

## Subject:

### I. General information

<b>Organization unit</b>	Faculty of Rehabilitation Chair of Movement Teaching
<b>Course name</b>	PE - Fitness - choreography and strengthening exercises with music
<b>Subject code</b>	FV-43
<b>Teaching language</b>	English
<b>Type of subject (obligatory/ facultative)</b>	obligatory
<b>Level of studies</b>	5-year master degree studies
<b>Study year</b>	1
<b>Semester</b>	Winter
<b>ECTS points</b>	1,5
<b>Teacher/ e-mail</b>	Msc PT Agnieszka Nowak <a href="mailto:agnieszka.nowak@awf.edu.pl">agnieszka.nowak@awf.edu.pl</a>
<b>Studies program in which the subject is realized</b>	PHYSIOTHERAPY
<b>Method of realization (stationary/ distance learning)</b>	stationary
<b>Prerequisites</b>	The student has no contraindications to exercise.

### II. Detailed Information

#### Course aims and objectives

A1	Provide the student with the basic knowledge of conducting fitness and strength training classes and to understand the specifics of such classes for both recreational and sports activities.
A2	Provide the student with knowledge of the use of music in fitness. (rhythm, tempo, counting).
A3	Familiarize the student with various forms and training methods used in fitness and strength training.
A4	Prepare the student for the ability to independently create typical fitness and strength training classes. Improve the student's physical fitness.

### Learning outcomes

Learning outcome	Subject's learning outcomes
<b>Knowledge</b>	
<p>In terms of knowledge, the graduate knows and understands:</p> <p>O.W11. issues related to conditioning, maintaining and restoring fitness and performance to people of different ages, including the elderly, who lost or reduced their performance due to various diseases or injuries; as well as the principles of health promotion - at an advanced level.</p> <p>C.W6. the theoretical and methodological basis of the process of learning and teaching motor activities.</p>	<ol style="list-style-type: none"> <li>1. Knows the vocabulary used in fitness and in the field of strength and conditioning exercises.</li> <li>2. Knows the methodology of teaching movement acts in fitness.</li> <li>3. Knows the methods, forms and resources used in fitness and how to implement them according to the type of activities and the abilities of the participants.</li> </ol>
<b>Skills</b>	
<p>In terms of skills, the graduate can:</p> <p>O.U8. demonstrate high physical fitness necessary for the proper demonstration and performance of kinesiotherapy, massage and manual therapy, as well as the use of special methods in people with various diseases, dysfunctions, and with different types and degrees of disability.</p> <p>O.U10. encourage others to learn and take part in physical activity.</p> <p>C.U5. design medical training, with various exercises, adjust exercises to the needs of participants, match appropriate equipment and instruments for exercise, and grade the difficulty of the performed exercises.</p>	<ol style="list-style-type: none"> <li>1. Is able to teach basic forms and methods of fitness and strength exercises, adapt them to the situation and abilities of participants, taking into account the relevant patterns and movement skills with a focus on developing e.g. new and more beneficial movement skills in the teaching process.</li> <li>2. Can design activities related to teaching and controlling the results of teaching movement skills in fitness.</li> <li>3. Is able to perform correctly (technically) fitness-related movements and strengthening exercises.</li> <li>4. Is able to perform the above-mentioned exercises and show different forms of use (recreational, sports, aesthetic).</li> <li>5. Understands the need for a high level of technique when demonstrating and teaching exercises.</li> <li>6. Is able to identify and recommend methods and forms according to the abilities of participants (age, fitness level, training goals).</li> <li>7. Has the movement skills to conduct and perform exercises with music in fitness.</li> <li>8. Has the basic level of physical fitness needed to conduct fitness classes.</li> </ol>

