

# iUSP163 – Instructing group exercise to music

URN – Y/617/5657

**Guided Learning Hours: 37**

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand how to provide group exercise to music	1.1. Identify the safe and effective alignment for a range of group exercise to music positions to develop: <ul style="list-style-type: none"> <li>• Cardiovascular fitness</li> <li>• Muscular fitness</li> <li>• Motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Correct posture</li> <li>• Skeletal alignment</li> </ul>
	1.2. Identify different methods of adapting exercise to music to ensure appropriate progression and regression	<ul style="list-style-type: none"> <li>• Identifying different methods of adapting exercises for different types of exercise to music participants</li> <li>• Alternative exercises</li> <li>• Increasing range of movement</li> <li>• Combining movements</li> <li>• Increasing duration of exercise/class</li> <li>• Progress and regress where necessary</li> </ul>
	1.3. Describe how to develop participant co-ordination by building exercises/movements up gradually, to include: <ul style="list-style-type: none"> <li>• Layering techniques</li> <li>• Holding patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Starting positions</li> <li>• Individual exercises/movements</li> <li>• Combining movements</li> <li>• Progressing to full exercises/movements</li> </ul>
	1.4. Describe effective methods of combining movements	<ul style="list-style-type: none"> <li>• Step by step instructions/demonstration</li> <li>• Add on choreography</li> <li>• Teaching points</li> </ul>
	1.5. Describe the principles of group behaviour management during exercise to music sessions	<ul style="list-style-type: none"> <li>• Effective programme organisation</li> <li>• Individual attention</li> <li>• Working as a team</li> <li>• Giving clear expectations</li> </ul>

		<ul style="list-style-type: none"> <li>• Responding rather than reacting</li> <li>• Rewarding positive behaviour</li> <li>• Addressing negative behaviour</li> <li>• Monitoring responses</li> </ul>
LO2 Be able to prepare self and equipment for group exercise to music	2.1. Prepare self to instruct the session	<ul style="list-style-type: none"> <li>• Correct posture</li> <li>• Skeletal alignment</li> </ul>
	2.2. Provide safe and appropriate equipment sufficient for the participants	<ul style="list-style-type: none"> <li>• Identifying different methods of adapting exercises for different types of exercise to music participants</li> <li>• Alternative exercises</li> <li>• Increasing range of movement</li> <li>• Combining movements</li> <li>• Increasing duration of exercise/class</li> <li>• Progress and regress where necessary</li> </ul>
	2.3. Organise sufficient space for safe exercise performance	<ul style="list-style-type: none"> <li>• Starting positions</li> <li>• Individual exercises/movements</li> <li>• Combining movements</li> <li>• Progressing to full exercises/movements</li> </ul>
LO3 Be able to prepare participants for group exercise to music	3.1. Help participants feel welcome and at ease in the exercise environment	<ul style="list-style-type: none"> <li>• Encourage the participants to relax and enjoy themselves</li> <li>• Encourage participants to express their feelings/requirements</li> <li>• Participants' comfort and satisfaction must be checked throughout the session with the use of verbal and non-verbal communication</li> <li>• Note participants' reactions and make appropriate adjustments</li> </ul>
	3.2. Check participants' level of experience, ability and physical/medical condition	<ul style="list-style-type: none"> <li>• Checking with the participant that the information on the PARQ is correct</li> <li>• Ensuring that the participant gives sufficient detail regarding their health and background and realises the importance of gaining GP's permission in the relevant circumstances</li> <li>• Checking contra-indications</li> <li>• Checking participants ability</li> </ul>
	3.3. Explain the purpose and value of the session, including warm-up and cool-down	<ul style="list-style-type: none"> <li>• Procedures</li> <li>• Benefits and effects</li> </ul>

	3.4. Describe exercises, including physical and technical demands	<ul style="list-style-type: none"> <li>• Determining agreed exercises</li> <li>• Teaching points</li> <li>• Muscles used</li> <li>• Skeletal alignment</li> <li>• Speed of movement</li> <li>• Alternative ways of getting the same results</li> </ul>
	3.5. Confirm or revise plans as appropriate	<ul style="list-style-type: none"> <li>• Reflection of original plans</li> <li>• Revising original plans</li> <li>• Evaluating revised plans</li> </ul>
	3.6. Advise participants of the facility's emergency procedures	<ul style="list-style-type: none"> <li>• First aiders</li> <li>• Fire safety/evacuation procedures</li> </ul>
	3.7. Use warm up activities that are safe and effective for the participants	<ul style="list-style-type: none"> <li>• Individual fitness levels</li> <li>• Individual range of movement</li> <li>• Increase heart rate</li> <li>• Increase of temperature</li> <li>• Speed of activity</li> <li>• Skeletal alignment</li> <li>• Care when using equipment</li> </ul>

