



**Skate Canada
Patinage Canada**

Artistic Assessment Resource Guide

2023-2024

Acknowledgements

Skate Canada would like to thank the following people for their contribution to the STAR 5 - Gold Artistic project and revisions.

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Artistic

Overview

This resource provides information specific to the content and assessment requirements for Artistic Programs.

Topics include:

- Identification and description of content
- Assessment criteria and mandatory requirements
- Assessment process and logistics

The focus of the Artistic discipline is the development of program components, musical movement and creativity. Artistic combines skating aspects such as turns, edges and field moves, with creative spins and the ability to project emotion and artistry. The aspects developed through Artistic assessments benefit every discipline in skating.



Attire Recommendations

Simple attire is recommended leaving the decision of attire to the skater.

If the attire is not simple in nature, the program is still eligible for assessment.

Note: The [clothing rule](#), found on the Info Centre under Rule Book, applies to events.

Rationale for training

Figure skating is both technical and artistic. Developing the performance, creativity and interpretation of skating is an asset to all skaters, regardless of discipline. Artistic assessments in the STAR 5 – Gold structure are designed to:

- Offer a discipline that focuses on the development of musical movement, expression, character and performance
- Encourage the development of strong skating skills by incorporating required elements

Artistic programs are a great tool to enhance the performance qualities of skaters. Coaches may use Artistic programs to:

- Offer a well-rounded approach to skating development
- Develop performance qualities in all skaters
- Provide an avenue for skaters to stay in the sport longer
- Offer additional opportunity for skaters who are passionate about performance

Simple attire is recommended to ensure the focus is on the skater's performance, moves and interpretation to the music without the distraction or leading nature of a costume or attire that may be theatrical in nature.

Strategies for training

Artistic development can be trained in several formats. Adding variety to training will increase consistency, interest and acquisition.

- Offer creative movement or movement to music classes both on and off the ice
- Work with specialists in the field
- Offer creative spins as part of your training (stations, class, elements, challenge day)
- Add arms, body movement, facial expressions and nuances to edge-turn classes, power classes and more
- Assign themes to some classes: Tango week, Waltzing Wednesday, Spy Saturday, Jazzy January, etc.
- Use Artistic programs as a basis for short programs or STAR 7 or 9 programs (to build into or convert from)
- Adjust old programs to become Artistic programs for further development
- Train step sequences in edge-turn or creative classes, or at a station
- Field moves can be trained during cool down, field move or power classes. Field moves are also a great addition to creative movement or artistry classes

Please note, skaters need a strong foundation of basic skating skills, edges and turns, spins and field moves for the entry level of Artistic (STAR 5). **Skaters must have completed STAR 4 Skills prior to entering STAR 5 Artistic.**

Note to coaches: All disciplines can be trained on any session. It is not mandatory to segregate disciplines into different sessions. For easy training accessibility, it is recommended to allow skaters to train all areas of the STAR content on the same session.

Artistic Content

There are four Artistic program assessments in the STAR 1 – Gold structure: STAR 5, STAR 7, STAR 9 and Gold

All Artistic programs offer assessment in two main areas:

- Required Content
- Program Components

ARTISTIC PROGRAMS
<p>Description: A routine set to music that includes required elements. Demonstration of Program Components are also required including strong skating skills, the ability to demonstrate effortless transitions between elements and interpretation of the character and rhythm of music.</p>
<p>Program Content: Each level has identified technical elements that must be included in the program. The specific details for each level are located on the front of the Artistic program assessment sheet.</p>
<p>Program Components: Each level has identified aspects of the Program Component criteria that are expected to be performed at Silver or better. The specific details for each level are located on the front of the assessment sheet.</p>



Program Content

The following lists the elements that are included in Artistic programs.

