I-PATH International Performing Arts & Theatre

MUSIC TEACHERS' BOARD







MTB I-PATH Dance Specification

Graded and Vocational Examinations and Qualifications

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MTB I-PATH Dance Syllabus Specification

Preparatory and Primary Levels, Grades 1 - 6, and Vocational Grades
International Performing Arts & Theatre
Last Updated: 13th November 2026

1. About This Syllabus

The MTB I-PATH Dance syllabus provides a progressive pathway for learners studying dance. Learners develop technical ability, musicality, performance skills, creativity and confidence as they progress through the grades.

The syllabus includes:

- Preparatory
- Primary
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Intermediate
- Advanced 1
- Advanced 2

Detailed technical content for each dance discipline and grade is contained within the relevant MTB I-PATH Programme of Study.

2. Specialisations

The MTB I-PATH Dance Syllabus has the following standalone discipline specialisms available:

1. Acro Dance
2. Broadway Dance
3. Character Dance
4. Classical Ballet
5. Commercial Dance
6. Contemporary Dance
7. Jazz Dance
8. Lyrical Dance
9. Rhythm Tap
10. Street Dance
11. Theatre Tap

Each discipline and grade has its own Programme of Study containing the exercises, technical content and grade requirements which can be accessed by members on the following link Members Area - I-PATH

3. Qualification Pathway

All learners follow the same qualification pathway in all our dance disciplines.

Qualification name	Qualification level	Qualification number	GLH	TQT	Credit Value
MTB I-PATH Entry Level Award in Dance: Preparatory	Entry Level 2	610/8307/0	40	50	5
MTB I-PATH Entry Level Award in Dance: Primary	Entry Level 3	610/8308/2	40	50	5
MTB I-PATH Level 1 Award in Dance: Grade 1	Level 1	610/8309/4	60	70	7
MTB I-PATH Level 1 Award in Dance: Grade 2	Level 1	610/8310/0	60	70	7
MTB I-PATH Level 1 Award in Dance: Grade 3	Level 1	610/8311/2	60	70	7
MTB I-PATH Level 2 Award in Dance: Grade 4	Level 2	610/8314/8	75	100	10
MTB I-PATH Level 2 Award in Dance: Grade 5	Level 2	610/8315/X	75	100	10
MTB I-PATH Level 3 Certificate in Dance: Grade 6	Level 3	610/8316/1	90	130	13
MTB I-PATH Level 3 Certificate in Vocational Dance: Intermediate	Level 3	610/8317/3	150	280	28
MTB I-PATH Level 3 Certificate in Vocational Dance: Advanced 1	Level 4	610/8318/5	150	330	33
MTB I-PATH Level 3 Certificate in Vocational Dance: Advanced 2	Level 4	610/8319/7	150	380	38

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

MTB I-PATH examinations are open to learners of all ages, backgrounds and levels of experience, with no upper age limit.

There are no formal prerequisites for Entry Level Grades or Grades 1 - 6, and learners may enter at the grade most appropriate to their current ability without completing every previous MTB I-PATH grade.

For Vocational Grades, learners must normally have achieved the previous relevant level or an equivalent qualification from another Ofqual recognised examination board:

- **Intermediate:** Grade 6 or equivalent
- **Advanced 1:** Intermediate / Grade 7 equivalent
- **Advanced 2:** Advanced 1 / Grade 8 equivalent

Teachers are responsible for ensuring that each learner is entered for a grade and discipline appropriate to their ability, age, maturity, physical development and experience. Some higher-level syllabuses may include more mature performance styles, choreography or footwear requirements, such as heels in Commercial Dance, which may not be suitable for younger learners.

Teachers must therefore use professional judgement and review the syllabus content carefully before entering a learner for examination.

5. Recommended Ages

The following ages are a guide only.

Qualification	Suggested Age
Preparatory and Primary	From approximately age 4
Grades 1 to 6	Children, young people and adults
Intermediate to Advanced 2	Normally from approximately age 12

Entry to a specific level should be determined by demonstrated technical readiness, physical development, artistic maturity and safe dance practice, rather than age alone.

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	25 mins
Primary	15 mins	20 mins	25 mins
Grade 1	20 mins	25 mins	35 mins
Grade 2	25 mins	30 mins	40 mins
Grade 3	30 mins	35 mins	45 mins
Grade 4	35 mins	40 mins	50 mins
Grade 5	40 mins	45 mins	55 mins
Grade 6	55 mins	65 mins	Maximum 4 learners
Intermediate	55 mins	65 mins	Maximum 4 learners
Advanced 1	65 mins	75 mins	Maximum 4 learners
Advanced 2	70 mins	80 mins	Maximum 4 learners

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

8. What Will Be Assessed

All grades and vocational grades are assessed through a practical examination. The examination is marked out of 100 across ten areas.

