I-PATH International Performing Arts & Theatre

MUSIC TEACHERS' BOARD







Choreography Specification

Graded Examinations and Qualifications

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MTB I-PATH Choreography Syllabus Specification

Preparatory to Grade 8
International Performing Arts & Theatre
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1. About This Syllabus

The MTB I-PATH Choreography syllabus provides a progressive pathway for learners developing their creative and choreographic skills.

Learners develop movement ideas, choreographic structure, musicality, creativity, artistic interpretation and confidence as they progress through the grades.

The syllabus includes:

- Preparatory
- Primary
- Grades 1 to 8

Detailed choreographic content and requirements for each grade are contained within the relevant I-PATH Programme of Study.

2. Choreography

The Choreography syllabus develops learners' ability to create, develop and present original choreographic work.

Learners may explore areas including:

- Movement creation
- Choreographic devices
- Structure and form
- Use of space
- Dynamics
- Musicality
- Working from a stimulus
- Relationships between performers
- Artistic interpretation
- Creative intention
- Originality
- Choreographic presentation

Choreography may be created within any appropriate dance or movement style unless otherwise stated within the relevant Programme of Study.

The Programme of Study for each grade contains the specific choreographic tasks and examination requirements which can be accessed by members on the following link Members Area - I-PATH

3. Qualification Pathway

Graded Examinations Pathway

Qualification name	Qualification level	Qualification number	GLH	TQT	Credit Value
MTB I-PATH Entry Level Award in Choreography: Preparatory	Entry Level 2	610/8320/3	10	30	3
MTB I-PATH Entry Level Award in Choreography: Primary	Entry Level 3	610/8338/0	15	40	4
MTB I-PATH Level 1 Award in Choreography: Grade 1	Level 1	610/8339/2	20	60	6
MTB I-PATH Level 1 Award in Choreography: Grade 2	Level 1	610/8345/8	25	70	7
MTB I-PATH Level 1 Award in Choreography: Grade 3	Level 1	610/8346/X	30	80	8
MTB I-PATH Level 2 Award in Choreography: Grade 4	Level 2	610/8347/1	40	100	10
MTB I-PATH Level 2 Award in Choreography: Grade 5	Level 2	610/8348/3	50	120	12
MTB I-PATH Level 3 Certificate in Choreography: Grade 6	Level 3	610/8349/5	60	140	14
MTB I-PATH Level 3 Certificate in Choreography: Grade 7	Level 3	610/8350/1	80	180	18
MTB I-PATH Level 3 Certificate in Choreography: Grade 8	Level 3	610/8351/3	90	240	24

Although the full qualification title, Qualification Number, Guided Learning Hours, Total Qualification Time and credit value for each regulated qualification are provided above, where there is any difference between published information, the information held on the Ofqual Register of Regulated Qualifications takes precedence.

4. Who Can Take an MTB I-PATH Examination?

MTB I-PATH examinations are open to learners of different ages, backgrounds and levels of experience. There are no formal prerequisite qualifications for Preparatory, Primary or Grades 1 to 8.

Learners can enter at the grade that is most appropriate to their current ability and experience. They do not have to complete every previous MTB I-PATH grade.

Teachers are responsible for ensuring that learners are appropriately prepared for the level entered.
There is no upper age limit.

5. Recommended Ages

The following ages are a guide only.

Qualification	Suggested Age
Preparatory and Primary	From approximately age 4
Grades 1 to 5	Children, young people and adults
Grades 6 to 8	Older learners and adults

Ability, experience and readiness are more important than age.

6. How Examinations Can Be Taken

Depending on the qualification and examination arrangements available, MTB I-PATH examinations may be taken through:

Face-to-Face Exam (F2F): An I-PATH examiner attends the centre and assesses learners in person.
Live Video Exam (LVE): The examination takes place live online with an I-PATH examiner.
Recorded Video Exam (RVE): The exam is recorded and submitted for assessment by an I-PATH examiner.

All learners are assessed against the same qualification standards regardless of the examination method used. This flexibility over delivery methods removes barriers to entry, allowing our qualifications to be taken anywhere and at any time.

Specific recording, technical or submission requirements are provided separately by I-PATH.

7. Examination Times

Examination times vary according to the grade and the number of learners being examined.

Grade	1-2 Learners	3-4 Learners	5-6 Learners
Preparatory	15 mins	20 mins	20 mins
Primary	15 mins	20 mins	20 mins
Grade 1	20 mins	25 mins	30 mins
Grade 2	25 mins	30 mins	35 mins
Grade 3	30 mins	35 mins	40 mins
Grade 4	35 mins	40 mins	45 mins
Grade 5	40 mins	45 mins	50 mins
Grade 6	45 mins	50 mins	Maximum 4 learners
Grade 7	50 mins	55 mins	Maximum 4 learners
Grade 8	55 mins	60 mins	Maximum 4 learners

Times are indicative and may vary slightly depending on the examination.

