

## Jr Syllabus Revisions 2022

### **General Corrections:**

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Correction of footer- Canadian Dance Teacher' Association 2004 (Reprinted with minor revisions 2020 and 2022)

### **Preface:**

The development of the Junior National Syllabus (Student Ballet Examinations) of the Canadian Dance Teacher's Association has been a collaboration of representatives from the former CDTA provincial branches. Among the committee members have been Barbara Dearborn (Chair), LorieGay Drewitz-Gallaway, Rhonda Gillrie, Ann Romeril, Aida Hughesman, Julie Dionne, and Gaëtane Hughes.

The representatives reviewed major methods of study and created a syllabus that may be used by professional teachers from a wide range of backgrounds. To this end, the terminology is eclectic and does not strictly adhere to any single method.

Individual teacher and student goals will produce varying approaches to the Junior National Syllabus. The Grade levels provide a sound buildup of technical skills. These are complemented by Enrichment levels, an integral part of the Syllabus, which develop artistry, expression and ease of movement. A Grade and its complementary Enrichment level may be approached in various ways. They may be taken simultaneously or in sequence, with the examination attempted in the same or subsequent years. For example, a motivated student in a serious program may study a Grade along with its Enrichment level, and take both exams in the same year, or they may take the Grade examination one year and the Enrichment examination the next. Students may elect to take only the Enrichment examination; however, the level of technique shown must be in line with its Grade requirement. Student may also take only the Grade examination, but must display the artistry, expression and ease of movement expected of the corresponding Enrichment level.

This syllabus is meant as an examination syllabus, and not a course of study. It is the teacher's responsibility to ensure that the work is developed in a manner appropriate to each student's ability and situation.

Any syllabus is only a tool in hands of a teacher. We hope this ballet syllabus will aid in the passing down of an art form which can give joy, beauty, discipline and expression to those who pursue it, either as a professional career or for personal enrichment.

### **Acknowledgements:**

We sincerely acknowledge the CDTA National Board, our previous CDTA provincial branches, the CDTA Ballet Syllabus Committee members, and CDTA teachers, both past and present, across this country, for the creation of this syllabus.

We would also like to thank Rhonda Ryman, Professor Emerita, University of Waterloo, for her assistance in editing the Syllabus. It was her task to preserve the regional differences of CDTA teachers who follow various Methods and also to present different options for the naming and performance of "Ballet French" vocabulary. To help members navigate across Methods, Professor Ryman has prepared two resources that cross reference terminology from the Cecchetti, Royal Academy of Dance (RAD), and Russian schools. The Illustrated Glossary provides figures that present basic positions or a series of key positions that comprise movements. The Animated Glossary illustrates these movements in the DanceForms computer animation program. The Illustrated and Animated Glossary are available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca)

(The General Guidelines below were copied from the individual grade files and added to the complete syllabus)

## **GENERAL GUIDELINES - ALL LEVELS**

**THEORY** – In all Grades, theory is to be shown with appropriate style, preparations and finishes. The theory will be asked by the teacher as they conduct the exam in the Junior Grades. The theory should be studied on Right and Left feet. Students will be asked definitions of French terminology throughout exam as well.

**INTROS** – The introductions are teacher's arrangement and must fit with the set music. Students must understand the correct starting positions for each exercise.

**ENCHAINEMENTS** – At all levels, these are to be performed with appropriate style, music and staging, teacher's choice, unless specified in syllabus. Some staging can be altered to fit studio size and students ability to travel. Combinations may be done with candidates all together, but Examiner may ask to see candidates together in pairs or individually. It is the teacher's responsibility at the time of the examination to provide the examiner with a printed copy of any enchaînement designated as "Teacher's Arrangement" where applicable.

**DANCES** – Choreography should be suitable to the students' strengths and capabilities as well as a reflection of the skill level of the grade being examined. The length required for the dances in all Graded Exams and Enrichments is included under the dance section. Primary has a set Dance if teacher chooses. Please adhere to these approximate lengths for exam dances. If the dance exceeds the time maximums, the examiner will direct the teacher to fade the music.

