



National Unit Specification: general information

UNIT Exercise and Fitness: Exercise to Music (SCQF level 6)

CODE F7JF 12

SUMMARY

This Unit is an optional Unit of the National Progression Award in Exercise and Fitness Leadership, but can also be taken as a free-standing Unit. The Unit is suitable for candidates with some previous experience in exercise and fitness training who wish to undertake regular exercise and fitness training or who wish to pursue a career in the fitness industry.

In this Unit candidates will gain underpinning knowledge of, and develop safe and effective practical skills relating to Exercise to Music. On successful completion of this Unit candidates will be able to identify safe and effective Exercise to Music movements, and plan and prepare a basic exercise to music warm up session. Candidates will be able to demonstrate and evaluate both the exercises and their own technical abilities, personal and facility equipment relating to the selected activities.

This Unit is designed for candidates with some previous experience of exercise and fitness who wish to pursue a career in the fitness industry.

OUTCOMES

- 1 Describe exercise to music movements relating to major muscles and muscle groups.
- 2 Describe the basic physiological effects of exercise to music on the body.
- 3 Plan and prepare for a group of clients an exercise to music warm up session.
- 4 Demonstrate for a group of clients an exercise to music warm up session and evaluate personal performance.

Administrative Information

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

D675 11 *Exercise and Fitness — Exercise to Music*
F40B 11 *Contemporary Exercise and Fitness Training Methods: An Introduction*
F40E 11 *Human Anatomy, Physiology, and Physical Activity*
D681 12 *Human Physiology in the Development of Performance*

CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills components in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Describe exercise to music movements relating to major muscles and muscle groups.

Performance Criteria

- (a) Identify major muscles and muscle groups of the body.
- (b) Outline a range of exercise to music movements relating to major muscles and muscle groups.

OUTCOME 2

Describe the basic physiological effects of exercise to music on the body.

Performance Criteria

- (a) Outline the physiological effects of exercise to music training on the skeletal system.
- (b) Outline the physiological effects of exercise to music training on the muscular system.
- (c) Outline the physiological effects of exercise to music training on the cardio-vascular system.
- (d) Outline the physiological effects of exercise to music training on the respiratory system
- (e) Outline the physiological effects of exercise to music training on the nervous system

OUTCOME 3

Plan and prepare for a group of clients an exercise to music warm up session.

Performance Criteria

- (a) Prepare a plan for a ten minute exercise to music warm up session.
- (b) Select exercises to ensure a balanced programme.
- (c) Identify the key points for each exercise.
- (e) Select appropriate music for the exercise to music warm up session.

OUTCOME 4

Demonstrate for a group of clients an exercise to music warm up session and evaluate personal performance.

Performance Criteria

- (a) The planned exercise to music warm up session is effectively demonstrated.
- (b) Evaluate the demonstrated session accurately.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1: Written and/or oral recorded evidence obtained under controlled, supervised conditions. The assessment should be closed book, restricted response. This should last no longer than one hour. The candidate should identify the major muscles and muscle groups of the body and a minimum of two exercise to music movements for each muscle group stated. Movements may incorporate more than one muscle/muscle group.

Major muscles/muscle groups including (but not confined to): Abdominals, Obliques (Internal and External), Deltoids; Trapezius; Latissimus Dorsi; Erector Spinae, Biceps; Triceps; Pectorals; Gluteals; Hamstrings; Quadriceps; Gastrocnemius, Soleus.

For the purposes of this Unit the following minimum evidence and definitions should be considered:

Major muscles and muscle groups identified for this Outcome must include all of the above.

Outcome 2: Written and/or oral recorded evidence obtained under controlled, supervised conditions. The assessment should be closed book, restricted response. This should last no longer than one hour. The candidate should identify a minimum of three physiological adaptations occurring in the following systems: Skeletal; Muscular; Cardiovascular; Respiratory; and Nervous.

Outcome 3: Written and/or oral recorded evidence in the form of a session plan for a ten minute exercise to music warm up. This should include the exercises selected for Outcome 1; the muscle groups used; a minimum of two key points for each exercise and details on the beats per minute and type of music chosen.

Outcome 4: Performance evidence of the warm up session planned in Outcome 3 supported by an observation checklist. Evidence may be supplemented by video recordings. The candidate should deliver their ten minute exercise to music warm up. Candidates will be assessed on their class management skills, delivery skills, observation and feedback skills; and should have a minimum of eight clients participating. Participating clients should be straightforward without special requirements or complications.

Following the taught session the candidate should evaluate their own performance and make recommendations for future improvement. This should be done during a professional discussion with the assessor, and should consider technical aspects of exercise technique, posture, and awareness of personal limitations. The Outcomes should be recorded as evidence.

The assessor must record the discussion. The assessor is responsible for ensuring that the points that need to be covered are brought into the discussion by the candidate.

National Unit Specification: support notes

UNIT Exercise and Fitness: Exercise to Music (SCQF level 6)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is essentially a practical Unit and should be taught in a practical setting with ongoing tutorial support. The Unit also requires underpinning theoretical knowledge of human physiology and the development of safe and effective exercise to music warm up sessions.