Element	STAR 5, 7, 9 and Gold
Choreographic Step Sequence (ChSt)	Definition: A sequence that focuses on musicality and movement while incorporating steps, turns and field moves. The pattern must be circular, straight line or serpentine and must be clearly visible. Must cover at least $\frac{3}{4}$ of ice surface (or equivalent).
	Description: The skater must perform a choreographic step sequence, consisting of a variety of movements such as steps, turns, field moves, and body movements. The sequence should be executed according to the character of the music. Attention should be paid to energy and execution with an emphasis on the quality of steps, turns, field moves, and body movements rather than difficulty/quantity. The sequence must be circle, serpentine, straight line pattern. Short stops in accordance with the music are permitted.
Artistic Spin (ASp)	Definition: The spin must match the character and/or interpretation of the music and should be creative in nature. The skater may choose to create a position and hold that position or perform a series of movements within the spin to accent the character of the music. The spin must have a minimum of three revolutions to meet the definition of a spin. The spin must clearly establish a centre.
	Established Centre: To assist in the identification of an established centre, watch for the skater to spin in the same spot for a min of 2-3 revolutions. The revolutions do not need to be in the exact spot but in the general area. Travelling is identified when spins move across the ice and leave a “loopy” pattern on the ice versus a circular pattern when a spin is centred.
	Description: The skater must perform an artistic spin element, consisting of a creative variation in a <u>basic and/or non-basic spin position</u> , once within the program. The purpose of this element is to explore creativity while spinning. These variations can include variations in arm(s) and/or head and/or leg(s) position, to accent the character of the music. Note: Artistic spins do not require a minimum number of revolutions in a position. The skater is free to change positions at any pace to reflect the character of the program.
Field Move Sequence (FMSq)	Definition: A collection of three field moves from at least two different categories, connected by any number of steps, turns, hops or other comparable moves. The sequence must cover at least $\frac{3}{4}$ of the ice (skaters are encouraged to cover the full ice.) Field moves should be easily identified and be held in a sustained position. The first three performed field moves shall be identified as the required movements for the sequence. Please see a full list of field move categories located at the end of this resource.
	Description: The skater must perform a field move sequence as defined above. A field move sequence should consist primarily of field moves (at least three) accented with some connecting steps, turns, or body movements. The pattern is not restricted, but the sequence must be clearly visible.

Element	STAR 5, 7, 9 and Gold
Spiral Sequence – STAR 5 only (SpSq)	Definition: A collection of at least two spirals on different feet with at least one spiral in an unsupported position. The spirals may be connected by any number of steps, turns, hops or other comparable moves. The first two performed spirals shall be identified as the required spirals for the sequence. Additional spirals, if included, will be considered for GOE only. The spirals must not be separated by other elements such as jumps or spins.
	Description: The skater must perform a spiral sequence as defined above. A spiral sequence should consist of two different spirals and may be accented with some connecting steps, turns or body movements. The pattern is not restricted. The sequence is identified commencing with the first spiral and is concluded following the second spiral.
360 Degree Field Move - Gold Only (360FM)	Definition: The skater must sustain a single field move position of the skater's choice on a 360-degree pattern covering nearly the width of the ice, and at least one third of the length of the ice surface.
	Description: Skaters will enter their 360-degree field move with speed. Once the skater has achieved their identified position the 360-degree starting place will be noted. Skaters will be expected to hold the position, flow and edge quality of the movement for a full circle or 360-degrees. The skater is encouraged to explore variations of form within their chosen position if capable, in order to add to the character of the program. These variations can include variations in arm(s) and/or head and/or leg(s) position, to accent the character of the music. Example: Skater may start in an unassisted spiral position and then transition to an assisted spiral position, while maintaining the definition of a spiral on the same foot.
All elements must meet the definition to be eligible for assessment. Elements that do not meet the definition will receive an assessment of Bronze.	

It is recommended that skaters identify the order of content for both assessments and events. Strategies include:

- Filling out a planned program sheet
- Writing the planned content order directly on the assessment sheet (top box)



