

# Unit 42: The Healthy Performer

<b>Unit code:</b>	<b>F/502/5368</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is enable learners to gain knowledge of the structure and function of the human body, focusing on the lifestyle and health of the performer.

## ● Unit introduction

All performers have a duty of care towards their instrument, the body. They make far more demands on their bodies than the average person and correspondingly need to be more careful about how they maintain health and fitness. Performers must learn how to protect themselves against injury and how to make adjustments for physical limitations. Being careful and concerned about the body is part of a performer's responsibility to their profession, as well as to themselves.

An understanding of the workings of the human body will enable performers to judge when it is appropriate to push for the impossible and when it is not. They will learn to work with the body, not against it.

Learners will begin to understand correct alignment and the importance of a safe environment, so essential in the field of human movement. It will help them to progress along the path to excellence, which is every performer's aim within an expressive art form.

Learners will become aware of their capacities and limitations. They will recognise individual differences and learn how to use them to their advantage.

They will consider the effects of diet on performance and learn how to treat injuries which may occur in the studio.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the structure and function of the human body
- 2 Be able to apply principles of fitness training and safe practice
- 3 Know why injuries occur and how to treat them
- 4 Know the importance of a balanced diet.

# Unit content

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## 1 Know the structure and function of the human body

*Structure:* skeleton; joints; muscles; tendon; ligaments

*Function:* circulatory system; respiratory system; nervous system

## 2 Be able to apply principles of fitness training and safe practice

*Components of fitness:* strength; flexibility; stamina; coordination; flexibility; muscular endurance; cardio-respiratory endurance

*Principles of training:* warm-up and cool-down; progressive overload; sequencing; repetition; frequency; intensity; time; type

*Personal level of ability:* self-assessment eg body type, eating and exercise habits, individual degrees of strength, flexibility and stamina; resting and target heart rate; individual limitations; individual strengths and weaknesses

*Conditioning:* aerobic exercise; anaerobic exercise

*Safe practice in the studio:* correct posture and alignment; warming-up and cooling down; appropriate attire; suitable environmental conditions eg floor surfaces, temperature

## 3 Know why injuries occur and how to treat them

*Causes of injury:* eg ignorance of safe practice, insufficient rest overworking, poor health habits eg unbalanced eating habits, lack of sleep, use of drugs, smoking, dehydration

*Common types of injury:* traumatic injuries and their symptoms eg fractures, sprains, strains, bruises, concussions, cuts, dislocations; chronic injuries eg inflammation of tendons, joints, muscles; systemic conditions eg shock, hyperventilation, deficiencies in salt, iron, blood sugar

*Treatment of injury:* immediate care (RICE – rest, ice, compression, elevation); long-term care and rehabilitation; alternative therapies eg aromatherapy, reflexology, homeopathy

## 4 Know the importance of a balanced diet

*Nutrition:* requirements for a healthy diet

*Balanced diet:* individual eating habits and patterns; effects of dehydration

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the structure of the main bones, joints and muscles in the human body [IE]	<b>M1</b> explain the function of the skeletal and muscular systems	<b>D1</b> assess how a knowledge of the skeletal and muscular systems can help in the training of a performer
<b>P2</b> describe the circulatory, respiratory and nervous systems within the human body [IE]	<b>M2</b> explain the link between circulatory, respiratory and nervous systems in exercise and performance	<b>D2</b> assess how a knowledge of the circulatory, respiratory and nervous systems can help in the training of a performer
<b>P3</b> devise a programme for improving strength, flexibility and stamina, taking into account the appropriate training principles and safe practice [IE, SM, CT]	<b>M3</b> implement the programme applying safe practice in all exercises	<b>D3</b> implement the conditioning programme evaluating how it helped overall fitness and wellbeing and how safe practice was implemented
<b>P4</b> keep a self-assessment record of individual levels of ability and performance [IE, SM, RL]	<b>M4</b> keep a self-assessment record of individual levels of ability and performance which analyses own strengths and weaknesses	<b>D4</b> keep a self-assessment record of individual levels of ability and performance which analyses own strengths and weaknesses and suggests strategies for improvement
<b>P5</b> describe how three common injuries may occur in the studio	<b>M5</b> explain how three common injuries may occur in the studio and the appropriate treatment for each injury	<b>D5</b> explain the appropriate treatment for a range of types of injury which may occur in the studio and how they could have been prevented
<b>P6</b> describe the main food groups of a balanced diet.	<b>M6</b> explain why the chosen food groups make up a balanced diet.	<b>D6</b> assess the importance of a balanced diet for the performer.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