**MUSIC** – Music is set for the CDTA Ballet and must be used in all examinations. Tempo can be adjusted to fit the method being used. For teachers' arrangement of enrichment dances, suitable music must be used and kept within the time frame. Set Music is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

**VIDEO FILES** – Corresponding video files for the Junior Ballet Syllabus grades are available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca). The suggested tempos are used as a guideline, but may be adapted slightly as required by your method. The video files are available only to supplement these word notes. Whenever there is a discrepancy between the video files and the written syllabus, the written syllabus is considered more reliable.

### **PRELIMINARY BADGE**

Minimum Age: 5 years

Examination Length: 25-30 minutes

Number of Students in Examination: Up to 4 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **PRIMARY**

Minimum Age: 5 years

Examination Length: 30-45 minutes

Number of Students in Examination: Up to 4 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **PRIMARY ENRICHMENT EXAMINATION**

Minimum Age: 6 years

Examination Length: 25-40 minutes

Number of Students in Examination: Up to 4 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **GRADE ONE**

Minimum Age: 7 years

Examination Length: 40-55 minutes

Number of Students in Examination: Up to 4 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **GRADE ONE ENRICHMENT EXAMINATION**

Minimum Age: 7 years

Examination Length: 25-40 minutes

Number of Students in Examination: Up to 4 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **GRADE TWO**

Minimum Age: 8 years

Examination Length: 50-65 minutes

Number of Students in Examination: Up to 4 candidates

### **GRADE TWO ENRICHMENT EXAMINATION**

Minimum Age: 8 years

Examination Length: 30-45 minutes

Number of Students in Examination: Up to 4 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **GRADE THREE**

Minimum Age: 9 years

Examination Length: 60 - 75 minutes

Number of Students in Examination: Up to 4 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **GRADE THREE ENRICHMENT EXAMINATION**

Minimum Age: 8 years

Examination Length: 35-50 minutes

Number of Students in Examination: Up to 4 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

## **Sr Syllabus Revisions 2022**

### **General Corrections throughout:**

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Correction of footer- Canadian Dance Teacher' Association 2009 (Reprinted with minor revisions 2020 and 2022)

### **PREFACE**

The Senior Syllabus follows the Junior Syllabus and is to be used by teachers and students for examination purposes, as a tool in the ongoing training of classical ballet.

The development of the Senior National Syllabus (Student Ballet Examinations) of the Canadian Dance Teacher's Association has been a collaboration of representatives from the former CDTA provincial branches. Among the representatives have been Barbara Dearborn (Chair), LorieGay Drewitz-Gallaway, Rhonda Gillrie, Ann Romeril, Aida Hughesman, Julie Dionne, and Gaëtane Hughes.

The representatives reviewed major methods of study and created a syllabus that may be used by professional teachers from a wide range of backgrounds. To this end, the terminology is eclectic and does not strictly adhere to any single method. We also realize that, at this level, it may not be possible for a set exercise to incorporate or reflect all methodologies. For this reason, teachers may change or substitute any exercise as long as the examination reflects the level intended.

It is highly recommended that students studying the Senior Syllabus take at least two ballet technique classes a week in order to develop the strength and skill required to execute the work both safely and to the standard expected.

The two Enrichments found in the Senior Syllabus are designed to give the student a deeper understanding of the roots from which classical ballet has developed. The Grade Four Enrichment features folk steps and style that influenced court dance and eventually classical ballet. Indeed many ballet classics contain character or national dances, like the Spanish Dance in Swan Lake or the Mazurka in Coppélia. The Grade Five Enrichment includes a short essay and list of 16 th century court dance steps that present further historical insight, and also the Prelude variation, a study of Romantic Ballet style. Students and teachers are encouraged to explore and participate in these Enrichments as a vital element of the syllabus, and may take them without first completing an examination in the previous grade. However the work is expected to reflect the technical level of the corresponding grade.