Artistic Programs

ARTISTIC PROGRAM: STAR 5	
Length of Program	Maximum of 2:10 (2 minutes and 10 seconds)
Content Requirement Total of 2 of 3 elements at Silver or better	<ul style="list-style-type: none"> - Choreographic Step Sequence - Field Movement Sequence or Spiral Sequence - Artistic Spin
Program Components Requirement Total of 2 of 3 criteria at Silver or better	<p>The following criteria <u>must</u> be assessed at Silver or better, including mandatory (*)</p> <ul style="list-style-type: none"> - Variety and clarity of edges, steps, turns, movements and body control* - One additional criterion
ARTISTIC PROGRAM: STAR 7	
Length of Program	Maximum of 2:10 (2 minutes and 10 seconds)
Content Requirement Total of 2 of 3 elements at Silver or better	<ul style="list-style-type: none"> - Choreographic Step Sequence - Field Move Sequence - Artistic Spin
Program Components Requirement Total of 3 of 3 criteria at Silver or better	<p>The following criteria <u>must</u> be assessed at Silver or better</p> <ul style="list-style-type: none"> - Variety and clarity of edges, steps, turns, movements and body control - Power and Speed - Expression/Projection
ARTISTIC PROGRAM: STAR 9	
Length of Program	Maximum of 2:10 (2 minutes and 10 seconds)
Content Requirement Total of 2 of 3 elements at Silver or better	<ul style="list-style-type: none"> - Choreographic Step Sequence - Field Move Sequence - Artistic Spin
Program Components Requirement Total of 4 of 5 criteria at Silver or better	<p>The following criteria <u>must</u> be assessed at Silver or better, including mandatory (*)</p> <ul style="list-style-type: none"> - Expression/Projection* - Variety and clarity of edges, steps, turns, movements and body control* - Power and Speed* - One additional criterion
ARTISTIC PROGRAM: Gold	
Length of Program	Maximum of 2:40 (2 minutes and 40 seconds)
Content Requirement Total of 2 of 3 elements at Silver or better	<ul style="list-style-type: none"> - Choreographic Step Sequence - Field Move Sequence or 360 Degree Field Move - Artistic Spin
Program Components Requirement Total of 5 of 5 criteria at Silver or better	<p>The following criteria <u>must</u> be assessed at Silver or better</p> <ul style="list-style-type: none"> - Connection and Unity - Pattern and Ice Coverage/Phrase & Form - Expression/Projection - Variety and clarity of edges, steps, turns, movements and body control - Power and Speed
Content and Program Components Requirements must be met to be successful.	

Assessment Process

Assessment Criteria

The chart below identifies the criteria used to assess Program Components in the discipline of Artistic.

	ARTISTIC		
	Criteria	The criterion allows for feedback on:	Errors that would be captured under this criterion include:
Composition	Connections and Unity	<ul style="list-style-type: none"> Continuity of movement from one element to the next Use of linking elements Difficulty and quality of connecting steps and movements 	<ul style="list-style-type: none"> Elements connected mainly with crosscuts Movements incomplete/rushed or lacking preciseness
	Pattern and Ice Coverage/Phrase and Form	<ul style="list-style-type: none"> Pattern/ice coverage Purpose and design of movements Movement matching musical phrasing 	<ul style="list-style-type: none"> Pattern skated primarily in one direction All elements placed at same end of the ice Movements seem irrelevant to the music
Presentation	Expression/Projection	<ul style="list-style-type: none"> Physical and emotional involvement Confidence Projection to the audience Energy of performance Individuality and personality 	<ul style="list-style-type: none"> Skater's performance lacks commitment Audience does not feel connected to skater's performance Skater lacks the confidence to show their individual personality
Skating Skills	Variety and clarity of edges, steps, turns, movements and body control	<ul style="list-style-type: none"> Balance Control Edge depth One-foot skating Use of different directions (multi-directional) Posture Body line Clarity of movement Strong core (body is stable through the core muscles) 	<ul style="list-style-type: none"> Shallow edges Loss of balance Wobbles or flat edges Two-foot skating Weak body positions/core stability Poor quality movements Lack of extension creating poor body line
	Power & Speed	<ul style="list-style-type: none"> Varied use of power Speed Acceleration Flow and glide 	<ul style="list-style-type: none"> Slow skating Loss of momentum/flow Inefficient use of knees and ankles for power generation

Assessment Standards

Standards have been identified for each criterion.