## Delivery

The emphasis should be on how performers can use the theoretical knowledge to move their bodies more effectively and efficiently in a safe studio environment. Learners should be encouraged to apply their developing knowledge to their activities in all other practical units.

This unit is an opportunity for learners to acquire a firm foundation from which they can maximise their potential and sustain healthy, prolonged careers in performance. It may be delivered through a combination of practical workshops, formal anatomy lectures, visits and talks from practitioners/experts in the field, and the use of DVD/video to record individual progress and development.

During this unit learners will devise and implement individual training programmes, both for themselves and for others.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

### Topic and suggested assignments/activities and/assessment

Introduction to the unit.

What learners can expect to learn, do, achieve, eat and bring to each session

Setting up learners' own self-assessment record book that needs to be updated throughout the unit.

Filling in what learners consider to be their strengths and weaknesses at the beginning of the unit.

The human body.

Workshops, practical tasks, games, exercises, colouring in muscles sheets, gapped handouts covering the names of all bones, muscles and joints.

Looking at what the skeleton provides the performer with: protecting, supporting, and allowing movements to occur.

Muscle actions and how this helps the performing arts practitioner.

#### **Assignment 1: What's in a Body? (P1, M1, D1)**

Produce a leaflet for actors or dancers that identifies the bones, muscles and joints needed to perform and explaining what their skeleton does for them giving examples from their daily classes. Also include what their muscles do for them. Needs names of key muscles, their actions and the names of exercises or movements that they do.

Learners can include pictures, drawings and photographs to get this across to the reader.

Going deeper inside the human body to find out more.

Looking at the circulatory system, respiratory system and nervous system finding out the links between these and performance.

Uses of stop watches, exercises, filling in sheets on performance after performances.

Doing a self-fitness assessment. How can these aspects help with the training if a performer? Learners will create a self-assessment record that will be kept, and added to throughout the unit for assessment.

## Topic and suggested assignments/activities and/assessment

### Assignment 2: How Well Do You Know Your Own Body? (P1, P2, M2, D2)

Listing everything in the body needed to perform eg bones, muscles, heart, lungs, systems. Could be wall chart, booklet or written piece of work.

What happens inside the body when someone performs? What works and how? How can this knowledge help performers?

This could be a written piece of work, a documentary or a seminar.

Injury prevention.

Workshops on safe practice in the dance studio, on stage, training places, drama studio. Looking at the body, external elements and types of actions, alignment that could help prevention.

Picking parts of the body eg leg – stating how it could be injured, what injuries could occur and the treatment. Making simple charts.

Adding in what preventions, injuries and treatment learners do or need to be aware of in their own self-assessment record. This may be linking weaknesses to possible preventions. This record will be updated throughout the unit and submitted for assessment.

Workshops on different types of training available to performers.

Learners note down muscles used, heart rate, their own overload. Workshops could include: ballet class, yoga class, stretching class, tai chi, weight training, fitness training, jogging, aerobics, step aerobics, Pilates, boxing, walking, swimming. Learners to investigate and perhaps lead sessions if they have a knowledge of a form of fitness.

Keep a self-assessment record throughout these as this will be added to and submitted for grading criterion 4 at a later date.

### Assignment 3: Pick Three (P5, M5, D5)

Learners pick three of the different types of fitness training that they think compliment their own training. They explain what injuries could occur, how they could be prevented and what actions could be taken if they happened in a class to a peer.