LO4 Be able to instruct group exercise to music	4.1. Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions	<ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Exercises</li> <li>• Balance of the session</li> <li>• Teaching points</li> <li>• Ensuring participants have a good understanding as to how to maintain good posture throughout the session</li> <li>• The use of appropriate teaching methods and skills: <ul style="list-style-type: none"> <li>- Verbal</li> <li>- Non-verbal</li> <li>- Understandable terminology</li> <li>- Group management skills</li> <li>- Creativity</li> <li>- Improvisation/adaptability</li> </ul> </li> <li>• Demonstrate and explain how to monitor exercise intensity</li> <li>• Percentage of maximal heart rate (MHR)</li> <li>• Percentage of heart rate reserve (Karvonen formula)</li> </ul>
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	4.2. Communicate as appropriate to participants' needs	<ul style="list-style-type: none"> <li>• Precise explanations</li> <li>• Teaching points</li> <li>• Change of teaching position</li> <li>• Observation from different angles</li> <li>• Visual previews (rehearsals)</li> <li>• Mirroring</li> <li>• Asking for feedback</li> </ul>
	4.3. Use volume, pitch and voice projection relative to the music, with and without a microphone	<ul style="list-style-type: none"> <li>• Methods of voice projection</li> <li>• Effective use of volume and pitch – clarity of voice and encouragement</li> </ul>
	4.4. Provide cueing to enable participants to work to the structure and phrase of the music	<ul style="list-style-type: none"> <li>• Effective cueing <ul style="list-style-type: none"> <li>- Verbal</li> <li>- Visual</li> <li>- Counting</li> <li>- Pre-cueing</li> </ul> </li> </ul>
	4.5. Vary the pace and speed of exercise to ensure safety and effectiveness	<ul style="list-style-type: none"> <li>• Structure of music <ul style="list-style-type: none"> <li>- Beats</li> <li>- Phrases</li> <li>- Verse/chorus</li> <li>- Repeating patterns</li> </ul> </li> <li>• Suitability of speed and type of music</li> <li>• Advantages and disadvantages of different types of music for different elements of the session</li> <li>• Changing the type of exercises to suit the fitness of the participant(s) as improvement is made</li> </ul>
	4.6. Ensure participant(s) exercise safely	<ul style="list-style-type: none"> <li>• Establishing experience and level of fitness</li> <li>• Identifying new participant(s)</li> <li>• Understanding all physical and technical demands of the session</li> <li>• Ensuring participant(s) are exercising safely</li> </ul>
	4.7. Keep to the planned timings for the session	<ul style="list-style-type: none"> <li>• Keeping within specified time frame</li> </ul>

LO5 Be able to improve participants' performance in group exercise to music	5.1. Adopt appropriate positions to observe participants and respond to their needs	<ul style="list-style-type: none"> <li>• Change teaching positions</li> <li>• Precise explanation</li> <li>• Teaching points</li> <li>• Observation from different angles</li> </ul>
	5.2. Check that participants can perform the exercises as instructed	<ul style="list-style-type: none"> <li>• Observation of participants</li> <li>• Use of the principle of reinforcement</li> </ul>
	5.3. Use appropriate methods to correct and reinforce technique, including: <ul style="list-style-type: none"> <li>• Changing teaching positions</li> <li>• Asking questions</li> <li>• Verbal and visual communication</li> <li>• Mirroring</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching from different sides of the class</li> <li>• Observation of participants</li> <li>• Offering frequent reminders of correct posture and joint alignment</li> <li>• Teaching points</li> <li>• Telling participants and pointing to which muscles they should feel working</li> <li>• Asking for feedback for monitoring performance</li> <li>• Offering alternative exercises, advice on how to perform each activity for maximal effectiveness</li> <li>• Mirroring</li> </ul>
	5.4. Provide feedback and instructing points which are timely, clear and motivational	<ul style="list-style-type: none"> <li>• Teaching points</li> <li>• Clear communication</li> <li>• Communicate in a way that makes them feel valued</li> <li>• Use motivational styles appropriate to the participants and the exercise format</li> <li>• Alternative exercises</li> <li>• Use of the principle of reinforcement</li> <li>• Evaluate the designated exercises and alter if necessary</li> <li>• Check participants are following instructions properly and performing exercises correctly</li> <li>• Outcomes achieved</li> <li>• Effectiveness of the session</li> </ul>
	5.5. Adapt exercises with suitable progressions and regressions according to participants' needs	<ul style="list-style-type: none"> <li>• Changing the type of exercises to suit the fitness of the participant(s) as improvement/regression is made</li> <li>• Motivational level</li> <li>• Accept participants' learning curves</li> </ul>