ARTISTIC – PROGRAM CONTENT						
STAR	1	2	3 & 4	Consistent Criteria: To be applied at all levels.		
				Bronze	Silver	Gold
Field Move Sequences / Spiral Sequence / 360 Degree Field Move / Artistic Spin / Choreographic Step Sequence		n/a		<p>Movements lack creativity and/or originality. Does not reflect the concept/character of the program or enhance the musical structure. Sequences: Flow, control or energy may be limited Spin: Weak position, unable to centre the spin. Position (360 Field Move only): Poor position with extension that is partial. Break in body lines apparent. Automatic Bronze: Element does not meet definition.</p>	<p>Includes a few movements or elements of creativity or originality. Includes several moments that reflect the concept/character of the program or enhance the musical structure. Sequences: Reasonable flow, energy, control and strength of positions Spin: Generally, centred with reasonable strength of position Position (360 Field Move only): Position is solid with moderate extension. Body lines adequate.</p>	<p>Includes several movements or elements of creativity and/or originality. Reflects the concept/character of the program and/or enhance the musical structure. Sequences: Good flow, energy, control and strength of positions Spin: Centred with strong positions. Position (360 Field Move only): Good position with good extension and body lines.</p>

ARTISTIC - PROGRAMS										
STAR		1	2	3 & 4	5	6	7	8 & 9	10	Gold
Composition	Connections & Unity Continuity of movements from one element to the next including steps, turns, field movements etc.	n/a			Ability to link elements is developing. Skater may connect a few elements with simple movements while performing crosscuts.		Some elements are connected by a variety of simple turns, steps, field movements and body movements.		Majority of elements are connected using a variety of turns, steps, field movements and body movements.	
	Pattern and Ice Coverage/Phrase & Form Design of program layout covering the ice surface. Choreography reflects musical phrasing and form	n/a			Ice coverage patterns are simple and generally follow a similar direction. Choreography and purpose of the program is somewhat unclear. Element placement on ice may be similar.		Ice coverage patterns show some multi-directional skating and use of the whole ice surface. Choreography, design of movements and purpose of the program are somewhat clear. Element placement on ice may be occasionally repeated.		Ice coverage patterns are intricate. Movements incorporate a variety of patterns and are multi-directional. Choreography and purpose of the program is clear. The design of movement is varied and distributed evenly across the ice. Movements generally match/reflect the musical phrasing.	
Presentation	Expression/ Projection Express and project a mood, feeling, image, rhythm, or style inspired by the musical selection		Projection and connection to the character of the music is introduced in a performance. The skater demonstrate s one or two movements that match the music.	Skater's confidence, projection and commitment to the movement is developing. The skater demonstrates a few movements that match the musical phrasing or highlights of the music.	Skater may lack fluidity in their movements. Ability to consistently use their body, facial expressions, and skating technique to reflect the character of the music is developing. Skater does not yet have the confidence to project to the audience and commit fully to the performance. There should be a few moments where the skater demonstrates an emotional connection to the character of the music.		Skater's movements include some body movements, facial expressions, and a variety of skating techniques to reflect the mood of the music. While the performance may be inconsistent, the skater should be able to demonstrate their personality and individuality at times as well as their understanding of the character/rhythm of the music.		Body movements, facial expressions and skating technique are performed with commitment and confidence and clearly reflect the character of the music. The skater's energy, personality and projection connect with the audience. The skater demonstrates personal involvement with the program and is emotionally connected to the character, rhythm and feeling of the music.	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skating Skills</p>	<p>Variety and Clarity of edges, steps, turns, movements, and body control Diversity of edges/turns and clarity of edges/turns/movement and body control</p>	<p>Weak edges and turns present. Skater may demonstrate weak core and unstable posture with inconsistent or weak balance. Body lines are developing.</p>	<p>Skater demonstrates moderately defined edges and turns. Skater demonstrates reasonable balance, control, agility, and form. Body lines are reasonable. Skater has reasonable upright carriage with some break in posture.</p>	<p>Edges and turns are correct and may be shallow. Skater demonstrates some examples of control and balance which may be limited. Skater has comfortable upright carriage and generally good posture. Skater demonstrates reasonably strong core. Body lines are generally purposeful. Full body movements may lack precision and appear rushed or incomplete.</p>	<p>Edges and turns are correct with some depth demonstrated. Moderate balance and control demonstrated. Skater demonstrates good posture with ease. Core balance is generally strong and body lines are mostly purposeful. Full body movements are generally precise and clear.</p>	<p>Edges and turns are correct with strong depth of edge. Skater moves easily across the ice, handles direction changes easily and maintains strong balance and control throughout. Skater demonstrates clear posture and poise. Core balance is strong and solid. Body lines are purposeful and confident. Full body movements are precise throughout.</p>
	<p>Power & Speed (Balance, glide, and flow) Varied use of power, speed, acceleration, flow, and glide</p>	<p>Skater may seem slow. Generation of speed in development. Stride is laboured.</p>	<p>Generation of speed is adequate. Skater uses blade pushes.</p>	<p>Skater uses blade pushes to generate and maintain a reasonable amount of speed. Power is developing. Limited evidence of acceleration, changes in speed, flow, and glide.</p>	<p>Skater generates speed using blade pushes. Sometimes able to maintain speed and demonstrate acceleration using varied tempo of stride. Some evidence of flow and glide.</p>	<p>Skater easily generates and maintains speed using strong blade pushes. Able to demonstrate acceleration and changes in speed with ease using varied tempo in stride. Flow and glide evident throughout.</p>

