

Cambridge TECHNICALS LEVEL 3

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PERFORMING ARTS

Unit 7

Health and fitness for performance

D/507/6473

Guided learning hours: 60

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Performance is a demanding business both in terms of the physical and mental pressures. As a performer you need to ensure you maintain not just a healthy lifestyle but one that prepares and sustains the physical demands placed upon them. This requires knowledge of the body's infrastructure and its requirements.

In this unit you will study the science of the body and how it works in the preparation for, during and after performance. You will undertake a range of training activities relevant to your discipline, monitor your own fitness and ability and will learn about the prevention and treatment of common injuries.

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. Know the basic physiology of the human body in relation to a chosen art form	1.1 Be aware of: <ul style="list-style-type: none"> • bones as the supportive framework (skeleton) of the body • main muscle groups – chest, biceps ,triceps, shoulder, back, abdominals, quadriceps, hamstrings • joints and related structures – fibrous joint, cartilaginous joint, synovial joint • cardiovascular system • respiratory system These elements should be explored as part of a specific Performing Arts discipline
2. Be able to apply principles of fitness training and safe practice	2.1 General fitness requirements. Reference should be made to exercise that promotes: <ul style="list-style-type: none"> • flexibility • strength and stamina • alignment • coordination and technical skill • safe practice in preparation and performance • general body maintenance • relaxation and stress prevention 2.2 Importance and practice of warming up and cooling down – specific exercises relevant to their discipline, with light activity and stretching that increases blood and oxygen supply to the muscles, raise body temperature, relax muscles, increase coordination and prepares the body for movement 2.3 General good health regimes should be promoted. This includes awareness of the dangers of smoking, the importance of getting plenty of sleep, eating a balanced diet, awareness of weight indices such as BMI and limiting stress. Learners should understand the physical and mental effects of stress and techniques that can be used to avoid stress 2.4 Learners need to know how to develop, devise and maintain an effective fitness programme. This includes incorporating a warm-up and cool-down, and suitable exercises and activities whilst incorporating relevant health and safety procedures. Suitable formats for recording self-development should be introduced (e.g. diary, log book, tables).

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
3. Understand why injuries occur and how to treat them	<p>3.1 Common injuries and their causes for performers. These might include:</p> <ul style="list-style-type: none"> • common muscular related injuries – repetitive strain injuries, tendonitis, back pain, fatigue. Causes that include incorrect or poor posture, excessive force, overuse, and insufficient rest • common movement/dance related injuries – ankle sprains, back pain, pulled muscles, shin splints. Causes include Incorrect posture, lack of warm-up, falls, insufficient rest, attempting movements beyond ability, incorrect clothing <p>3.2 Be aware of good habits that go a long way toward preventing injuries and the importance of warming up and cooling down</p> <p>3.3 How to treat minor discomfort and injuries such as:</p> <ul style="list-style-type: none"> • cramps which are usually caused by reduced blood flow to a muscle, and build-up of lactic acid. This may indicate insufficient warm-up or cool-down. Massage, careful stretching, calcium (e.g., milk), or potassium (oranges or bananas) may help relieve cramps • acute pain - a cold compress can often help or feet/legs can be placed in cool water. Alternatively use an ice pack to reduce swelling and bruising • minor acute injuries - remember the word RICE: <ul style="list-style-type: none"> - Rest - the injured body part - Immobilize - the area by wrapping with an elastic bandage or a splint - Cold - or ice. Wrap ice in a towel to protect skin or move ice over injured area - Elevate – the injured part above the level of the heart as often as possible. <p>3.4 Illnesses that might be caused through activity such as</p> <ul style="list-style-type: none"> • vocal nodules and polyps • colds and how other viruses might be spread and methods of preventing these occurring
4. Know the principles of a balanced diet	<p>4.1 Elements of a balanced diet - the importance of choosing foods from a range of food groups (e.g. cereals, pulses, poultry and meat, vegetarian and vegan options, dairy products, fruits and vegetables). Eating a varied diet increases the chances that the body's nutrient needs will be met</p> <p>4.2 The major nutrients for the body - protein, carbohydrate and fat which provide the body with energy for various functions – cardiovascular functions, activity of muscles and brain. In addition the body requirement for vitamins and minerals for its optimal functioning</p> <p>4.3 Nutritional requirements of performers - Physical activity creates higher energy demands and subsequently higher macronutrient (carbohydrate, fat and protein) requirements. A healthy diet for performers includes a mix of macronutrients: where carbohydrate and fat are the primary fuels for exercise activity, and protein is necessary for building and maintaining muscle</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>4.4 Effects of dehydration – these can range from tiredness, lack of coordination, general mental and physical fatigue to muscle cramps, impaired thermoregulation</p> <p>Learners should consider these elements in relation to a specific performing arts discipline and design a diet that can be sustainably followed and maintained.</p>