Learners look at the fitness training of professionals in their field of performing arts. A visit from a dance or actor to explain what they do, the demands that this makes on their bodies, what fitness and well being activities they do and how what they do affects their diet.

### Assignment 4: Create a Fitness-training Programme that Works for You (P3, M3, D3)

Learners create their own fitness training programme.

This will happen in three stages:

Stage 1 – write a two-week plan. Take into account current fitness, the demands on the body in the specific field, what learners would like to improve, their strengths and weaknesses. Learners will create a two-week plan of things that are actually possible and that can be ongoing. In this plan learners explain what they are using and improving (muscles, stamina, etc).

Stage 2 – learners will be given time in class to implement this once the plan itself has been submitted and agreed by the tutor.

Stage 3 – learners review the effectiveness of the plan, suggest changes, and explain how safe practice was used throughout.

Looking at diet. Learners will keep a log of what they eat over a week. Look at what groups of food are eaten and how this is good or poor fuel for your profession. Learners will add these findings to their self assessment record.

### Assignment 5: What Do You Eat? (P6, M6, D6)

Diet. Learners will make an advert either on video or for a magazine describing the main food groups for a balanced diet, why they make up a balanced diet and explain why they are important to their chosen profession.

## Topic and suggested assignments/activities and/assessment

### Assignment 6: Self-assessment Record (P4, M4, D4)

Self-assessment record; learners will have been completing this throughout the course. It will include: an initial assessment at the beginning of the course with strengths and weaknesses; fitness endurance developed throughout the different workshops eg yoga, weight training; injuries that may affect the performer and prevention; how the two-week fitness programme worked, analysing strengths and weaknesses. Learners need to assess where they are to date and suggest further activities or programme that will improve those weaknesses and maintain the strengths listed.

## Assessment

Evidence should be generated on a continuous basis throughout the delivery of this unit especially with grading criterion 4, the self-assessment record. Emphasis should be placed on the value of this unit in relation to the performer's career and therefore the application of knowledge and understanding should be generated on a daily basis as well as through more formal assessment methods. This could be done with case studies concerning professionals in the field, their injuries, fitness needs, diet and wellbeing.

It is worth considering that not all evidence has to be written as this could lead to more demands being placed on learners than a single unit should. Assessment evidence could also take the form of a presentation, a seminar, a videoed documentary, viva with tutor, group or individual discussion, practical demonstration, or written test/assignment. Tutor or peer observation records could also provide evidence for grading criterion 4.

Learning outcome 1 requires learners to understand the main structures, systems and functions within the body. Differentiation between pass, merit and distinction will be apparent through the depth of not only understanding what these structures are with clear descriptions but the ability to explain how they work and assess how they are beneficial to the performer. Learners will need to articulate their understanding in written and/or seminar form, so it will be necessary for them to produce notes, collect information, draw or find pictures and other useful visual materials as well as producing some kind of critical analysis.

Grading criteria 1 and 2

- At **pass** level, learners will be able to describe the structures and functions of the body with clear descriptions. There may be some attempt to explain how these work within their performance field but these may be limited or inconsistent.
- At **merit** level, learners will be able to explain the structures and functions of the human body as well as clearly explaining what it is that they do when learners are performing. There may be some use of assessment in terms of how this knowledge would benefit the performer but it is used only occasionally.
- At **distinction** level, learners will explain in detail how each function works in relation to their performance field. Learners achieving distinction will be able to demonstrate a considered approach to making an assessment of how these structures and functions benefit the performer as well as how this knowledge may aid future performance. Distinction level learners will be able to communicate their understanding using the appropriate language and terminology confidently and accurately.