Consistent Criteria

Each of the three required elements, Choreographic Step Sequence, Field Move Sequence (Gold: 360 Field Move option and STAR 5: Spiral Sequence) and Artistic Spin, are assessed using a consistent standard that is applied to all levels. The standards are outlined in the program content chart above and on the back of the assessment sheet.

Each required element must meet the definition of the element (outlined in the content section) to receive an assessment of Silver or better. For example, a spin with less than three revolutions would receive an automatic Bronze assessment.



Order of Elements

It is strongly recommended that skaters **submit the planned order** of the required elements. The Assessment Coordinator will ensure this information is provided to the evaluator prior to the assessment.

If the program contains additional elements the skater may indicate which are to be assessed. For example, if the program contains two spins, they may indicate which is to be assessed as the Artistic Spin. The other spin would be considered in the Composition and Transitions of the program.

Planned Program Sheet Example:

1. Transition – Step Sequence
2. Artistic Spin
3. Transition – Field Move
4. Choreographic Step Sequence
5. Field Move Sequence

If the order is not indicated and the program contains more than one element that meets the definition of the required elements, then only the **first** executed will be assessed. For example, if the program contains two spins that meet the definition, then the first executed will be assessed as the Artistic Spin.

There is space on the assessment sheet to note the element performed and the overall element assessment.

PROGRAM CONTENT					
Content Requirement	Content Performed	Comments	Element Rating		
			B	S	G
<input type="checkbox"/> Choreographic Step Sequence <input type="checkbox"/> Field Move Sequence or 360 Degree Field Move <i>If both are included in the program, only the first attempted element will be assessed.</i> <input type="checkbox"/> Artistic Spin TOTAL: <input type="checkbox"/> 2 of 3 Elements Silver or better	1)				
	2)				
	3)				

Determining the Overall Assessment

The overall passing requirements for each assessment are listed at the bottom of the assessment sheets.

Content Requirement

The content requirement that must be marked successful (Yes) for the overall assessment to be Pass or Pass with Honours. For all levels at least two of three elements must be assessed at Silver or better.

Program Components Requirement

The Program Components requirement must be successful for the overall assessment to receive a passing grade. The minimum number of Program Component criteria that must be assessed at Silver or better is included on each assessment sheet. In addition to a minimum number of Program Component criteria, there are also mandatory criteria (indicated with an asterisk *) that must be assessed at Silver or better.

Program Components Requirement: ☐ 2 of 3 Criteria Silver or better, including mandatory (*)

If the Content Requirement and the Program Components Requirement are completed, then to achieve a Pass, a skater must meet the required number of Silver (or higher) assessments indicated at the bottom of the assessment sheet. To achieve a Pass with Honours a skater will need to achieve the required number of Gold assessments indicated.

Content Requirement completed:	<input type="checkbox"/> YES <input type="checkbox"/> NO	Both requirements must be YES for an overall assessment of Pass or better.
Program Components Requirement completed:	<input type="checkbox"/> YES <input type="checkbox"/> NO	

Program Length

It is optional for the evaluator to time the program. If a program exceeds the maximum program length, the program is still eligible for assessment. The evaluator should provide comment regarding the time when possible if it exceeds the maximum time.



