

# BODYSTEP GRADE REVIEW DEVELOPMENT FORM

Instructor Name	Trainer/Assessor Name	Release	Tracks
(Insert Instructor name here)	(Leave blank if not relevant)	(Insert submission release number if relevant)	(Insert tracks reviewed if relevant)
Previous Level	Review Grades Awarded: (insert program name)		Reviewed Level*
(Insert Previous Level if applicable)	<b>Key Elements</b>	<b>Previous Grade</b> (If applicable)	<b>Review Grade</b>
	<b>Choreography</b>	Grade	(Insert Grade)
	<b>Technique</b>	Grade	(Insert Grade)
	<b>Coaching</b>	Grade	(Insert Grade)
	<b>Connection</b>	Grade	(Insert Grade)
	<b>Performance</b>	Grade	(Insert Grade)
			(Insert revised Reviewed Level)

\*The Reviewed Level is recalculated based on higher grade(s) awarded for post Advanced Training Review or Submission for Grade Review. If higher grade(s) are not awarded the Reviewed Level will remain the same as the Previous Level. A lower Level than the Previous Level cannot be awarded to an active instructor. For Levels 7-10, all Key Elements are reviewed with every submission, and all contribute to the Reviewed Level.

## STRENGTHS, GOALS & DEVELOPMENT PLAN

Les Mills Qualifications is a strengths-based development system. Please see below for your strength/s and ensure to write down your goals and your development plan to outline your next steps based on the coaching and feedback provided in the sections below. To help you with your development plan, you can refer to the Instructor Handbook and/or Advanced Training Personal Journal and ask yourself these questions: What do you need to do to reach your Goal(s)? How will reaching your Goal(s) impact your teaching?

Strength(s)

## 5 KEY ELEMENT GRADES

Each Key Element is awarded a specific Grade reflecting competency in the Skills and Criteria listed. N/A indicates Skills and Criteria **Not Applied** and further work is required to achieve Grade 1 competency. Each Grade's Skills and Criteria are linked; a Grade 2 cannot be awarded unless competency in the Skills and Criteria in Grades 1 and 2 are demonstrated. This applies to Grade 3 as well where competency in Grade 1 and 2 needs to be demonstrated.

CHOREOGRAPHY	Insert Grade awarded or N/A
<b>Grade 1</b>	
<b>Skills:</b> Performs choreography <u>accurately</u> : Knowledge (executes exercises, exercise sequences and transitions indicated by release notes and video) and Timing. (Moves in time with the music/on the beat.) <b>Criteria:</b> <ul style="list-style-type: none"> <li>Moves in time with the music/on the beat for 75% of the Grade Review tracks.</li> <li>*≤ 2 significant Choreography errors across the Grade Review tracks</li> </ul> *A significant error is an incorrect sequence /exercise for 32+ counts.	
<b>Grade 2</b>	
<b>Skills:</b> Performs choreography smoothly and automatically, without apparent mental energy devoted to the process. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Moves in time with the music/on the beat for all Grade Review tracks.</li> <li>*≤ 1 significant Choreography error across the Grade Review tracks.</li> </ul> *A significant error is an incorrect sequence /exercise for 32+ counts.	
<b>Comments</b>	

TECHNIQUE	Insert Grade awarded or N/A
<b>Grade 1</b>	

<b>Skills:</b> Demonstrates exercises at a level that provides clarity, which participants can easily understand and follow. BODYSTEP Set Position, Position Setup, Control, Placement, Range of Motion (ROM) and Efficiency as defined in Les Mills Instructor Handbook. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in 70% of the variations across the Grade Review tracks.</li> </ul>
<b>Grade 2</b>
<b>Skills:</b> Demonstrates exercises at a professional level of accuracy and energy. BODYSTEP Set Position, Control, Placement, Range of Motion (ROM) and Efficiency are correct and precise. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in 80% of variations across the Grade Review tracks.</li> </ul>
<b>Grade 3</b>
<b>Skills:</b> Demonstrates exercises at a motivational level that is likely to inspire participants and fill studios. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in 100% of variations across the Grade Review tracks.</li> </ul>
<b>Comments</b>