8. What Will Be Assessed

Preparatory, Primary and Grades 1 to 8 are assessed through a practical choreography examination.

The examination is marked out of 100 across ten areas.

Technical and Choreographic Skills - 50 Marks

1. Preparation, Planning and Movement Selection
2. Structure, Form and Choreographic Control
3. Space, Dynamics and Relationships
4. Clarity, Development and Consistency
5. Choreographic Devices, Fluency and Application

Creative and Presentation Skills - 50 Marks

6. Intention, Interpretation and Communication
7. Musicality, Stimulus and Awareness
8. Expression, Engagement and Artistic Impact
9. Concentration, Confidence and Consistency
10. Creativity, Originality and Choreographic Voice

Each area is worth a maximum of 10 marks. The examiner applies these areas appropriately to the grade and choreographic task being assessed. The assessment focuses on the candidate's choreographic decisions, creativity and ability to develop and communicate an original work.

Where other performers are used, candidates are not assessed on the individual technical ability of those performers. However, the examiner will consider whether the choreography has been created appropriately and safely for the performers involved.

Teachers should refer to the relevant Programme of Study for the specific choreographic requirements of each grade.

Assessment Categories	Mark	Indicative Descriptors
Technical and Choreographic Skills 1	/10	**Preparation:** Demonstrates appropriate preparation and understanding of the choreographic task. **Planning:** Shows evidence of purposeful organisation and development of ideas. **Movement Selection:** Selects movement appropriate to the concept, performers and intended outcome.
Technical and Choreographic Skills 2	/10	**Structure:** Organises choreographic material effectively. **Form:** Demonstrates an understanding of how sections and ideas relate to the overall work. **Choreographic Control:** Demonstrates purposeful control over the development and presentation of the choreography.

Technical and Choreographic Skills 3	/10	**Space:** Uses direction, level, pathway, shape and performance space effectively. **Dynamics:** Applies changes in energy, speed, weight, flow and movement quality appropriately. **Relationships:** Uses relationships between performers, movement, space and/or objects effectively.
Technical and Choreographic Skills 4	/10	**Clarity:** Choreographic ideas are clearly communicated and organised. **Development:** Movement ideas are developed rather than simply repeated. **Consistency:** The choreographic work maintains an appropriate standard and clear artistic direction throughout.
Technical and Choreographic Skills 5	/10	**Choreographic Devices:** Uses appropriate devices such as repetition, contrast, canon, unison, accumulation, motif and variation where relevant. **Fluency:** Demonstrates continuity and effective transitions between choreographic ideas. **Application:** Applies choreographic knowledge effectively within the assessment task.
Creative and Presentation Skills 1	/10	**Intention:** Demonstrates a clear purpose or choreographic idea. **Interpretation:** Develops the chosen theme, concept or stimulus effectively. **Communication:** Communicates choreographic meaning and intention to the audience.
Creative and Presentation Skills 2	/10	**Musicality:** Uses music, sound, rhythm, silence or phrasing effectively where applicable. **Stimulus:** Responds creatively and appropriately to the selected or prescribed stimulus. **Awareness:** Demonstrates awareness of performers, audience, space and overall choreographic context.
Creative and Presentation Skills 3	/10	**Expression:** Creates opportunities for expressive and artistic communication. **Engagement:** Sustains interest and involvement throughout the work. **Artistic Impact:** Creates an appropriate overall impression and communicates the intended artistic experience.
Creative and Presentation Skills 4	/10	**Concentration:** Demonstrates focus and attention throughout the presentation. **Confidence:** Demonstrates assurance in presenting and taking ownership of the choreographic work. **Consistency:** Maintains the choreographic intention and quality throughout.
Creative and Presentation Skills 5	/10	**Creativity:** Demonstrates imagination and creative exploration. **Originality:** Shows individuality and independent choreographic thinking. **Choreographic Voice:** Demonstrates developing or established personal artistic identity appropriate to the grade.
	/100	

9. Marking

Each assessment area is marked from 0 to 10.

Mark	General Standard
10	Exceeded Expectations
9	Excellent
8	Very Good
7	Good
6	Above Satisfactory
5	Satisfactory
4	Partially Satisfactory
3	Partial
2	Limited
1	Very Limited
0	Not Demonstrated

Examiners consider the standard expected for the grade being taken. A mark of 8 at Grade 2 therefore represents achievement against the Grade 2 standard, while a mark of 8 at Grade 8 represents achievement against the considerably higher Grade 8 standard.