For the practical elements of the Unit an appropriate environment and sound equipment is required. It should be emphasised that this Unit is designed to introduce candidates to the concept of teaching exercise to music; it is *not* designed to allow candidates to teach/instruct others.

Outcome 1 major muscles and muscle groups should be identified by the candidate and a minimum of two exercises to music movements selected for each muscle/muscle group stated.

Examples of exercise to music movements for lower body: marching, side steps, toe taps, bend and tap, heel digs, lunges, leg curls, knee lifts, box steps, grapevines; travelling movements to the front, back, side to side and diagonally.

Examples of exercise to music movements for upper body: bicep curls, hammer curls, lateral raises, frontal raises, chest press, pec dec, shoulder press, swim arms, arm circles, windmill arms, tricep kickbacks, upright row, low row, punches.

Outcome 2 the candidate should state physiological benefits associated with regular exercise to music participation. This should be in relation to the Skeletal; Muscular; Cardiovascular; Respiratory; and Nervous systems. Students should state a minimum of three from each. Examples of these are:

Skeletal system:

- Increased bone strength
- Increased strength of connective tissue
- Decreased calcium loss
- Increased range of movement
- Reduced joint problems

Muscular system:

- Increased strength / aerobic capacity in muscle
- Increased physical work capacity
- Improved muscular definition
- Improved posture
- Helps ease back problems

National Unit Specification: support notes (cont)

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Cardio-Vascular system:

- Reduced risk of heart attack
- Reduced blood pressure
- Improved capacity for sub-maximal exercise
- Changes to blood composition
- Lowered resting heart rate

Respiratory System:

- Improved lung function
- Increased resistance to fatigue
- Bigger surface area at alveoli
- Better elasticity in lung tissue
- Higher oxygen saturation in the blood

Nervous System:

- Improved co-ordination
- Improved balance
- Increased agility
- Improved neuromuscular connection speed
- Improved reaction time

Outcome 3 the candidate is required to produce a session plan for a ten minute exercise to music warm up. This should include the exercises selected for Outcome 1; muscles/muscle groups used; teaching points for each exercise and details on the speed and type of music chosen.

Teaching points may be either general, eg relating to posture, breathing or motivation; or specific to the exercise being performed, eg start position, end position, alignment, and joint position.

Outcome 4 the candidate is required to deliver their ten minute planned exercise to music warm up. This should follow the session plan developed in Outcome 3 and should be in accordance with best practice. Participating clients should be straightforward with no contra-indications or special requirements.

Following the taught session the candidate should evaluate their own performance and make recommendations for future improvement.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should initially be introduced to exercise to music in a practical setting. Underpinning knowledge should however be developed by the use of handouts, diagrams and work packs. Most of the Unit should, however, be delivered in a practical situation.

Centres should ensure that theoretical input covers the principles specified in all Outcomes, and that these are continually reinforced during delivery of the practical elements. It is important that candidates are aware of the importance of regular fitness based activity: current American College of Sports Medicine (ACSM) guidelines may be used here.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The Unit requires some elements of feedback, review and reflection, there may be opportunities to develop both Oral/Written Communication skills and *Problem Solving*.

The candidate will be required to explain and describe and in so doing will have the opportunity to develop skills in both Oral and Written Communication.

As candidates will be required to reflect on their own performance and that of others in a group, there will be further opportunities to develop skills in *Problem Solving* in addition to some opportunities to develop skills in *Working with Others*.

Throughout the Unit, candidates are required to research and analyse material both individually and in groups. There may be opportunities to use the Internet and other information sources, leading to skill development in *Information and Communication Technology (ICT)* and *Communication*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Centres must be satisfied that the evidence submitted is the work of individual candidates. Evidence for Outcomes 1, 3 and 4 should correlate.

Outcome 1: Written and/or oral recorded evidence obtained under controlled, supervised conditions. The assessment should be closed book, restricted response. This should last no longer than one hour.

Outcome 2: Written and/or oral recorded evidence obtained under controlled, supervised conditions. The assessment should be closed book, restricted response. This should last no longer than one hour.

Outcome 3: Written and/or oral recorded evidence in the form of a session plan for a ten minute exercise to music warm up. This should include the exercises selected; the muscle groups used; a minimum of two teaching points for each exercise and details on the speed and type of music chosen.

Outcome 4: Performance evidence of delivery, class management and technical skills relating to the warm up session planned in Outcome 3, supported by an observation checklist. Evidence may be supplemented by video recordings. The candidate should deliver their 10 minute exercise to music warm up with a minimum of eight clients participating.

Following the taught session the candidate should evaluate their own performance and make recommendations for future improvement. This should be done during a professional discussion with the assessor and the Outcome/s recorded as evidence.

The assessor must record the discussion. The assessor is responsible for ensuring that the points that need to be covered are brought into the discussion by the candidate.

National Unit Specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements