

Cambridge TECHNICALS LEVEL 3

# ***SPORT AND PHYSICAL ACTIVITY***

Cambridge  
TECHNICALS  
2016

Unit 6

Group exercise to music

J/507/4457

Guided learning hours: 60

Version 3 - revised September 2016

\* changes indicated by black line

## LEVEL 3

### UNIT 6: Group exercise to music

**J/507/4457**

**Guided learning hours: 60**

**Essential resources required for this unit:** For LO2 and LO3, learners will need access to a group of participants for group exercise to music sessions, an appropriate space to carry group exercise to music sessions in, an appropriate source for the music and appropriate audio equipment.

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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The fitness industry is changing and the types of exercise activities and classes that now take place are becoming more and more varied. However, many of them have one thing in common; the use of music to create a motivational and inspiring environment which encourages participants to push themselves to their limit and gain as much from their exercise session as they can.

This unit will introduce you to the different types of group exercise that are available and how they can be enhanced by the use of music. You will then go on to plan and deliver group exercise sessions considering participants' needs, health and safety and how to use music appropriately, as well as motivational and communication techniques used during sessions. You will also learn how to evaluate the success of group exercise sessions so that you can look to continually improve sessions for the benefit of both yourself and the participants.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to select music for use in group exercise to music sessions	<p>1.1 Types of group exercise session, i.e.</p> <ul style="list-style-type: none"> <li>• cardiovascular training (e.g. step, tabata, HIIT)</li> <li>• strength training (e.g. kettlebell classes, circuit training)</li> <li>• mind/body (e.g. yoga, Pilates)</li> <li>• specialist (e.g. Zumba, belly dancing, pole dancing)</li> </ul> <p>1.2 Psychological effects of music on exercise, i.e.</p> <ul style="list-style-type: none"> <li>• using music to motivate (e.g. different types of music in a session to appeal to different age ranges and make sessions more enjoyable)</li> <li>• effect of different type of music at different times in a session (e.g. warm up, heart rate raising, cool down)</li> <li>• link between style of music and type of session (e.g. combat, yoga, Bollywood)</li> </ul> <p>1.3 Legalities of using music in group exercise, i.e.</p> <ul style="list-style-type: none"> <li>• licensing laws (e.g. Phonographic Performance Ltd (PPL))</li> <li>• copyright (e.g. Copyright, Designs and Patents Act 1988)</li> <li>• use of cover versions</li> </ul> <p>1.4 Sources of music, i.e.</p> <ul style="list-style-type: none"> <li>• CDs</li> <li>• downloading</li> <li>• streaming</li> </ul> <p>1.5 Use of music in group exercise sessions. i.e.</p> <ul style="list-style-type: none"> <li>• to help plan a session (e.g. knowing the duration of a piece of music will help determine the length of an activity, deciding choreography appropriate to music type)</li> <li>• to create an atmosphere (e.g. fun and upbeat, quiet and relaxed)</li> <li>• to establish pace of exercise (e.g. fast beat for high intensity exercise, slower beat for more relaxing activities)</li> <li>• delivering instructions (e.g. speaking during quieter parts of music, prompting participants (e.g. "when the beat kicks in sprint on the spot"))</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
2. Be able to plan group exercise to music sessions	<p>2.1 Methods of collecting participant information, i.e.</p> <ul style="list-style-type: none"> <li>• PAR-Q</li> <li>• questionnaire</li> <li>• interview</li> <li>• group discussion</li> <li>• liaison with other relevant parties (e.g. medical professional, health and fitness professional, occupational health professional)</li> <li>• observation</li> </ul> <p>2.2 Baseline physical assessment of participants, i.e.</p> <ul style="list-style-type: none"> <li>• fitness testing</li> <li>• heart rate monitoring</li> <li>• perceived rate of exertion scale (PRE)</li> <li>• observation</li> </ul> <p>2.3 Carry out risk assessment, i.e.</p> <ul style="list-style-type: none"> <li>• site/facilities</li> <li>• equipment</li> </ul> <p>2.4 Use collected information to inform planning (e.g. ability, previous experience, medical issues, aims/objectives)</p> <p>2.5 Planning considerations, i.e.</p> <ul style="list-style-type: none"> <li>• facilities (e.g. dance studio, sports hall)</li> <li>• equipment (e.g. exercise bikes, weights)</li> <li>• environment (e.g. lighting, temperature)</li> <li>• time/duration</li> <li>• music to be used (e.g. type, duration, speed)</li> <li>• number of participants</li> <li>• ability/previous experience of participants</li> <li>• aims and objectives of sessions</li> <li>• progression from one session to the next</li> <li>• how the facilities, equipment and music will be used effectively</li> <li>• elements of the sessions (e.g. warm up, heart raising, cardiovascular training, strength training, cool down)</li> <li>• progression, regression and adaptation within each session (e.g. how will the less able achieve and the more able be challenged)</li> </ul>