10. Final Results

The overall result is calculated from the learner's total mark.

Award	Descriptor	Mark Boundary
Distinction	The candidate demonstrates a high level of choreographic skill, creativity and control appropriate to the grade. Choreographic ideas are clearly structured, developed and communicated, with purposeful use of movement, space, dynamics and relationships. Creative choices are confident and effective, demonstrating originality, artistic understanding and a strong choreographic voice.	80-100 marks
Merit	The candidate demonstrates good choreographic skill and creativity appropriate to the grade. Ideas are clearly organised and developed, with effective use of choreographic devices, space, dynamics and artistic interpretation. The work communicates its intention successfully, although some minor inconsistencies may occur.	60-79 marks
Pass	The candidate demonstrates the essential choreographic skills required for the grade. There is a clear basic idea and some appropriate use of structure, movement development and choreographic devices. Creativity, fluency and artistic communication may vary, but the work meets the minimum standard required for the qualification.	40-59 marks
Below Standard	The candidate does not yet demonstrate the choreographic and creative skills required for the grade. The work may show limited structure, development, clarity, originality or artistic communication. Greater preparation and choreographic development are required before the minimum standard can be achieved.	0-39 marks

Learners receive an Examiner Report showing their assessment marks and overall result. Successful learners receive the appropriate qualification certificate once assessment and quality assurance processes have been completed.

11. Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	I-PATH Assessment Areas
1. Create and select appropriate choreographic ideas.	**1.1** Demonstrate appropriate preparation and understanding of the choreographic task. **1.2** Generate and select movement ideas appropriate to the task, stimulus or intended outcome. **1.3** Organise and plan choreographic ideas at a level appropriate to the qualification.	1. Preparation, Planning & Movement Selection
2. Organise, develop and structure choreographic material.	**2.1** Organise movement material into a clear and appropriate structure. **2.2** Develop movement ideas rather than simply repeating them. **2.3** Use appropriate choreographic devices to develop and organise movement. **2.4** Connect choreographic ideas and sections with appropriate fluency and control.	2. Structure, Form & Choreographic Control 4. Clarity, Development & Consistency 5. Choreographic Devices, Fluency & Application
3. Use space, dynamics and relationships effectively within choreography.	**3.1** Use direction, level, pathway, shape and performance space appropriately. **3.2** Use changes in speed, energy, weight, flow and movement quality to support the choreography. **3.3** Use relationships between performers, movement, space and/or objects appropriately where relevant.	3. Space, Dynamics & Relationships
4. Communicate a choreographic idea through stimulus, movement and sound.	**4.1** Demonstrate a clear choreographic intention appropriate to the level. **4.2** Interpret and develop a chosen or prescribed stimulus through movement. **4.3** Use music, sound, rhythm, phrasing or silence appropriately where relevant. **4.4** Demonstrate awareness of the performers, audience, space and overall choreographic context.	6. Intention, Interpretation & Communication 7. Musicality, Stimulus & Awareness
5. Present choreographic work with confidence, expression and artistic impact.	**5.1** Present choreographic ideas clearly and with appropriate expression. **5.2** Create and sustain audience interest and engagement. **5.3** Demonstrate appropriate concentration, confidence and ownership of the choreographic work. **5.4** Maintain the choreographic intention and overall quality throughout the presentation.	8. Expression, Engagement & Artistic Impact 9. Concentration, Confidence & Consistency
6. Demonstrate creativity, originality and choreographic independence appropriate to the level.	**6.1** Demonstrate imagination when creating and developing movement ideas. **6.2** Make individual and original choreographic choices appropriate to the assessment task. **6.3** Demonstrate increasing independence and creative ownership as the qualification level progresses. **6.4** Demonstrate a developing individual choreographic voice at the higher levels.	10. Creativity, Originality & Choreographic Voice

These Learning Outcomes and Assessment Criteria apply across all MTB I-PATH Choreography grades. They are assessed at the standard appropriate to the qualification being taken and are applied to the technical and performance requirements contained within the relevant Programme of Study. The complexity, technical demand, independence, accuracy, artistry and level of performance expected increase progressively through the qualification levels.

