Artistic

Assessment Resource Guide
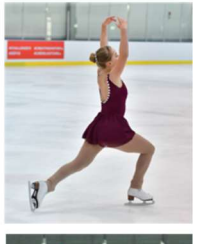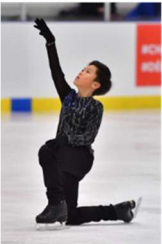
Acknowledgements

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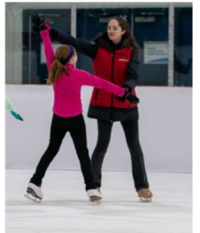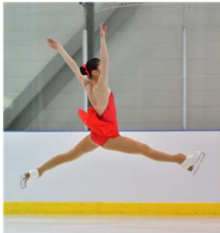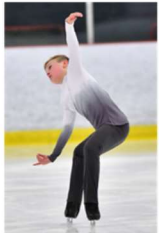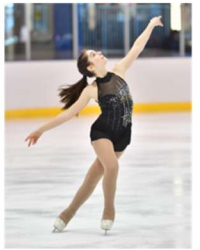
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Artistic

Overview

This resource provides the 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
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.
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.
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.

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 ¾ 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 _basic and/or non-basic spin position,_ 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 ¾ 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	- Choreographic Step Sequence - Field Movement Sequence or Spiral Sequence - Artistic Spin
Program Components Requirement Total of 4 of 7 criteria at Silver or better	The following criteria must be assessed at Silver or better - Edge Quality - Power - Two additional criteria
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	- Choreographic Step Sequence - Field Move Sequence - Artistic Spin
Program Components Requirement Total of 5 of 7 criteria at Silver or better	The following criteria must be assessed at Silver or better - Edge Quality - Power - Carriage/Clarity - Projection - One additional criterion
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	- Choreographic Step Sequence - Field Move Sequence - Artistic Spin
Program Components Requirement Total of 6 of 7 criteria at Silver or better	The following criteria must be assessed at Silver or better - Edge Quality - Power - Carriage/Clarity - Projection - Character/Rhythm - 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	- Choreographic Step Sequence - Field Move Sequence or 360 Degree Field Move - Artistic Spin
Program Components Requirement Total of 7 of 7 criteria at Silver or better	The following criteria must be assessed at Silver or better - Edge Quality - Power - Quality/Variety/Difficulty - Carriage/Clarity - Projection - Structure/Purpose - Character/Rhythm
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:
Edge Quality	• Balance • Control • Edge depth • One-foot skating Use of different directions (multi-directional)	• Shallow edges • Loss of balance • Wobbles or flat edges • Two-foot skating
Power	• Varied use of power • Speed • Acceleration • Flow and glide	• Slow skating • Loss of momentum/flow • Inefficient use of knees and ankles for power generation
Quality/Variety/ Difficulty	• Continuity of movement from one element to the next • Use of linking elements • Difficulty and quality of connecting steps and movements	• Two-foot skating • Poor quality movements • Elements connected mainly with crosscuts
Carriage/Clarity	• Posture • Body line • Clarity of movement • Strong core (body is stable through the core muscles)	• Weak body positions/core stability • Movements incomplete/rushed or lacking preciseness • Lack of extension creating poor body line
Projection	• Physical and emotional involvement • Confidence • Projection to the audience • Energy of performance • Individuality and personality	• Skater's performance lacks commitment • Audience does not feel connected to skater's performance
Structure/ Purpose	• Pattern/ice coverage • Purpose and design of movements • Movement matching musical phrasing	• Pattern skated primarily in one direction • All elements placed at same end of the ice • Movements seem irrelevant to the music

Character/ Rhythm	• Expression of music's:
	   ○ Character
	   ○ Feeling
	   ○ Rhythm
	• Emotional connection
		• Skating off-time to the music
		• Rushed movements to slow music
		• Limited/no relationship between movement and music
		• Lack of emotional connection to the movement

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		n/a	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.	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.	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.