C.U7. show the movement skills necessary to demonstrate and ensure safety when performing exercises.	
<b>Social Competences</b>	
<p>In terms of social competence, the graduate is ready to:</p> <p>O.K5. perceive and recognize their own limitations, self-assessing deficits and educational needs .</p> <p>O.K9. Accept responsibility related to decisions made in professional activities, including in terms of safety of self and others.</p>	<ol style="list-style-type: none"> <li>1. Knows the principles of health and safety of safe conduct of physical activities.</li> <li>2. Is able to select specific elements from the conducted exercises that have a beneficial or negative effect on the participant and promote them as an appropriate form of physical activity, causing an increase in confidence in the tasks performed, as well as in the instructor.</li> </ol>

### Syllabus contents

No	Title
<b>Classes/ Practical classes</b>	
SC 1-2	<ol style="list-style-type: none"> <li>1. Example of fitness classes. Test of students' movement skills. Evaluation and self-assessment.</li> <li>2.Types of fitness classes. Choreography and strength exercises in fitness.</li> </ol>
SC 3-6	<ol style="list-style-type: none"> <li>1. Music and rhythm in fitness exercises. Musicalization and rhythm exercises. Learning to listen to music, exercises to music at different tempos.</li> <li>2. Countdown vs. music. Learning how to count down, start an exercise, change an exercise and end it. Exercises on basic steps - combining them into short choreographies. Group work.</li> <li>3. Learning to combine basic steps into choreographies.</li> <li>4. Learning advanced steps in fitness.</li> </ol>
SC 7-10	<ol style="list-style-type: none"> <li>1. Types of workouts in fitness (aerobic, strength, conditioning, mixed, stretching).</li> <li>2. Application of stretching in fitness classes. Learning to combine basic steps into choreography.</li> <li>3. Principles of teaching steps and principles of teaching choreography in fitness.</li> <li>4. Methods of introducing new elements into choreography: inverted pyramid method. Individual work. Group work.</li> <li>5. Introduction to learning to lead forward to the group.</li> </ol>
SC 11-14	<ol style="list-style-type: none"> <li>1. Leading forward/backward to the group.</li> <li>2. Combining basic steps into longer choreographic arrangements. Perfecting the technique of performing steps.</li> <li>3. Methods of introducing new elements into choreography: the 3-to-1 method.</li> <li>4. Choreography vs. type of fitness classes. Examples of choreography classes on the floor and/or on the step.</li> </ol>
SC 15-18	<ol style="list-style-type: none"> <li>1. Learning to expanding choreography (transitions).</li> </ol>

	<ul style="list-style-type: none"> <li>2. Methods of introducing new elements into choreography: block method.</li> <li>3. Individual work - teaching co-practitioners their own choreographies.</li> <li>4. Learning to conduct strength exercises to music.</li> <li>5. Examples of strengthen activities with the use of equipment. BS workout.</li> </ul>
SC 19-22	<ul style="list-style-type: none"> <li>1. Improving the technique of basic steps on the floor and/or step.</li> <li>2. Choreography on the floor. Improving the elements learned. Individual work.</li> <li>3. Strengthening exercises continuation. Choreography of conditioning exercises. TBC workout.</li> </ul>
SC 23-26	<ul style="list-style-type: none"> <li>1. Introduction to strength and conditioning exercises on the step. A strengthening lesson on the step.</li> <li>2. Introducing your own choreography on the floor and/or step.</li> <li>3. Strength exercises in different age groups.</li> <li>4. Strength exercises in fitness- group and individual work.</li> </ul>
SC 27-30	<ul style="list-style-type: none"> <li>1. Improve the skills of conducting strengthening and strength exercises in fitness.</li> <li>2. Demonstrate own strength exercise circuit for chosen muscle group.</li> </ul>

#### Assessment criterion

Local grade	Grade	Criteria
5	A	meets 95-100% of the criteria required to pass classes
4,5	B	meets 85-94% of the criteria required to pass classes
4	C	meets 75-84% of the criteria required to pass classes
3,5	D	meets 65-74% of the criteria required to pass classes
3	E	meets 56-64% of the criteria required to pass classes
2	F	meets <56% of the criteria required to pass classes

**1 ECTS point = 30 hours students work (contact + self study)**

TYPES OF CLASSES	HOURS
Contact hours	30
Self study	15
<b>Total = 45 hours = 1,5 ECTS</b>	