

BODYBALANCE 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	<i>(Insert revised Reviewed Level)</i>
	Choreography		<i>(insert Grade)</i>	
	Technique		<i>(insert Grade)</i>	
	Coaching		<i>(insert Grade)</i>	
	Connection		<i>(insert Grade)</i>	
	Performance		<i>(insert Grade)</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 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	<i>Insert Grade awarded or N/A</i>	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) Criteria: <ul style="list-style-type: none"> Moves in time with the music for 75% of the Grade Review tracks. *≤ 2 significant Choreography errors across the tracks assessed for Grade Review *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 error across all tracks assessed for Grade Review *A significant error is the incorrect sequence/exercise for 32+ counts		
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. Stance, Posture, Grace, Flow, Strength and Flexibility. Alignment, Range of Movement & 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. Stance, Posture, Alignment, Grace, Flow, Strength and Flexibility, Range of Movement & Control are precise. Criteria: <ul style="list-style-type: none"> Competency in ≥ 80% of variations across the Grade Review tracks 			
Grade 3			
Skills: Demonstrates exercises at an inspirational level that is likely to attract participants and fill studios. Criteria: <ul style="list-style-type: none"> Competency in ≥ 100% of variations across the Grade Review tracks 			
Comments			

COACHING		Insert Grade awarded or N/A	GRADE X
Grade 1			
Skills: Cues changes, delivers Layer 1 cues, that include Must-Do Cues, Breath and Options, to the degree that participants can easily understand and follow, without significant risk of injury Criteria: <ul style="list-style-type: none"> 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 (Pause, Look & See) & 3 Cues, which improves participants' performance, understanding and motivation Criteria: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Competency in ~80% of skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria) 			
Comments			

CONNECTION		Insert Grade awarded or N/A	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: <ul style="list-style-type: none"> 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 all skills and criteria in Grade 1) Criteria: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Competency in ~80% of skills and criteria in all Grade Review tracks (including Grade 1 and Grade 2 skills/criteria)
Comments

PERFORMANCE	Insert Grade awarded or N/A	GRADE X
Grade 1		
Skills: Presents a professionally prepared class, in a style appropriate to the music and exercise genre/Program Essence. Criteria: <ul style="list-style-type: none"> 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 all skills and criteria in Grade 1) Criteria: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Competency in ~80% of skills and criteria in all Grade Review 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>

BODYBALANCE TECHNIQUE VARIATIONS

The key principles/variations for assessment are listed below, along with their components and skills for assessment. A variation is competent when the components of POSITION and EXECUTION are demonstrated successfully, including all skills under the variation that apply. Mountain Pose is the foundation of our Yoga poses, and its skills are compulsory to each Variation under which it is listed or as the Release indicates. These skills are: feet together, knees soft, stand tall (neck & spine in neutral), belly drawn in, chest lifted, & shoulders relaxed back into a soft "v". While not listed under each principle/variation, active demonstration of 'breathe in to lift & lengthen spine, breathe out to release' is encouraged.

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

TAI CHI PRINCIPLES

Wide/Wu Chi • soft ladies hands • low center of gravity • lifted torso • shoulders relaxed • long back with tail bone drawn down
• flowing movement from one move to the next, no beginning, no end • knees track over toes

SUN SALUTATIONS VARIATIONS

Mountain Pose [Down Dog] • hands shoulder distance • feet hip distance • hips high • shoulders away from ears
[Forward Fold] • feet together • knees soft • belly strongly lifted [Crocodile] • elbows bend to ribs • whole body lowers ½ way down [Up Dog] • arms straight • shoulders back • thighs lift • squeeze butt

STANDING STRENGTH VARIATIONS

Mountain Pose • feet turned as pose dictates • front knee over ankle & aligned w middle foot • back leg straight • press down through outside foot
[Warrior 1/2] • feet approx. 1 metre distance • shoulders & hips squared [Lunge] • feet hip distance [Triangle] • bottom ribs toward floor

BALANCE PRINCIPLES / VARIATIONS

Mountain Pose • feet, knee, hip and spinal alignment • shoulders soft • eye gaze appropriate for pose
• smooth transitions between poses

HIP OPENING VARIATIONS

Mountain Pose [Swan] • foot flexed • hips square • back leg long [Modified ½ Lotus/Star] • sit bones to floor • spine long • feet flexed • top foot on knee, calf, or floor

CORE ABDOMINAL VARIATIONS

Pilates Principles/Mountain Pose [Supine] • lower back towards the floor • chin gently tucked [Crunch] • eye gaze through thighs • chest lifts • ribs to hips
[Hover/Plank] • elbows/wrists under shoulders • keep back straight and long • hips & shoulders stay parallel to the floor

CORE BACK VARIATIONS

Pilates Principles/Mountain Pose [Horse Stance] • knees under hips • hands under shoulders • spine long, chin in
[Locust] • legs long & straight • eye gaze down • appropriate lift of arms/legs [Bow] • foot/feet flexed • knee(s) hip-distance • hand(s) to ankle
[Camel] • knees under hips • tail tucked under • chest lifted [Bridge] • feet hip distance • heels under knees • pelvis lifts • chest presses to chin

TWISTING PRINCIPLES

Mountain Pose • hips stay square (anchored) • long spine • chest lifted • upper body relaxed • top/back shoulder revolves back • eye gaze as Release indicates

FORWARD BENDS/ HAMSTRING VARIATIONS

Mountain Pose [Forward Fold] • belly drawn in and up • shoulders relaxed • chest square to thigh [Tabletop] • chest lifted & open [Hamstring] (Pyramid, Flat Back, Supine) • hips pushed back & square • legs long & strong (Knee Bend, Hand to Shin options) • long spine