Technical Skills - 50 Marks

1. Posture, Placement and Alignment
2. Coordination, Strength and Control
3. Elevation, Energy and Flexibility
4. Quality, Dynamics and Discipline
5. Knowledge, Fluency and Application

Presentation and Performance Skills - 50 Marks

6. Interpretation, Communication & Connection
7. Presentation, Responsiveness & Awareness
8. Attitude, Expression and Engagement
9. Concentration, Confidence and Consistency
10. Creativity, Originality and Imagination

Each area is worth a maximum of 10 marks. The examiner applies these areas appropriately to the dance discipline and grade being assessed. For example, technical expectations in Classical Ballet will be different from those in Street Dance or Tap Dance, but the same overall assessment framework is used.

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

Assessment Categories	Mark	Indicative Descriptors
Technical Skills 1	/10	**Posture**: Maintains appropriate body posture and stance relevant to the discipline. **Placement**: Demonstrates accurate placement of the body and limbs, including controlled transfer of weight and precision of movement. **Alignment**: Maintains appropriate body alignment and clear body lines during movement.
Technical Skills 2	/10	**Coordination**: Demonstrates coordination between different parts of the body to execute movement sequences accurately. **Strength**: Demonstrates sufficient muscular strength to support movement execution and stability. **Control**: Maintains control of the body during movement, including turns, transitions and changes of level.
Technical Skills 3	/10	**Elevation**: Demonstrates appropriate technique when executing jumps or lifted movements. **Energy**: Demonstrates appropriate use of energy and effort when performing movements. **Flexibility**: Demonstrates range of movement appropriate to the technical requirements of the discipline.
Technical Skills 4	/10	**Quality**: Demonstrates clarity and accuracy in the execution of movements. **Dynamics**: Demonstrates variation in movement dynamics i.e. speed, weight and flow. **Discipline**: Demonstrates concentration, attention to detail and the ability to complete movements accurately.

Technical Skills 5	/10	**Knowledge**: Demonstrates secure preparation, accurate recall and confident command of the performance material and assessment requirements. **Fluency**: Performs with continuity, confidence and flow. **Application**: Applies technical and performance skills effectively within the assessment context.
Presentation & Performance Skills 1	/10	**Interpretation**: Demonstrates interpretation of the music through timing, phrasing and movement quality. **Communication**: Maintains appropriate rhythm and timing in relation to the music. **Connection**: Demonstrates engagement with the musical accompaniment and the intended style of the choreography.
Presentation & Performance Skills 2	/10	**Presentation**: Demonstrates appropriate professional presentation and performance etiquette. **Responsiveness**: Demonstrates clear awareness of prior teacher guidance and effective application of corrections, responding appropriately to instructions, cues and performance requirements with accurate, timely execution throughout the exam. **Awareness**: Demonstrates awareness of audience, environment and performance context.
Presentation & Performance Skills 3	/10	**Attitude**: Demonstrates a focused and engaged approach to performance. **Expression**: Communicates mood, style or character appropriate to the choreography/performance. **Engagement**: Demonstrates consistent involvement in the performance through focused attention and purposeful delivery.
Presentation & Performance Skills 4	/10	**Concentration**: Maintains focus and attention throughout the performance. **Confidence**: Demonstrates assurance and self-belief in the performance material. **Consistency**: Maintains performance standards throughout the examination.
Presentation & Performance Skills 5	/10	**Creativity**: Demonstrates the ability to interpret material with individuality, showing personal style and creative ownership. **Originality**: Shows individuality and personal interpretation within the requirements of the performance. **Imagination**: Demonstrates the ability to generate ideas and expression through their own intuition, showing a personal and instinctive approach to the material.
	/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 technical control, accuracy and consistency throughout the performance. Movements are executed with confidence, clarity and appropriate dynamic variation. Musical interpretation is secure and expressive, and the performance communicates stylistic and artistic qualities appropriate to the choreography. The candidate shows strong spatial awareness, focus and stage presence.	80-100 marks
Merit	The candidate demonstrates good technical control and accuracy in most aspects of the performance. Movements are generally well coordinated and performed with appropriate timing and musical awareness. The performance shows clear engagement with the choreography and developing expressive qualities. Minor inconsistencies may occur but do not significantly affect the overall performance.	60-79 marks
Pass	The candidate demonstrates the basic technical requirements of the choreography. Movements are generally recognisable and performed with some coordination and control. The candidate shows an awareness of rhythm and spatial use, although accuracy and consistency may vary. The performance meets the minimum standard required for the level.	40-59 marks
Below Standard	The candidate does not yet demonstrate the technical, musical or performance skills required for the level. Movements may lack control, coordination or accuracy, and the performance may show limited engagement with the choreography or music. Further training and preparation are required before the 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. Demonstrate appropriate technical knowledge and physical skills in the chosen dance discipline.	**1.1** Demonstrate appropriate posture, placement and alignment when performing the required movement vocabulary. **1.2** Demonstrate coordination, strength and control appropriate to the movements being performed. **1.3** Demonstrate appropriate elevation, energy and flexibility where required by the discipline.	1. Posture, Placement & Alignment 2. Coordination, Strength & Control 3. Elevation, Energy & Flexibility
2. Perform movement material with accuracy, quality and control.	**2.1** Perform the required movement vocabulary with appropriate quality, clarity and accuracy. **2.2** Demonstrate appropriate use of dynamics, movement quality and discipline. **2.3** Demonstrate secure knowledge and recall of the required examination material. **2.4** Perform movement sequences with appropriate fluency and apply technical skills effectively throughout the examination.	4. Quality, Dynamics & Discipline 5. Knowledge, Fluency & Application