Calculating the Result

Record the total number of overall Bronze, Silver and Gold elements at the bottom of the sheet. Determine the result by matching the totals in the Silver and Gold tally boxes with the requirement to pass the assessment.

To achieve a Pass, a skater must meet the required number of Silver (or higher) assessments indicated at the bottom of the assessment sheet.

Example (STAR 7):

Result:	Total Overall Assessment	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>
<input type="checkbox"/> Pass with Honours (5 of 6 assessments at Gold) <input checked="" type="checkbox"/> Pass (5 of 6 assessments at Silver or better) <input type="checkbox"/> Retry		1	4	1

Result:	Total Overall Assessment	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>
<input checked="" type="checkbox"/> Pass with Honours (5 of 6 assessments at Gold) <input type="checkbox"/> Pass (5 of 6 assessments at Silver or better) <input type="checkbox"/> Retry		0	1	5



Summary of Passing Requirements

Level		Requirements
STAR 5	Honours	4/6 Assessments at Gold
	Pass	4/6 Assessments at Silver or better
STAR 7	Honours	5/6 Assessments at Gold
	Pass	5/6 Assessments at Silver or better
STAR 9	Honours	6/8 Assessments at Gold
	Pass	6/8 Assessments at Silver or better
Gold	Honours	7/8 Assessments at Gold
	Pass	7/8 Assessments at Silver or better

Summary of Mandatory Criteria Required

Program Component	Criteria	STAR 5	STAR 7	STAR 9	Gold
Composition	Connections & Unity				✓
	Pattern and Ice Coverage/ Phrase & Form				✓
Presentation	Expression/Projection		✓	✓	✓
Skating Skills	Variety and Clarity of edges, steps, turns, movements and body control	✓	✓	✓	✓
	Power & Speed		✓	✓	✓

Assessment Logistics

Format

Artistic program assessments should be conducted on clear ice. A single or alternating format may be used.

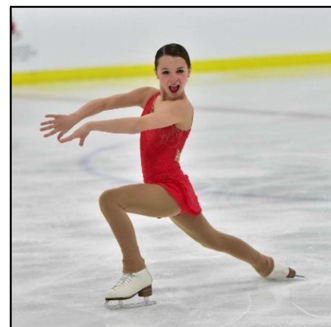
Re-skates

There are no re-skates in Artistic programs.

Field Move Categories:

A field move is a movement that emphasizes basic skating skill and edge control. Field moves include spirals, Ina Bauers, spread eagles, hydro blading, lunge/drag, and pivots.

Hands may lightly touch the ice during field moves. Weight must remain on the skating foot.



Field Move Categories

NOTE: If a skater performs more than one move from a specific field move category, both will be considered the same type of field move. For example, skater performs a Y-spiral and an unsupported spiral. Both field moves are permitted but the skater will not be given credit for performing two **different** field moves.

Spirals: A gliding position executed on one foot with free leg extended above hip level (including knee and foot). This type of field move includes variations including but not limited to:

- Supported spirals, same and opposite foot catch spirals, Y-spirals, Beillmanns, Charlottes.

Spread Eagle: A curving, two-footed movement in which a skater skates with one foot on a forward edge and the other on a matching backward edge on the same curve.

This type of field move includes variations including but not limited to:

- Cantilever, inverted spread eagles.

Ina Bauers: A two-foot movement in which a skater travels along the ice with one foot on a forward edge/tracing and the other on a matching backward edge/tracing on a different but parallel tracing.

Hydroblading: A one-foot movement in which a skater travels along the ice with the skating leg in a strongly bent position and the other leg directed to the side.

This type of field move includes variations including but not limited to free leg tucked under, extreme lean, etc.

Lunge / Drag: A movement in which a skater travels along the ice on one leg bent and the other leg directed behind with the boot/blade touching the ice.

Pivot: A two-footed movement in which the toe picks on one foot are inserted into the ice by a skater as a central pivoting point while the other foot travels in a circular pattern around the pivot point. These include pivots done on a FO, FI, BO and BI edge.

One-foot sit glide:

A one-foot movement in which a skater travels along the ice with one leg in a strongly bent position and the other leg directed forward parallel to the ice.