

BODYJAM GRADE REVIEW DEVELOPMENT FORM

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

*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 for an active instructor up to and including Level 6. 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, 2 and 3 needs to be demonstrated.

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

TECHNIQUE	<i>Insert Grade awarded or N/A</i>
Grade 1	
Skills: Demonstrates movements at BASE level, which provides clarity which participants can easily understand and follow. Technique is demonstrated via correct Posture, Direction, Placement and Timing. (Timing assessed in Choreography) Criteria: <ul style="list-style-type: none"> Competency in ~70% of the Key Moves on the Technique Assessment Form across the Grade Review submission tracks. 	
Grade 2	

Skills: Demonstrates ELEVATE by increasing range of movement, adding in texture, feel and or energy to the movements. Criteria: <ul style="list-style-type: none"> Competency in ~80% of the Key Moves on the Technique Assessment Form across the Grade Review submission tracks. 	
Grade 3	
Skills: Demonstrates BASE, ELEVATE, 100 at an inspirational level that is likely to attract participants and fill studios. 100 is inspirational in its consistency to show perfect precision in execution and expression of movements across every repetition, and its ability to motivate participants to dance harder. Criteria: <ul style="list-style-type: none"> Competency in 100% of movements across the Grade Review submission tracks required. 	
Comments	

COACHING	<i>Insert Grade awarded or N/A</i>	
Grade 1		
Skills: Uses compulsory cues to set up BASE, using a combination of verbal cues, visual cues, phonetic or rhythmic cues as appropriate. Delivers Layer 1 cues that include Foot and Arm Position, Move Name and Posture so participants can easily understand and follow. Criteria: <ul style="list-style-type: none"> Competency in ~70% of skills and criteria in ~70% of the Grade Review submission tracks. 		
Grade 2		
Skills: Demonstrates and delivers professional level technical and motivational instruction using a blend of Layer 1, 2 & 3 Cues, which improves participants' performance and understanding of the movements. Uses Silence to observe and identify the cues needed to improve execution (Look, See and Respond). Uses more Silence to Shut Up and Dance and follows with Praise. Criteria: <ul style="list-style-type: none"> Competency in ~70% of skills and criteria in the Grade Review submission tracks (including ~70% of Grade 1 skills/criteria). 		
Grade 3		
Skills: Demonstrates masterful coaching, ability to 'Look, See and Respond' using Layer 1, 2 & 3 Cues that are likely to attract participants and fill classes because people are inspired and enriched by their expertise. Criteria: <ul style="list-style-type: none"> Competency in ~80% of skills and criteria in the Grade Review submission tracks (including Grade 1 and Grade 2 skills/criteria). 		
Comments		

CONNECTION	<i>Insert Grade awarded or N/A</i>	
Grade 1		
Skills: Appears to care about participants and genuinely want them to enjoy their experience. 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. Criteria: <ul style="list-style-type: none"> Competency in ~70% of skills and criteria in ~70% of the Grade Review submission tracks. 		
Grade 2		
Skills: 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. Criteria: <ul style="list-style-type: none"> Competency in ~70% of skills and criteria in ~70% of the Grade Review submission tracks (including ~70% of Grade 1 skills/criteria). 		
Grade 3		
<ul style="list-style-type: none"> Skills: Is likely to attract participants and fill studios via mastery of Grade 1 and Grade 2, ability to demonstrate understanding of the 3 Learning Styles and connect appropriately and authentically to the participants. They are expert 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. Criteria: <ul style="list-style-type: none"> Competency in ~80% of skills and criteria in the Grade Review submission tracks (including Grade 1 and Grade 2 skills/criteria). 		
Comments		

PERFORMANCE	<i>Insert Grade awarded or N/A</i>	
Grade 1		
Skills: Presents a professionally prepared class, in a style appropriate to the music and exercise program essence. BODYJAM is the dance cardio class where you lose yourself in the sensation of dance. Criteria: <ul style="list-style-type: none"> Competency in ~70% of skills and criteria in ~70% of the Grade Review submission tracks. 		

Grade 2
<p>Skills: Creates an experience for participants via professional interpretation of music, choreography and program essence, tapping into Silence to allow the music and actions to create a Performance.</p> <p>Criteria:</p> <ul style="list-style-type: none"> Competency in ~70% of skills and criteria in ~70% of the Grade Review submission tracks (including ~70% of Grade 1 skills/criteria).
Grade 3
<p>Skills: Is confident in their ability to play with their Performance, tapping into their Ultimate You, and is likely to attract participants and fill studios because they create powerful, inspirational experiences for their audience. Masters are exceptional entertainers who love being on stage and have often spent years learning to articulate emotion and develop their presence.</p> <p>Criteria:</p> <ul style="list-style-type: none"> Competency in ~80% of skills and criteria in the Grade Review submission tracks (including Grade 1 and Grade 2 skills/criteria).
Comments

Goals
<i>(Enter the Goal(s) you would like to achieve)</i>
Development Plan
<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>