3. Demonstrate musicality and appropriate interpretation within the chosen dance discipline.	**3.1** Demonstrate appropriate timing, rhythm and phrasing. **3.2** Respond appropriately to changes in musical quality, dynamics and atmosphere. **3.3** Demonstrate an appropriate connection between the music, movement and intended style of the choreography.	6. Interpretation, Communication & Connection
4. Demonstrate appropriate presentation, awareness and responsiveness during performance.	**4.1** Present themselves appropriately for the examination and chosen dance discipline. **4.2** Respond appropriately to instructions, cues and performance requirements. **4.3** Demonstrate appropriate spatial awareness and awareness of other performers, the examiner/audience and the performance environment.	7. Presentation, Responsiveness & Awareness
5. Communicate through performance with confidence, expression and engagement.	**5.1** Demonstrate a focused, positive and engaged approach to performance. **5.2** Communicate appropriate expression, mood, style or character. **5.3** Maintain concentration, confidence and consistency throughout the examination.	8. Attitude, Expression & Engagement 9. Concentration, Confidence & Consistency
6. Demonstrate creativity and individuality appropriate to the level and chosen dance discipline.	**6.1** Demonstrate personal interpretation and creative ownership of performance material where appropriate. **6.2** Demonstrate originality and individuality within the requirements of the choreography or assessment task. **6.3** Apply imagination when interpreting, creating or responding to movement material where required.	10. Creativity, Originality & Imagination

These Learning Outcomes and Assessment Criteria apply across all MTB I-PATH Dance disciplines. 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.

Level	Expected Standard
Entry Level	Demonstrates basic movement skills, coordination, musical awareness and confidence with support appropriate to the qualification.
Level 1	Demonstrates developing technical control, coordination, musicality, accuracy and performance skills.
Level 2	Demonstrates secure technical skills, greater control and fluency, clear musical interpretation and confident performance.
Level 3	Demonstrates well-developed technical ability, accuracy, consistency, stylistic understanding, musical interpretation and assured performance.
Level 4	Demonstrates advanced technical proficiency, precision, consistency, independence, artistic maturity and sophisticated performance skills.

12. Examination Groups

Learners may be assessed individually or in groups.

The maximum group sizes are:

- **Preparatory, Primary, and Grades 1 - 5:** up to 6 learners
- **Grades 6 to Advanced 2:** 4 learners

Centres must ensure that there is enough suitable performance space for every learner to be seen and assessed safely.

13. Examination Clothing

I-PATH does not require one universal examination uniform.

Learners should wear clothing and footwear that:

- Are appropriate to the dance discipline
- Allow them to move safely
- Allow the examiner to see their movement clearly
- Do not create a health and safety risk

Hair should be appropriately secured where necessary and unsafe jewellery should be removed.

Any discipline-specific clothing, footwear, costume or prop requirements will be stated within the relevant Programme of Study.

14. 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

15. 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.

16. 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 the current I-PATH Reasonable Adjustments and Special Consideration Policy for eligibility, evidence requirements and application procedures.

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

17. Policies and Procedures

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

Centres should refer to the current I-PATH 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

18. 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.

19. Programmes of Study

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

The detailed teaching and examination content is contained within the individual Programme of Study for each discipline which can be accessed by members on the following link Members Area - I-PATH

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

Programmes of Study include, where applicable:

- Required technical content
- Exercises and activities
- Performance requirements
- Music requirements
- Assessment requirements
- Supporting teacher guidance

20. Awarding and Quality Assurance

The MTB I-PATH Dance qualifications contained within this specification are developed and owned 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.

21. 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.