3. Be able to deliver, progress and adapt group exercise to music sessions	<p>3.1 Start a session, i.e.</p> <ul style="list-style-type: none"> <li>• set up and check equipment</li> <li>• welcome participants</li> <li>• housekeeping</li> <li>• safety</li> <li>• injuries/health awareness</li> <li>• set positive tone</li> <li>• conduct a warm up (e.g. relevant to the activities in the session)</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>3.2 Structure, pace and flow, i.e.</p> <ul style="list-style-type: none"> <li>• session content linked to aims, objectives and ability of participants</li> <li>• manage transition periods during the session (e.g. moving from one activity to another, getting participants into pairs/groups)</li> </ul> <p>3.3 Motivate, i.e.</p> <ul style="list-style-type: none"> <li>• use motivational methods (e.g. teamwork (e.g. all working towards the same goal, supporting each other, cooperation) competition, fun, achievement)</li> <li>• use music to motivate</li> </ul> <p>3.4 Communicate, i.e.</p> <ul style="list-style-type: none"> <li>• verbal (clear instructions, enthusiastic tone of voice, projection above the music)</li> <li>• non-verbal (use of demonstration, mirroring participants, making movements 'larger than life', positive body language to motivate (e.g. thumbs up, smiling)</li> </ul> <p>3.5 Adapt – regress/progress activities, i.e.</p> <ul style="list-style-type: none"> <li>• make exercises less challenging (e.g. lower intensity, half jacks, box press-up)</li> <li>• make exercises more challenging (e.g. higher intensity, full range of movement, more power)</li> </ul> <p>3.6 Conclude a session, i.e.</p> <ul style="list-style-type: none"> <li>• conduct an appropriate cool-down</li> <li>• provide feedback to participants</li> <li>• obtain feedback from participants</li> <li>• issue instructions for further sessions</li> <li>• tidy activity area (e.g. put away any equipment used safely)</li> </ul>
4. Be able to evaluate group exercise to music sessions	<p>4.1 Use a range of methods to gain feedback, i.e.</p> <ul style="list-style-type: none"> <li>• ask participants (Q&amp;A, questionnaire, social media)</li> <li>• self-evaluation</li> <li>• peer/supervisor evaluation</li> </ul> <p>4.2 Analyse feedback, i.e.</p> <ul style="list-style-type: none"> <li>• strengths</li> <li>• weaknesses</li> <li>• suggestions</li> </ul> <p>4.3 Evaluate how improvements could be made, i.e.</p> <ul style="list-style-type: none"> <li>• prioritise areas for improvement</li> <li>• steps that could be taken to improve identified weaknesses</li> <li>• how improvements will be measured</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to select music for use in group exercise to music sessions	*P1: Describe types of group exercise sessions and the effects that music can have on them		
	P2: Identify and select music that can be used in group exercise sessions considering the legalities associated with its use		
2. Be able to plan group exercise to music sessions	*P3: Describe methods of collecting participant information and assessments to be conducted before participation in group exercise to music	M1: Justify the planned choice of activities and use of music for a group exercise to music session using the information collected about the participants	D1: Plan and deliver a series of progressive group exercise to music sessions, adapting as necessary based on evaluations made of previous sessions
	*P4: Collect participant information and conduct appropriate assessments before planning a group exercise to music session		
	*P5: Plan a safe and effective group exercise to music session		
3. Be able to deliver, progress and adapt group exercise to music sessions	*P6: Deliver a safe and effective group exercise to music session	M2: Demonstrate effective communication skills and motivational methods during the delivery of a group exercise to music session	
	*P7: Bring a group exercise to music session to a timely conclusion, including an appropriate cool-down giving and obtaining feedback to and from participants		