<b>COACHING</b>	<i>Insert Grade awarded or N/A</i>	
<b>Grade 1</b>		
<b>Skills:</b> Cues tempos (phonetic cues) & changes, delivers Layer 1 Cues, that include Track Introduction, Choreography Set Up (includes visual cues and previews), Compulsory Cues and Options, to the degree that participants can easily understand and follow, without significant risk of injury. <b>Certification Criteria:</b> <ul style="list-style-type: none"> <li>Competency in ~70% of the skills and criteria in ~70% of the Grade Review tracks.</li> </ul>		
<b>Grade 2</b>		
<b>Skills:</b> Demonstrates and delivers professional level technical and motivational instruction using a blend of Layer 1, 2 & 3 Cues, which improves participants' performance, understanding and motivation. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in ~70% of the skills and criteria in the Grade Review tracks. (Including ~70% of Grade 1 skills/criteria).</li> </ul>		
<b>Grade 3</b>		
<b>Skills:</b> Demonstrates masterful coaching, an intelligently planned class, ability to 'look, see and respond' and powerful imagery using Layer 1, 2 & 3 Cues that are likely to attract participants and fill classes because people are inspired and enriched by their expertise. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in ~80% of the skills and criteria in the Grade Review tracks (including Grade 1 and Grade 2 skills/criteria).</li> </ul>		
<b>Comments</b>		

<b>CONNECTION</b>	<i>Insert Grade awarded or N/A</i>	
<b>Grade 1</b>		
<b>Skills:</b> Appears to care about participants and genuinely want them to get results. Communicates in an authentic, sincere way. Shows respect (or at least never disrespect) for all participants and seems to be there primarily for participants rather than themselves. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks.</li> </ul>		
<b>Grade 2</b>		
<b>Skills:</b> Appears to have a strong bond with participants. Is relaxed and natural. Has genuine communication and eye contact with individuals during class. Does not use peoples' names in a phony way. Builds relationships. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks (including ~70% of Grade 1 skills/criteria).</li> </ul>		
<b>Grade 3</b>		
<b>Skills:</b> Is likely to attract participants and fill studios via mastery of Grade 1 and Grade 2 and expertise in the art of communication. Masters tend to be selfless, caring people who find great joy in helping others improve their lives. They fill studios because people love community and feeling valued. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in ~80% of skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria).</li> </ul>		
<b>Comments</b>		

<b>PERFORMANCE</b>	<i>Insert Grade awarded or N/A</i>	
<b>Grade 1</b>		
<b>Skills:</b> Presents a professionally prepared class, in a style appropriate to the music and exercise genre/Program Essence. <b>Criteria:</b>		

<ul style="list-style-type: none"> <li>Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks.</li> </ul>
<b>Grade 2</b>
<b>Skills:</b> Creates an experience for participants via professional interpretation of music, choreography and program essence. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks (including ~70% of Grade 1 skills/criteria).</li> </ul>
<b>Grade 3</b>
<b>Skills:</b> Likely to attract participants and fill studios because they create powerful, inspirational experiences for their audience. Instructors with strengths in this area tend to have a background in acting, singing and other performance arts. Masters are exceptional entertainers who love being on stage and have often spent years learning to articulate emotion and develop their presence. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in ~80% of skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria).</li> </ul>
<b>Comments</b>

<b>Goals</b>
<i>(Enter the Goal(s) you would like to achieve)</i>
<b>Development Plan</b>
<i>(Based on your Goal(s), Strength(s) and the Coaching/feedback from your Trainer/Assessor, write your plan of action below. What do you need to do to reach your Goal(s)? How will reaching your Goal(s) impact your teaching?)</i>

# **LES MILLS** **BODYSTEP** (Functional) **TECHNIQUE ASSESSMENT FORM**

<p>The key exercises/variations are listed below, along with their components and skills for assessment. An exercise is competent when the compulsory components of Position (P) &amp; Execution (E) are demonstrated safely and effectively, including all skills under the exercise/variation that apply. BODYSTEP Set Position is the foundation of Position Setup for all exercises, and its skills are compulsory to each Variation unless otherwise indicated below. These skills are: Feet hip-width apart, toes slightly turned out slightly, knees soft, core braced, chest proud, shoulders back and down.</p>	
<p><b>Tick ✓ box for Variation competency or level blank if competency not achieved</b></p>	
	<p><b>BASIC STEP / MARCH / JOG VARIATIONS</b></p>
	<p>P: Chest lifted; Abs braced; Feet under hips</p>
	<p>E: Whole foot on step; Step down close to step; Maintain a natural walking rhythm; (Jog On/High Knees) Flick heels towards butt/lift knees to hip height.</p>
	<p><b>KNEE LIFT / PROPULSIVE KNEE VARIATIONS</b></p>
	<p>P: Chest lifted; Abs braced; Body weight over supporting leg</p>
	<p>E: Whole foot propels off the step: lead with heel, roll through foot, push off toe; Knee to hip height; Step down close to the step</p>
	<p><b>HIP / GLUTE STRENGTHENING VARIATIONS</b></p>
	<p>P: Chest lifted; Abs braced, Hips square and/or level, Elbow/Wrist(s) under shoulder(s), Neutral spine</p>
	<p>E: Hips lift up and down; Hips hinge back; Supporting leg knee/s soft; Range: as written in the choreography</p>
	<p><b>KNEE REPEATER / HAMSTRING CURL VARIATIONS</b></p>
	<p>P: Chest lifted; Abs braced; Whole foot on step; Weight over supporting leg; Hips square and level</p>
	<p>E: Knee to hip height; (Repeater) Extended leg back, heel off floor; Front knee aligns w/ toes (Hamstring Curl) heel toward butt, knee points down and out</p>
	<p><b>STOMP / STRADDLE / STUTTER VARIATIONS</b></p>
	<p>P: Chest lifted; Abs braced; Hips square to front; Bend knees on landing</p>
	<p>E: Whole foot on step, other foot on floor, stay close to the step; Natural walking rhythm; (Speed Straddle) Straddle down, jog up; (Stutters) Light on feet; (Straddle Jump) Bent knees forward &amp; out; On &amp; off with whole foot</p>
	<p><b>ACROSS THE TOP VARIATIONS (OTT / SQUAT TAP)</b></p>
	<p>P: Chest lifted; Abs braced; Hips square to front</p>
	<p>E: Center foot on step/step to center of step; Step down close to step w. control (no bounce on floor); Knee to hip height; (Speed OTT) Maintain a light running rhythm</p>
	<p><b>TAP DOWN / DOWN TAP / UP TAP VARIATIONS</b></p>
	<p>P: Chest lifted; Abs braced; Hips square to front (or) on diagonal; Weight centered over supporting leg</p>
	<p>E: Toes tap floor (or) step, heel up; Supporting knee soft/bent and out over middle toes; (Propulsion) Working leg curls up behind before tapping floor</p>

	<b>SQUAT VARIATIONS</b>
P: Chest lifted; Abs braced; Feet shoulder-width or wider; Toes slightly out	
E: Sit hips back & down, no lower than knee height; Knees track forward in line w. middle toes; (Jump Squat) Land in Squat position, knees bent	
	<b>LUNGE VARIATIONS</b>
P: Chest lifted; Abs braced; Feet hip distance, weight even between legs	
E: Front knee above ankle & in line with middle toes; Drop back knee down, heel lifted off floor	
	<b>BURPEE / PUSHUP VARIATIONS</b>
P: Chest lifted; Abs braced; Hips & shoulders squared; Hands on step; Feet hip-width; Butt up or back flat; Chin in; (Tricep Push-up) Hands under shoulders	
E: Bend knees, jump feet back, jump feet in, bend knees, stand up; (Push-up) Chest no lower than elbows; (Tricep Push-up) Elbows bend back towards ribs/hips	