This is meant as an examination syllabus, and not a course of study. It is the teacher's responsibility to ensure that the work is developed in a manner appropriate to each student's ability and situation.

Any syllabus is only a tool in the hands of a teacher. We hope this ballet syllabus will aid in the passing down of an art form that can give joy, beauty, discipline and expression to those who pursue it, either as a professional career or for personal enrichment.

### **ACKNOWLEDGEMENTS**

We sincerely acknowledge the CDTA National Board, our previous CDTA provincial branches, the CDTA Ballet Syllabus Committee members, and CDTA teachers, both past and present, across this country, for the creation of this syllabus.

We would also like to thank Rhonda Ryman, Professor Emerita, University of Waterloo, for her assistance in editing the Syllabus. It was her task to preserve the regional differences of CDTA teachers who follow various Methods and also to present different options for the naming and performance of "Ballet French" vocabulary. To help members navigate across Methods, Professor Ryman has prepared two resources that cross reference terminology from the Cecchetti, Royal Academy of Dance (RAD), and Russian schools. The Illustrated Glossary provides figures that present basic positions or a series of key positions that comprise movements. The Animated Glossary illustrates these movements in the DanceForms computer animation program. The Illustrated and Animated Glossary are available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca)

(The General Guidelines below were copied from the individual grade files and added to the complete syllabus)

## **GENERAL GUIDELINES - ALL LEVELS**

**THEORY** – In all Grades, theory is to be shown with appropriate style, preparations and finishes. The theory will be asked by the Examiner as they conduct the exam in the Senior Grades. The theory should be studied on Right and Left feet. Students will be asked definitions of French terminology throughout exam as well.

**INTROS** – The introductions are teacher's arrangement and must fit with the set music. Students must understand the correct starting positions for each exercise.

**ENCHAINEMENTS** – At all levels, these are to be performed with appropriate style, music and staging, teacher's choice, unless specified in syllabus. Some staging can be altered to fit studio size and students ability to travel. Combinations may be done with candidates all together, but Examiner may ask to see candidates together in pairs or individually. It is the teacher's responsibility at the time of the examination to provide the examiner with a printed copy of any enchaînement designated as "Teacher's Arrangement" where applicable.

**MUSIC** – Music is set for the CDTA Ballet and must be used in all examinations. Tempo can be adjusted to fit the method being used. For teachers' arrangement of enrichment dances, suitable music must be used and kept within the time frame. Set Music is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

**DVD/VIDEO FILES** – A corresponding DVD for the Senior Ballet Syllabus grades is available for purchase. The suggested tempos used on the DVD are used as a guideline, but may be adapted slightly as required by your method. Video files for each grade will be available for purchase in the future on the National CDTA website: [www.cdtanational.ca](http://www.cdtanational.ca)

### **Grade Four**

Minimum Age: 12 years

Examination Length: 60-70 minutes

Number of Students in Examination: Up to 3 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca)

### **Guidelines for Grade Four**

Although the teacher is encouraged to use set music for all exercises, **they** may substitute suitable music. Time signature notes are guidelines only. Tempo should benefit the exercise and be adjusted appropriately **as needed**. In this grade, the teacher may use other than set exercises, remaining consistent with the Method taught.

The teacher will prepare a sheet of terminology familiar to **their** students, to be used by the examiner throughout the examination.

### **Grade Four Enrichment**

Acknowledgement: Elena Labartkava

Examination Length: 45-55 minutes

Number of Students in Examination: Up to 3 candidates

### **Guidelines for Grade Four Enrichment**

Tempo of music may be adjusted **as necessary**.

Costume - **Hard shoes and character skirt, or jazz shoes and cummerbund.**

## **Grade Five**

Minimum Age: 13 years

Examination Length: 75-85 minutes

Number of Students in Examination: Up to 2 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca)

### **Guidelines for Grade Five**

Although the teacher is encouraged to use set music for all exercises, **they** may substitute suitable music. Time signature notes are guidelines only. Tempo should benefit the exercise and be adjusted appropriately **as needed**. In this grade, the teacher may use other than set exercises, remaining consistent with the Method taught.

