

DANCE: Presented individually by each student.

LEVEL 6 MODERN

(max 2 students per set)

WARM UP (1): Exercises to be shown all together or individually (stay within video frame)

FLOORWORK (1,2): Exercises to be shown all together or individually.
(Stay within video frame – teacher’s choice)

CENTRE FLOOR (1-7): Exercises to be shown all together (stay within video frame); most may have to be videoed individually – teacher’s choice.

(8 - a or b): Show individually on both sides as arranged by teacher (stay within video frame).
If showing “b”, state on the video the time signature you have chosen.

INTERPRETIVE: **Teacher** to choose and play piece of music, different from any they are using in exam or for choreography; a piece of music they are not familiar with. Each student in the set is to be given a different piece of music.

DANCE WITH HISTORY: **Teacher** will ask each student to talk about the history of the style of dance they have chosen to choreograph, then to dance it.

CDTA VIDEOED EXAMS – TEACHER NOTES

ACROBATIC DANCE EXAMINATIONS

Each exam is to be conducted by Teacher and be videoed showing syllabus work in one take. Camera may be moved during exam to best show students, but video must be kept running. A camera operator may be in room if necessary. At beginning of set, Teacher is to:

1. State own name, studio name, students' grade, and date and time of day, both verbally and on a poster held up to the camera.
 2. Have students greet Examiner all together, then individually say their name and number to the camera in a closeup. Candidates must be wearing numbers (front & back) that are easily read from a distance.
- Cover all mirrors as per usual. Have students say "thank you" to Examiner at the end.

**Exam Registrar will fill out all report sheets and send directly to the Examiner.
With this, Teacher must email Exam Registrar the following information
at least two weeks ahead of time:**

1. An exam schedule, dated, based on exam times (with breaks) as usual, as if Examiner was there in person. This date will be used on students' report sheets and certificates.
Please include each candidate's number on schedule. (The actual videoing can take place on these dates or prior to them, whichever works best for the studio.)
2. A list of tricks being shown by each student and any other Teacher Choice options.

**Studio must send the Examiner all videoed sets on a USB stick (clearly labelled), SD Card, or share link by other means such as Dropbox – method to be worked out with Exam Registrar and Examiner.
Any videos sent by mail to Examiner must be sent by Express Post OR Expedited so it can be tracked.**

For videoed exams, most levels are to be examined IN SETS OF TWO ONLY. If there is an odd number of students in any Acrobatic Dance level, one set of three students is permitted. If that is the case, the "Barre Work" may have to be videoed in two takes (one student, then two), and all moving combinations must be shown individually as needed to best show the candidates. The exam may take up to 15 minutes longer than stated.

**IF STUDENT(S) ARE SICK OR IN QUARANTINE ON "EXAM DAY" (DATE OF VIDEOING),
TEACHER MAY SUBMIT VIDEO OF STUDENTS TO SAME EXAMINER WITHIN 4 WEEKS OF
ORIGINAL EXAM DATE. IF SUBMITTED AFTER THAT,
STUDENT(S) WILL BE EXAMINED IN NEXT SESSION.**

**PRIOR TO TEACHER VIDEOING A STUDENT'S EXAM, PARENTS MUST SIGN A CDTA VIDEO
RELEASE FORM, AS WELL AS A COVID WAIVER (AS REQUIRED).
TEACHER MUST SUBMIT A SUMMARY OF BOTH THESE WAIVERS TO EXAM REGISTRAR.**

PRELIMINARY ACRO

(max 3 students per set)

INTRODUCTION (WARM UP AND RHYTHM): Exercises to be shown all together.

LIMBERING EXERCISES (1-3): Exercises to be shown all together.

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick.

DANCE: To be shown all together (You may have to move camera around as they dance).

PRIMARY ACRO

(max 3 students per set)

WARM UP: Exercise to be shown all together.

LIMBERING EXERCISES (1-4): Exercises to be shown all together.

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick.

THEORY: Teacher to ask each student one question on basic placement.

DANCE: To be shown all together (You may have to move camera around as they dance).

GRADE ONE ACRO

(max 3 students per set)

BARRE: Exercises to be shown all together.

LIMBERING EXERCISES (1-3): Exercises to be shown all together.

MUSIC: Have each student clap first beat of bar individually as music plays (each can clap the first beat of 4 bars, then next person starts). Use same procedure for both time signatures.

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick.

THEORY: **Teacher** to ask each student two questions relating to their own tricks (see syllabus for choices of tricks). Questions should be based on descriptions of each trick in Glossary. (Each question should relate to a different trick – not both about same trick.)

COMBINATION: Student to state combination they are doing (#1 or #2) and dance it individually.

DANCE: To be shown all together (You may have to move camera around as they dance).

GRADE TWO ACRO

(max 2 students per set)

BARRE (1-2): Exercises to be shown all together.

LIMBERING EXERCISES (1-3): Exercises to be shown all together.

MUSIC: For videoed exams only, Teacher will play a piece of music as indicated in syllabus and student will clap the time signature (or dance it - teacher's choice). Give each student a different time signature. **(Please do not rehearse this section with chosen music for video.)**

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick.

THEORY: Teacher to ask each student three questions based on information in “Terminology and Tricks” Glossary.
(Each question should relate to a different trick – not each question about same trick).

COMBINATION: To be shown one at a time.

DANCE: To be shown all together (You may have to move camera around as they dance).

GRADE THREE ACRO

(max 2 students per set)

BARRE (1-2): Exercises to be shown all together.

LIMBERING EXERCISES (1-3): Exercises to be shown all together.

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick.

THEORY: Teacher will ask each student three questions based on information in “Terminology and Tricks” Glossary.
(Each question should relate to a different trick – not each question about same trick).

KICKS: Exercise to be shown all together.

COMBINATION: To be shown one at a time.

DANCE: To be shown all together (You may have to move camera around as they dance).

GRADE FOUR ACRO

(max 2 students per set)

BARRE (1-2): Exercises to be shown all together.

LIMBERING EXERCISES (1-2): Exercises to be shown all together.

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick.

THEORY: **Teacher** to ask each student four questions based on information in “Terminology and Tricks” Glossary.
(Each question should relate to a different trick – not each question about same trick).

FAN KICKS: Exercise to be shown all together.

COMBINATION: To be shown one at a time.

DANCE: To be shown all together (You may have to move camera around as they dance).

ELEMENTARY ACRO

(max 2 students per set)

BARRE (1-2): Exercises to be shown all together.

LIMBERING EXERCISES (1): To be shown individually or together as partners, teacher’s choice.

LIMBERING EXERCISE (2): To be shown all together.

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick.

THEORY: **Teacher** to ask each student four questions based on information in “Terminology and Tricks” Glossary.
(Each question should relate to a different trick – not each question about same trick).

COMBINATION: To be shown one at a time. Teacher’s list of tricks, etc. to be sent to examiner in advance.

DANCE: To be shown individually – solo only. (You may have to move camera around as necessary).

INTERMEDIATE ACRO

(max 2 students per set)

BARRE (1-2): Exercises to be shown all together.

LIMBERING EXERCISES (1): Exercise to be shown all together.

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick.

COMBINATION: To be shown individually.

IMPROVISATION: To be shown individually with a different piece of music for each student.

DANCE: To be shown individually – solo only. (You may have to move camera around as necessary).

ADVANCED ACRO

(max 2 students per set)

BARRE (1-2): Exercises to be shown all together.

LIMBERING EXERCISE: To be shown one at a time.

TRICKS: Students to show their tricks individually – say their name/number aloud in video before they show each trick. Examiner will email four tricks of Examiner's choice prior to videoing.

COMBINATION (SET): To be shown one at a time.

COMBINATION (CANDIDATE'S CHOREOGRAPHY): To be shown by each candidate.

DANCE: To be shown individually – solo only. (You may have to move camera around as necessary).