LO6 Be able to bring a group exercise to music session to an end	6.1. Allow sufficient time to end the session according to participants' needs	<ul style="list-style-type: none"> <li>• Stretch/cool down/relaxation</li> <li>• Encourage feedback from the participants</li> </ul>
	6.2. Use cool down activities that are safe and effective for the participants	<ul style="list-style-type: none"> <li>• Heart rate</li> <li>• Stretch</li> <li>• Use cool down activities</li> </ul>
	6.3. Give the participants an accurate summary of feedback on the session	<ul style="list-style-type: none"> <li>• Outcomes achieved</li> <li>• Effectiveness of the programme</li> <li>• Changes in the routines</li> <li>• Summary of session</li> </ul>
	6.4. Give the participants the opportunity to: <ul style="list-style-type: none"> <li>• Reflect on the session</li> <li>• Ask questions</li> <li>• Provide feedback</li> <li>• Identify further needs</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Meeting the goals for the session</li> <li>• Effectiveness of the session</li> <li>• Encourage rapport</li> <li>• Identifying ways to improve the session</li> <li>• Discuss evaluation with appropriate colleague</li> <li>• Reflective practice</li> </ul>
	6.5. Follow the correct procedures for checking and dealing with any equipment used	<ul style="list-style-type: none"> <li>• Hygiene and sterilisation of equipment</li> <li>• Equipment is checked and the correct procedures are adhered to for reporting damage</li> <li>• Safe storage of equipment</li> </ul>
	6.6. Leave the environment in a condition acceptable for future use	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Leave the area in an acceptable condition for future sessions</li> <li>• Equipment cleaned and stored correctly</li> </ul>

LO7 Be able to reflect on providing group exercise to music	7.1. Review the outcomes of working with participants and their feedback	<ul style="list-style-type: none"> <li>• Planning and delivery of the session</li> <li>• Outcomes achieved</li> <li>• Motivational level</li> <li>• Evaluation and reflection of the session</li> </ul>
	7.2. Identify: <ul style="list-style-type: none"> <li>• How well the exercises met participants' needs</li> <li>• How effective and motivational the relationship with the participants was</li> <li>• How well the instructing style matched the participants' needs</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage rapport with the participants</li> <li>• Feedback from the participants</li> <li>• Identifying ways to improve the session</li> <li>• Accept participants' learning curves, explain any changes to the programme and agree with participants goals/preferences/abilities for the new programme</li> </ul>
	7.3. Identify how to improve personal practice	<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>

		<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Planning of session</li> <li>• Approach to session and participants</li> <li>• Voice volume and intonation</li> <li>• Clarity of instructions</li> <li>• Demonstrations of exercises</li> <li>• Positioning of self</li> <li>• Monitoring participants' performance</li> <li>• Reflective practice</li> <li>• Evaluation</li> <li>• Training</li> <li>• Motivational skills</li> <li>• CPD</li> </ul>
	7.4. Explain the value of reflective practice	<ul style="list-style-type: none"> <li>• Define reflective practice</li> <li>• Critically compare differing theories of reflective practice</li> <li>• Personal growth</li> <li>• Self-awareness</li> <li>• Identify strengths and remove limitations</li> <li>• Identify life-long learning opportunities</li> </ul>

<b>Assessment</b>	
Internal practical test  Portfolio of evidence containing: <ul style="list-style-type: none"> <li>• 2 performance evidence</li> </ul>	In total 3 group exercise to music performance evidence to include continuous play and verse/chorus from a variety of positions in the room using mirroring and demonstrating control of the participants. Performance evidence must be evidenced through the use of signed and dated performance evidence paperwork

<b>Guide to taught content</b>
The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

**Document History**

<b>Version</b>	<b>Issue Date</b>	<b>Changes</b>	<b>Role</b>
v1	13/08/2019	First published	Qualifications and Regulation Co-ordinator