

BODYPUMP 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)	Key Elements	Previous Grade (If applicable)	Review Grade
	Choreography	Grade	(insert Grade)
	Technique	Grade	(insert Grade)
	Coaching	Grade	(insert Grade)
	Connection	Grade	(insert Grade)
	Performance	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 Grade 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	GRADE X
Grade 1		
Skills: Performs choreography <u>accurately</u> : Knowledge (executes exercises and transitions indicated by release notes and video) and Timing (Moves in time with the music/on the beat) Criteria: <ul style="list-style-type: none"> Moves in time with the music/on the beat for 75% of the Grade Review tracks *≤ 2 significant Choreography errors across the Grade Review tracks *A significant error is an incorrect sequence /exercise 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 time with the music for ALL Grade Review tracks. *≤ 1 significant Choreography error across all Grade Review tracks 		
Comments		

TECHNIQUE	Insert Grade awarded or N/A	GRADE X
Grade 1		
Skills: Demonstrates exercises at a level that provides clarity, which participants can easily understand and follow. Posture, Alignment, Range of Movement and Control are safe, as defined in Les Mills instructor manuals. Criteria: <ul style="list-style-type: none"> Competency in 70% of variations across the Grade Review tracks 		
Grade 2		

Skills: Demonstrates exercises at a professional level of precision and energy. Posture, Alignment, Range of Movement and Control are precise.
Criteria:
• Competency in 80% of variations across the Grade Review tracks required
Grade 3
Skills: Demonstrates exercises at an inspirational level that is likely to attract participants and fill studios.
Criteria:
• Competency in 100% of variations across the Grade Review tracks required
Comments

COACHING	<i>Insert Grade awarded or N/A</i>	GRADE X
Grade 1		
Skills: Cues tempos & changes, delivers Layer 1 cues, that include Must-Do Cues to the degree that participants can easily understand and follow, without significant risk of injury.		
Criteria:		
• Competency in ~70% of skills and criteria in ~70% of the Grade Review 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, understanding and motivation		
Criteria:		
• Competency in ~70% of skills and criteria in the Grade Review tracks (including ~70% of Grade 1 skills/criteria),		
Grade 3		
Skills: 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		
Criteria:		
• Competency in ~80% of skills and criteria in the Grade Review tracks (including Grade 1 and Grade 2 skills/criteria)		
Comments		

CONNECTION	<i>Insert Grade awarded or N/A</i>	GRADE X
Grade 1		
Skills: 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		
Criteria:		
• Competency in ~70% of skills and criteria in ~70% of the Grade Review 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. (Includes Grade 1 skills and criteria)		
Criteria:		
• Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks (including ~70% of Grade 1 skills/criteria)		
Grade 3		
Skills: 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. (Includes all skills and criteria in Grade 1 and 2)		
Criteria:		
• Competency in ~80% of skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria)		
Comments		

PERFORMANCE	<i>Insert Grade awarded or N/A</i>	GRADE X
Grade 1		
Skills: Presents a professionally prepared class, in a style appropriate to the music and exercise genre/Program Essence.		
Criteria:		
• Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks		
Grade 2		
Skills: Creates an experience for participants via professional interpretation of music, choreography and program essence. (Includes Grade 1 skills and criteria)		
Criteria:		
• Competency in ~70% of skills and criteria in ~70% of the Grade Review tracks (including ~70% of Grade 1 skills/criteria)		
Grade 3		

Skills: 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. (Includes all skills and criteria in Grade 1 and 2)

Criteria:

- Competency in ~80% of skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria)

Comments

Goals

(Enter the Goal(s) you would like to achieve)

Development Plan

(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?)

BODYPUMP TECHNIQUE VARIATIONS

The key exercises/variations are listed below, along with their components & skills for assessment. An exercise is competent when the compulsory components of Position (P) & Execution (E) are demonstrated safely and effectively, including all skills under the exercise/variation that apply. 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: grip thumb-distance outside the thighs; heels hip-width apart; toes out slightly; knees soft; chin in and eye gaze forward; abs braced; chest lifted; shoulder blades down towards spine.