LO	Pass	Merit	Distinction
4. Be able to evaluate group exercise to music sessions	*P8: Use feedback obtained from participants to evaluate the planning and delivery of a group exercise to music session	M3: Suggest changes to future group exercise to music sessions with justification	

## SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

## ASSESSMENT GUIDANCE

LO1 Be able to select music for use in group exercise to music sessions

Learners must describe each of the types of group exercise to music and the effects that music can have on them using examples. Learners must then be able to select music for a group exercise session from an appropriate source and must consider the legalities associated with its use. For this LO, learners may draw on learning from Unit 19, Sport and exercise psychology

LO2 Be able to plan group exercise to music sessions

Learners must describe each of the different methods of collecting participant information outlined in the Teaching Content. In order to plan the group exercise to music session, learners must use at least one of these methods to collect information for their participants, have conducted a baseline physical assessment for their participants and ensure a risk assessment of the facilities and equipment they plan to use has been carried out; this does not have to have been done by the learner. Learners must plan a group exercise to music session that is at least 30 minutes in length for a group of at least five participants. For M1, learners' justification must specifically relate to the participants for whom the session is being planned. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO4 Be able to plan sports and activity sessions and mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO2 Understand health and safety requirements in sport, exercise, health and leisure and LO3 Understand how to minimise risk in sport, exercise, health and leisure. Learners may also draw on learning from Unit 7, Improving fitness for sport and physical activity; Unit 8, Organisation of sports events, Unit 11, Physical activity for specific groups and Unit 13, Health and fitness testing for sport and exercise.

LO3 Be able to deliver, progress and adapt group exercise to music sessions

Learners must deliver a group exercise to music session that is at least 30 minutes in length for a group of at least five participants. Learners should only adapt the session during the delivery if it is appropriate and safe to do so for the participants. For M2, learners must demonstrate communication and motivational methods appropriate to the participants and the type of session they are delivering. The session must be recorded for evidence and a witness statement must be used as supporting evidence to testify or corroborate what has actually been observed by you. For this LO, learners will benefit from

drawing on learning from mandatory Unit 1, Body systems and the effects of physical activity – LO1-LO5; mandatory Unit 2, Sports coaching and activity leadership – LO6 Be able to deliver sports and activity sessions and mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO1 Understand emergency procedures in sport, exercise, health and leisure. And LO3 Understand how to minimise risk in sport, exercise, health and leisure. Learners may also draw on learning from Unit 7, Improving fitness for sport and physical activity and Unit 19, Sport and exercise psychology.

LO4 Be able to evaluate group exercise to music sessions

Learners must acquire formal feedback from all participants or, if it is a large group, a proportionate representation (including different ages, sexes and levels of experience where applicable) in order to make an informed evaluation of their delivery. For M3, learners need to suggest changes to future sessions but do not need to fully plan future sessions. For D1, learners must plan, deliver and review a series of at least six group exercise to music sessions that each last at least 30 minutes. The series of sessions should be the same type of exercise for the same group of participants where possible. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO7 Be able to review sports and activity sessions. Learners may also draw on learning from Unit 7, Improving fitness for sport and physical activity – LO4 Be able to evaluate a fitness programme.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.



## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a mandatory unit in the Fitness Instructing specialist pathway in the Foundation Diploma and the Personal Training specialist pathway in the Diploma.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could work on a voluntary basis in a local gym or leisure club and observe or support the delivery of group exercise to music sessions with suitable supervision.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Centres could bring in local fitness instructors to demonstrate the skills of conducting group exercise to music sessions.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Fitness instructors could act as expert witnesses for learners delivering group exercise to music sessions.

To find out more

**[ocr.org.uk/sport](http://ocr.org.uk/sport)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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