The teacher will prepare a sheet of terminology familiar to **their** students, to be used by the examiner throughout the examination.

The Grade 5 syllabus is subdivided as follows:

Grade 5:                   Level A (**pointe section shown on pointe**)  
                                Level B (pointe section shown on demi-pointe)

Grade 5 Enrichment: Level A (**pointe section shown on pointe**)  
                                Level B (pointe section shown on demi-pointe)

Note 1. A student who completes the Grade 5: Level B examination may proceed to Intermediate Grade: Level B. If **they** wish to take the Intermediate Grade: Level A examination, **they** must first complete the Grade 5: Level A examination.

## **Major Syllabus Revisions 2022**

### **General Corrections throughout:**

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Correction of footer- Canadian Dance Teacher' Association 2009 (Reprinted with minor revisions 2020 and 2022)

### **PREFACE**

The Major Syllabus follows the Senior Syllabus and is to be used by teachers and students for examination purposes, as a tool in the ongoing training of classical ballet.

The development of the Major National Syllabus (Student Ballet Examinations) of the Canadian Dance Teacher's Association has been a collaboration of representatives from the former CDTA provincial branches. Among the representatives have been Barbara Dearborn (Chair), Lorie-Gay Drewitz-Gallaway, Rhonda Gillrie, Ann Romeril, Aida Hughesman, Julie Dionne, and Gaëtane Hughes.

The representatives reviewed major methods of study and created a syllabus that may be used by professional teachers from a wide range of backgrounds. To this end, the terminology is eclectic and does not strictly adhere to any single method. We also realize that, at this level, it may not be possible for a set exercise to incorporate or reflect all methodologies. For this reason, teachers may change or substitute any exercise as long as the examination reflects the level intended.

For centre work en diagonale and en manège, the line of dance may be adjusted to accommodate the studio dimensions.

It is highly recommended that students studying the Major Syllabus take at least three ballet technique classes a week in order to develop the strength and skill required to execute the work both safely and to the standard expected.

For Intermediate and Advanced Enrichment examinations, female students will wear a solid-colour bodysuit with a same colour lightweight (short chiffon or georgette) skirt. For the Advanced Award, female students will wear a solid-colour bodysuit, classical practice tutu, and pointe shoes throughout the examination.

Whereas each Enrichment follows a corresponding Grade in the Junior and Senior Syllabus, Enrichments precede Grades in the Major Syllabus. Enrichment and Grade examinations may be taken at the same time or in separate years, following the order presented below.

\*The Major Enrichments (optional) and Grades are done in the following order:

1. Intermediate Enrichment (Dance: Waltz)
2. Intermediate Grade: Level A or B
3. Advanced Enrichment (Dance: Ragtime)
4. Advanced Grade: Level A or B
5. Advanced Award (Dance: Spanish)

The Major Syllabus is subdivided as follows:

Intermediate Enrichment and Grade:	Level A (pointe section shown on pointe)
	Level B (pointe section shown on demi-pointe)
Advanced Enrichment and Grade:	Level A (pointe section shown on pointe)
	Level B (pointe section to be shown demi-pointe)
Advanced Award	

These criteria must be met for Level B pointe work shown on demi-pointe:

Expectation 1: In the demi-pointe position, the ankle must be fully extended and the heel well lifted.



Expectation 2: The pelvis must be lifted and secured by the lower abdominal muscles, pelvic floor muscles, and deep rotators, so that the tailbone is centered over the demi-pointe of the supporting foot or feet.

Expectation 3: The calf muscle must be engaged.

Expectation 4: Turnout must be maintained.

Expectation 5: Advanced level technique must be maintained.

Expectation 6: The quality of the pointe exercise (lightness, musicality and style) must be maintained.

Where female and male students are entered in examination together, the males will do the MEN'S WORK exercises while the females change into their pointe shoes. If there are female students entered for Level B, they will keep their feet warmed up while waiting.

Note 1. The Intermediate and Advanced Enrichment examinations are optional preparation for the corresponding Intermediate and Advanced Grade examinations. Each Enrichment Dance is performed en pointe in Level A and en demi-pointe in Level B. If undertaken, the Enrichment examinations must be completed in order.\*

Note 2. The Intermediate or Advanced Grade examinations must be taken in order,\* unless special conditions apply. The Advanced Grade: Level A examination is a prerequisite for the Advanced Award examination. The entire Advanced Award performance is done en pointe.

Note 3. A student who completes the Intermediate Grade: Level B examination may proceed to Advanced Grade: Level B. If **they** wish to take the Advanced Grade: Level A examination, **they** must first complete the Intermediate Grade: Level A examination.

## ACKNOWLEDGEMENTS

We sincerely acknowledge the CDTA National Board, our previous CDTA provincial branches, the CDTA Ballet Syllabus Committee members, and CDTA teachers, both past and present, across this country, for the creation of this syllabus.

We would also like to thank Rhonda Ryman, Professor Emerita, University of Waterloo, for her assistance in editing the Syllabus. It was her task to preserve the regional differences of CDTA teachers who follow various Methods and also to present different options for the naming and performance of "Ballet French" vocabulary. To help members navigate across Methods, Professor Ryman has prepared two resources that cross reference terminology from the Cecchetti, Royal Academy of Dance (RAD), and Russian schools. The Illustrated Glossary provides figures that present basic positions or a series of key positions that comprise movements. The Animated Glossary illustrates these movements in the DanceForms computer animation program. The Illustrated and Animated Glossary are available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca)

(The General Guidelines below were copied from the individual grade files and added to the complete syllabus)

## GENERAL GUIDELINES - ALL LEVELS

**THEORY** – In all Grades, theory is to be shown with appropriate style, preparations and finishes. The theory will be asked by the Examiner as they conduct the exam in the Major Grades. The theory should be studied on Right and Left feet. Students will be asked definitions of French terminology throughout exam as well.

**INTROS** – The introductions are teacher's arrangement and must fit with the set music. Students must understand the correct starting positions for each exercise.



**ENCHAINEMENTS** – At all levels, these are to be performed with appropriate style, music and staging, teacher's choice, unless specified in syllabus. Some staging can be altered to fit studio size and students ability to travel. Combinations may be done with candidates all together, but Examiner may ask to see candidates together in pairs or individually. It is the teacher's responsibility at the time of the examination to provide the examiner with a printed copy of any enchaînement designated as "Teacher's Arrangement" where applicable.

**MUSIC** – Music is set for the CDTA Ballet and must be used in all examinations. Any music from the CDTA library may be substituted to enhance the teacher's methodology. Tempo can be adjusted to fit the method being used. For teachers' arrangement of enrichment dances, suitable music must be used and kept within the time frame. Set Music is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

**DVD/VIDEO FILES** – A corresponding DVD for the Major Ballet Syllabus grades is available for purchase. The suggested tempos used on the DVD are used as a guideline, but may be adapted slightly as required by your method. Video files for each grade will be available for purchase in the future on the National CDTA website: [www.cdtanational.ca](http://www.cdtanational.ca)

### **INTERMEDIATE ENRICHMENT**

Minimum Age: 13 years

Examination Length: 45-50 minutes

Number of Students in Examination: Up to 2 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **INTERMEDIATE GRADE**

Minimum Age: 14 years

Examination Length: 90-100 minutes

Number of Students in Examination: Up to 2 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **ADVANCED ENRICHMENT**

Minimum Age: 15 years

Examination Length: 45-50 minutes

Number of Students in Examination: Up to 2 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **ADVANCED GRADE**

Minimum Age: 15 years

Examination Length: 105-110 minutes

Number of Students in Examination: Up to 2 candidates

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).

### **ADVANCED AWARD**

Minimum Age: 16 years

Examination Length: 30 minutes

Number of Students in Examination: 1 candidate, solo presentation

Set CDTA music to accompany exercises is available for purchase at [www.cdtanational.ca](http://www.cdtanational.ca).