Tick ✓ box for Variation competency or level blank if competency not achieved

SQUAT

P: • Set Position • bar on meaty part of back • (Mid-Stance) feet slightly wider than hips, toes out • (Wide Stance) 1 heel-toe wider than Mid-Stance, toes out • keep chest lifted

E: • Sit the butt back and down • knees track forward in line with toes • butt stops just above knee level – knees at 90°

CHEST PRESS / PUSHUP

P: • Bench Position • hands wider than shoulders • weight/bar in the heel of hands • shoulders away from ears • lower back toward bench • chin tucked/neck neutral

E: • Bar down toward the center of the chest • elbows no lower than the top of the bench • elbows slightly bent at the top • (Pushup) drop shoulders/chest to elbow level

DEADLIFT / DEADROW / WIDEROW

P: • Set Position with slight bend in the knees (20°) • elbows to the rear • (Wide Grip) one hand-width wider than Set Position

E: • Tip from the hips • slide bar down thighs, no lower than bottom of kneecap • keep chest lifted, eye gaze 2m (6.5') in front of toes • (Row) bar rows to belly button, elbows in

• (Wide Row) bar rows to lower ribs, elbows high and wide

CLEAN & PRESS

P: • Set Position with knees bent

E: • Clean/Upright Row: elbows above bar, bar close to the body, lift bar to lower chest • Catch: drop under the bar, bend the knees, sit hips back • Press: use legs to drive bar up, elbows slightly forward of shoulder at the top • Return to Set Position: bend the legs again, bar down to collar bone, bring elbows up and over, bar close to the body

TRICEPS EXTENSION VARIATIONS

P: • Set Position, Bench Position or Split Stance • hands shoulder-width & elbow(s) in line with shoulder(s) • (Supine) lower back towards bench & feet on floor • (Kickback) lean forward, chest up

E: • Upper arm fixed • elbows stay in/narrow • (Supine) bar moves towards forehead • elbows point down bench • (Upright) lower plate back & down • elbows face forward

• (Kickback) upper arm parallel to floor • extend elbow • return forearm vertically under elbow

TRICEPS PRESS VARIATIONS

P: • Bench Position • hands shoulder-width • (Supine) lower back towards bench • feet on floor close to bench • (Dip) weight in the heel of hands • keep chest lifted

E: • Elbows directly in line with shoulders/close to body • (Press) bar aims towards lower ribs • elbows no lower than bench top • (Dip) drop butt down close to bench-top • elbows bend towards the rear • (Pushup) elbow to side ribs

	BICEP CURL/BICEP ROW
P: • Set Position or Split Stance • weight even	
E: • Curl bar/plates upward to just in front of shoulders • extend all the way down to thighs • elbows stay under shoulders and pointing down throughout • (Plates) rotate plates for bottom 1/2 and full range • extend downward next to thighs (Bicep Row) Tip from hips • slide plates to kneecap • pull plates to ribcage, just under chest, rotate as you row, • keep chest lifted	
	LUNGE
P: • 90/90 stride length • hips & shoulders square to front • knees track in line with middle toes • feet stay hip-width apart • abs braced, chest up	
E: • Bend back knee towards floor (heel up) • front thigh parallel to floor • front knee above ankle • body weight even on both legs	
	SHOULDER RAISE/ROW VARIATIONS
P: • Set Position • (Side Raise) elbows at 90° • plates face each other • (Rear Deltoid Raise) trunk leans on a 45° angle • plates face rear	
E: • Lead with elbows • wrists strong • ROM no higher than shoulders • (Side Raise) elbows slightly forward of shoulders • (Rear Delt. Raise) lift elbows vertically • (Mac Raise) 1 arm forward/Front Raise, 1 arm side/Side Raise • small twist from upper body, keep hips facing forward • (Upright Row) elbows above bar • bar up to lower chest • bar close to body	
	SHOULDER PRESS VARIATIONS
P: • Set Position or Split Stance • weight even • elbows under wrists • (Overhead Press) bar/plates at chin level • (Push Press) bar/plates at collarbone level	
E: • Press bar/plates upward, elbows soft at the top and slightly forward of shoulder • maintain neutral spine/stable trunk • (Push Press) bend knees and drive through legs	