Learning outcome 2 requires learners to apply the theories of fitness training and safe practice. Differentiation between pass, merit and distinction will be apparent through the creation, implementation and the evaluation of these ideas with considered safe practice. Learners will produce an assessment record documenting their level of ability, strengths, weaknesses and strategies for improvement. Learners will need to articulate their understanding in practical workshops, demonstrations, devised fitness plans, evaluations, written work, seminars and collected records so it will be necessary for them to produce notes, collect information, keep a log book and create schedules and timetables of activities as well as producing some kind of ongoing critical analysis and evaluation.

#### Grading criteria 3 and 4

- At **pass** level, learners will be able to create a relevant and considered fitness plan. This will consider theories of fitness training, for example strength, stamina as well as safe practice. Safe practice will be related to the chosen activities, exercises and circuits that include warm-ups and cool downs as well as injury prevention.
- At **merit** level, learners will implement this fitness plan. Tutor observation will be the key assessment evidence although learners could produce their own exercises in a workshop(s) for others or a fitness DVD. Tutors need to give learners an adequate amount of time for the fitness plan to be put into action stressing the need for all findings to be recorded for grading criterion 4 which at merit level will identify strengths and weaknesses.
- At **distinction** level, learners will have written a training plan, implemented it over a period of time with safe practice and will then evaluate how well the programme worked and if the safe practice was appropriate and effective. Distinction level learners will be able to communicate strategies for improvement using the appropriate language and terminology confidently and accurately.

Learning outcome 3 requires learners to know why injuries occur and how to treat them. Differentiation between pass, merit and distinction will be apparent through understanding what injuries can occur and offering treatments for them. Learners will need to articulate their understanding in written and/or seminar form, so it will be necessary for them to produce notes, collect information and produce some kind of critical analysis.

#### Grading criterion 5

- At **pass** level, learners will be able to describe three injuries and how they would occur. There may be some attempt to explain how they can be treated but this may be limited or it is not consistent.
- At **merit** level, learners will be able to explain three injuries, how they could occur and clearly explain what treatment they would need. There may be an attempt to describe a range of injuries but with some inconsistency as to how they occur or how they can be treated.
- At **distinction** level, learners will be able to explain in detail most injuries that could happen in their field of the performing arts. Learners achieving distinction will be able to consider how they could occur, and what treatment they may need both in the short and long term. Distinction level learners will be able to communicate their understanding using the appropriate language and terminology confidently and accurately.

Learning outcome 4 requires learners to understand the importance of a balanced diet. Differentiation between pass, merit and distinction will be apparent through the depth of understanding in what makes up a balanced diet as well as the explanations and assessment that relates the importance of a balanced diet to the performer. Learners will need to articulate their understanding in written and/or seminar form, demonstrations, discussion, magazine articles or interviews, so it will be necessary for them to produce notes, collect information and produce some kind of critical analysis.

#### Grading criterion 6

- At **pass** level, learners will be able to describe the main food groups that could create a balanced diet. There may be some attempt to create a balanced diet plan but this may be ill advised or missing key foods.
- At **merit** level, learners will be able to explain how the main food groups could create a balanced diet. This will need to be over a period of time and not just one meal. There may be some attempt to explain how these different foods aid the repair of muscles, release energy, rehydrate, and aid concentration of the performer but these may be limited or inconsistent.

- At **distinction** level, learners will be able to explain in detail the foods that make up a balanced diet assessing why these foods are beneficial to the performer and giving an insight into what fellow dancer or actors would eat over the course of a week and why. Distinction level learners will be able to communicate their understanding using the appropriate language and terminology confidently and accurately.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	What's in a Body?	Produce a leaflet for actors or dancers that identifies the bones, muscles and joints needed to perform.	Written leaflet – Learners can include pictures, drawings, and photographs to get this across to the reader.
P1, P2, M2, D2	How Well Do You Know Your Own Body?	Task 1 – Listing everything in the body needed to perform, eg bones, muscles, heart, lungs, systems. Task 2 – What happens inside the body when someone performs? What works and how? How can this knowledge help performers?	Task 1 – wall chart, booklet or written piece of work. Task 2 – written piece of work, a documentary or a seminar.
P5, M5, D5	Pick Three	After taking workshops on different types of training available to performers, eg a yoga class, stretching class, tai chi, pick three that they think would complement their own training.	Seminar or written piece of work.
P3, M3, D3	Create a Fitness-training Programme that Works for You	Write a two-week plan. Take into account current fitness, the demands on the body in your field, what learners would like to improve, their strengths and weaknesses. Create a two-week plan of things that are actually possible and that can be ongoing.	Task 1 Written piece of work Task 2 Tutor observation Task 3 Written piece of work and tutorial
P6, M6, D6	What Do You Eat?	Make an advert either on video or for a magazine describing the main food groups for a balanced diet, why they make up a balanced diet and explain why they are important to their chosen profession.	Videoed interview (advert) or Written piece of work (magazine article)
P4, M4, D4	Self-assessment Record	To be completed throughout the course.	Log record book or diary



## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Exploring Dance Skills	Performing Dance	Jazz Dance
	Exploring Urban Dance Styles	Dance Improvisation
	The Development of Dance	Tap Dance
		Exploring Contact Improvisation
		Choreographic Principles
		Choreographing Dance
		International Dance

### Essential resources

A practical studio is required with sprung floor. Mirrors would be a useful resource. Learners should have access to sound equipment and video/DVD playback facilities. A video camera should be used for gathering of evidence and also as a self-assessment device. Learners will require access to changing and preferably showering facilities. Visual aids such as posters, wall charts, questionnaires, specialist publications and videos/DVD will be required for both practical and theoretical work. Access to a learning resource centre, the internet and CD ROMs will facilitate acquisition of knowledge. Interviews and talks by practitioners and professionals would be desirable. Parts of the course could be delivered by a physical education specialist and possibly be links with learners doing PE-related BTEC courses and subjects could be created.

### Employer engagement and vocational contexts

Centres are encouraged to develop links with professional companies, choreographers, local universities and colleges and performers in the dance world. This could be talks, demonstrations, workshops, classes, taught workshops, performance opportunities, visits to the theatre, visiting performances to centres and education resources that are available to centres.

### Indicative reading for learners

#### Textbooks

Anderson B – *Stretching: 20th Anniversary Revised Edition* (Shelter Publications, 2000) ISBN 9780936070223

Arnheim D – *Dance Injuries: Their Prevention and Care, 3rd Edition* (Princeton Book Co, 1995)  
ISBN 9780871271464

Blakey W P – *The Muscle Book* (Himalayan Institute Press, 2008) ISBN 9780893892630

Buckroyd J – *Eating Your Heart Out: Understanding and Overcoming Eating Disorders, 2nd Edition* (Optima, 1996) ISBN 9780091815028

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	researching the human body, diet and injuries exploring ideas, fitness and relationship to own practice
<b>Creative thinkers</b>	creating own fitness plan
<b>Reflective learners</b>	evaluating own strengths and weaknesses reviewing performance
<b>Team workers</b>	working in groups on seminars and demonstrations giving peers feedback being responsible for health and safety
<b>Self-managers</b>	setting targets organising training schedules researching pushing own technical abilities being responsible for self discipline responding to tutor direction and correction
<b>Effective participators</b>	working in groups or teams.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	watching or sharing peers' fitness programme and assessment records to aid own understanding
<b>Creative thinkers</b>	creating exercises or classes that aid their development as physical performers
<b>Reflective learners</b>	taking feedback into account and using this to help self and peers
<b>Team workers</b>	considering other performers in the space during fitness classes, workshops, other classes and performances
<b>Self-managers</b>	improving their own performance attending extra rehearsals
<b>Effective participators</b>	giving relevant direction to peers.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	collecting anatomical information
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	creating a fitness plan
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching injuries and preventions via the internet
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	creating written anatomical documents and fitness evaluations
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing self-assessment records and progress in groups, pairs, one to one and with tutors
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching books and other anatomical texts to relate to own practice
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing fitness plans, reviews, magazine articles and other written documents.