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. Know the basic physiology of the human body in relation to a chosen art form	P1: Describe the physiological structure of the human body in relation to a chosen art form		
2. Be able to apply principles of fitness training and safe practice	P2: Create a self-assessment record and fitness training plan in relation to a specific performing arts discipline	M1: Devise and carry out a fitness training programme for improving strength, flexibility and stamina, taking into account the appropriate training principles and safe practice in a chosen art form	D1: Analyse the effectiveness of your programme and identify what aspects worked well and what still needs improving according to the initial self-assessment plan
3. Understand why injuries occur and how to treat them	P3: Describe why three common Injuries/illness may occur in relation to a specific art form and explain suitable treatments for these		
4. Know the principles of a balanced diet	P4: Describe the main food groups of a balanced diet	M2: Design a balanced diet to support a specific chosen performing art	

ASSESSMENT GUIDANCE

Assessment and Grading Criteria P1

Evidence for the assessment criteria could be demonstrated through a written and/or verbal presentation. Learners could produce a presentation which should include explanation of the relevant anatomical structures and functions to a chosen performing arts discipline. The presentation can be performed to peers verbally or via an audio/visual demonstration. Alternatively it could be a written document and a variety of presentation formats such as the use of illustrations and charts should be encouraged. Learners should include in their discussion components of the human body that are specifically related to the performer working in a particular discipline.

Assessment and Grading Criteria P2/M1/D1

Learners should produce a self-assessment record and fitness training plan. In this they should record the activities undertaken and their own fitness levels and technical ability. They should also record stamina, strength and flexibility. This log will form the basis of the programme developed for **M1**.

To achieve **M1**, learners should devise a programme for improving strength, flexibility and stamina, taking into account the appropriate training principles and safe practice. This should be a practical programme that can be carried out, taking into account amount of times per week, type and variety of planned exercises and the benefits they may have for the specific chosen performing arts discipline. Learners should keep a record of their activities; this may be a written log but may also be photographic or video recorded activity.

To achieve **D1**, learners should reflect on the progress they have made by carrying out their devised programme. They should analyse what aspects of the plan were effective, identify what aspects still need development and what should be put in place to achieve this. This could be a retrospective written document after carrying out the devised programme over a specified period of time or an on-going reflection that culminates in a summative statement. Learners may choose to do this through video records or blogs.

Assessment and Grading Criteria P3/M2

Evidence for the assessment criteria should be demonstrated through a written and/or verbal presentation. Learners should produce a short presentation which can be performed to peers verbally or via an audio/visual demonstration. Alternatively it could be a written document and a variety of presentation formats such as the use of illustrations and charts could be included. To achieve a **M2** grade, learners should expand their presentation or written paper to explain suitable treatments for the identified injuries or illnesses. A copy of the presentation notes/written document should be made available for moderation.

Assessment and Grading Criteria P4/M2/D2

Learners must describe the main food groups of a balanced diet. This could be in written form or via a presentation and can consist of prose or charts/illustrations or a mixture of both. For **M2**, learners should design an eating plan to support the nutritional needs of a chosen performing arts discipline which can be sustainable. This should be in the form of a weekly chart or food diary and demonstrate that the main food groups are considered in appropriate amounts and types.

To find out more

ocr.org.uk/performingarts

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

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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