12. Progression Through the Levels

Level	Expected Standard
Entry Level	Learners demonstrate basic creative ideas, simple movement selection and an introductory awareness of structure, space, music or stimulus.
Level 1	Learners demonstrate developing choreographic skills, using simple choreographic devices, structure, space, dynamics and creative ideas with increasing confidence.
Level 2	Learners demonstrate secure choreographic skills, purposeful movement development, clear structure and effective use of choreographic devices, musicality and artistic interpretation.
Level 3	Learners demonstrate well-developed choreographic ability, sophisticated structure and movement development, strong creative intention, originality and an increasingly mature individual choreographic voice.

13. Examination Groups

Learners may create choreography for themselves and/or other performers, subject to the requirements of the relevant Programme of Study.

The number of performers permitted or required may vary according to the grade and choreographic task.

Where more than one candidate is being assessed within the same examination session, each candidate's choreographic work must be clearly identifiable.

Candidates may use:

- Solo performers
- Duos
- Trios
- Small groups
- Larger groups where permitted by the Programme of Study

Centres must ensure that there is sufficient suitable space for the choreography to be performed and assessed safely.

Where collaborative choreography is permitted, each candidate's individual choreographic contribution must be clearly identifiable.

14. Examination Clothing

I-PATH does not require one universal examination uniform for Choreography.

Candidates and performers should wear clothing and footwear that:

- Are appropriate to the choreographic work
- Allow movement to be seen clearly
- Support the artistic intention where relevant

- Allow performers to move safely
- Do not create a health and safety risk

Costume may be used where it contributes to the choreographic intention but is not required unless stated within the relevant Programme of Study.

Props may also be used where permitted and where they can be used safely.

15. Examination Day

Centres are responsible for providing a safe and suitable examination environment.

Centre staff must not coach, prompt or influence learners while they are being assessed.

The examiner may pause or stop an examination if safety, safeguarding or assessment integrity is compromised.

For Face-to-Face Exams

A centre representative should be available throughout the examination session.

Before the examination begins, the centre representative and examiner should confirm:

- Candidate attendance
- Examination groups and timetable
- Any approved access arrangements
- Any relevant examination requirements

16. Safeguarding

MTB Exams and I-PATH are committed to safeguarding children, young people and adults at risk.

Centres are responsible for ensuring that appropriate safeguarding arrangements are in place during examinations.

For examinations involving learners under 18, a responsible adult from the centre must be available throughout the examination session.

An examiner must not be left alone with a learner under 18.

Full safeguarding requirements are contained within the I-PATH Safeguarding Policy.

17. Reasonable Adjustments and Special Consideration

MTB Exams and I-PATH are committed to providing fair access to qualifications.

Reasonable Adjustments, Access Arrangements and Special Consideration may be available where appropriate.

Centres should refer to our current Reasonable Adjustments and Special Consideration Policy for eligibility, evidence requirements and application procedures.

Any adjustment must maintain the standard and integrity of the qualification.

18. Policies and Procedures

Detailed administrative and regulatory procedures do not form part of this syllabus specification.

Centres should refer to our current policies and guidance for matters including:

- Reasonable Adjustments and Special Consideration
- Safeguarding
- Equality, Diversity and Inclusion
- Enquiries About Results and Appeals
- Complaints
- Malpractice and Maladministration
- Data Protection
- Examination administration
- Results and certification
- Replacement certificates

The latest policies and guidance are available from MTB Exams and I-PATH using the following links:
Policies & Specifications - MTB Exams / Members Area - I-PATH

19. UCAS Tariff Points

Eligible MTB I-PATH Level 3 qualifications may attract UCAS Tariff points where they have been approved by UCAS.

Teachers and learners should refer to the latest information published by MTB I-PATH and UCAS because tariff arrangements may change.

20. Programmes of Study

This specification explains how the MTB I-PATH Choreography qualification framework operates.

The detailed teaching and examination requirements are contained within the Choreography Programme of Study which can be accessed by members on the following link Members Area - I-PATH

Teachers must use the current Programme of Study for the grade being entered.

Programmes of Study include, where applicable:

- Choreographic tasks
- Required duration of choreographic work
- Stimulus requirements
- Music or sound requirements
- Number of performers
- Choreographic devices
- Creative development requirements
- Performance and presentation requirements
- Grade-specific expectations
- Learning outcomes
- Assessment requirements
- Supporting teacher guidance

21. Awarding and Quality Assurance

The Performing Arts qualifications contained within this specification are developed by International Performing Arts & Theatre.

Regulated qualifications are awarded through: **MTB Exams**
The Awarding Organisation is responsible for the award and regulatory oversight of the regulated qualifications.

I-PATH examiners are trained and standardised, and assessment decisions are subject to quality assurance processes to support fairness and consistency.

22. Contact

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Centres should always ensure that they are using the latest version of this specification, the relevant Programme of Study and current MTB Exams and I-PATH policies.