ARTISTIC - PROGRAMS									
STAR	1	2	3 & 4	5	6	7	8 & 9	10	Gold
Skating Skills — **Edge Quality** Balance, control, edge depth, use of one-foot skating, use of multi directional skating.	n/a.		Skater demonstrates moderately defined edges. Skater demonstrates reasonable balance, control, agility and form.		Edges correct but may be shallow. Skater demonstrates some examples of control and balance but may be limited.		Edges correct with some depth demonstrated. Moderate balance and control demonstrated.		Edges well defined with good depth. Skater moves easily across the ice, handles direction changes easily and maintains strong balance and control throughout.
Power Varied use of power, speed, acceleration, flow and glide.	n/a		Generation of speed is adequate. Skater generally uses blade pushes.		Power is developing. Skater generally uses blade pushes to generate and maintain a reasonable amount of speed. Limited evidence of acceleration, changes in speed, flow and glide.		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.		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.
Transitions — **Quality/Variety/Difficulty** Continuity of movements from one element to the next.	n/a		The ability to link or connect elements is developing. Elements are linked with minimal connecting steps/movements. Transitions may be limited.		The ability to link elements is developing. Few elements are linked with connecting steps/movements. Transitions mainly include simple movements while skater is performing crosscuts.		Some elements are linked with connecting steps/movements. Transitions include a variety of simple turns, steps and movements.		Most elements are linked with connecting steps/movements. Transitions include a wide variety of turns, steps and movements.
Performance — **Carriage/Clarity** Posture, body line and clarity of movements.	n/a		Skater has reasonable upright carriage with some break in posture. Body lines are reasonable.		Skater has comfortable upright carriage and generally good posture. Skater demonstrates reasonably strong core. Body lines are generally pleasing. Movements may lack precision and appear rushed or incomplete.		Skater can demonstrate good posture with ease. Core balance is generally strong and body lines are mostly pleasing. Movements are generally precise and clear.		Skater demonstrates clear posture and poise. Core balance is strong and solid. Body lines are pleasing and confident. Movements are precise throughout.

	ARTISTIC - PROGRAMS									
	STAR	1	2	3 & 4	5	6	7	8 & 9	10	Gold
Performance	**Projection** Projection, physical, emotional involvement, individuality and personality.	n/a		The skater's confidence is developing. The skater's projection and commitment to the movement is developing.		Skater may appear to lack confidence in their movements. The skater generally does not project to the audience during their performance and may lack commitment to the performance. Minimal individuality and personality displayed.		Skater's movements are mostly clear and strong. The skater can project to audience at specific moments during program. The skater's commitment to the performance may appear inconsistent. Some evidence of individuality and personality.		Movements are performed with conviction and confidence. The energy the skater projects may result in a connection with the audience. The skater is clearly committed to and involved in their performance. Individuality and personality clearly evident.
Composition	**Structure/Purpose** Pattern/ice coverage, purpose and design of movements.	n/a		Ice coverage patterns are simple and follow a similar direction. The purpose of the program and element placement are developing		Ice coverage patterns are simple and generally follow a similar direction. The purpose of the program may be somewhat unclear. Element placement on ice may be similar.		Ice coverage patterns are recognizable but may be simple with little variety. The 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. The purpose of the program is clear. The design of movement is varied and distributed evenly across the ice. Movements sometimes match/reflect the musical phrasing.
Interpretation	**Character/Rhythm** Expression of music's character/feeling and rhythm.	n/a		The skater may demonstrate one or two movements that match the musical timing or highlights of the music.		Skater's emotional connection to the character of the music is developing with one or two moments evident in the program. Skater may not yet be able to use their body movements, facial expressions and skating technique to reflect the feeling or mood of the music.		Skater demonstrates some emotional connection to the character, rhythm, and feeling of music. The skater may use their body movements, facial expressions and/or skating technique to reflect mood or feeling of music.		Skater demonstrates a strong emotional connection to the character/rhythm/feeling of the music with confidence and conviction. Skater's body movements, facial expressions and skating technique generally reflect mood or feeling of music.

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**
☐ Choreographic Step Sequence ☐ Field Move Sequence or 360 Degree Field Move *If both are included in the program, only the first attempted element will be assessed.* ☐ Artistic Spin **TOTAL:** ☐ 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.
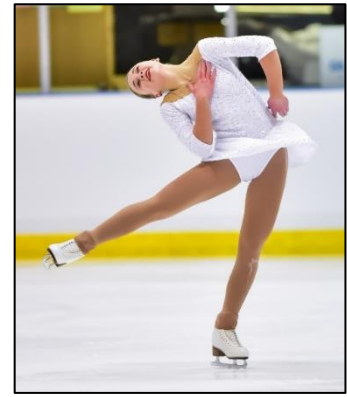
Content Requirement

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 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

If the content requirements, and Program Component requirements are successful, then to achieve a pass, a skater must achieve the required number of Silver (or higher) Program Component criteria assessments indicated at the bottom of the assessment sheet. To achieve a Pass with Honours, a skater must achieve the required number of Gold assessments indicated.

Content Requirement completed:	☐ YES ☐ NO	Both requirements must be YES for an overall assessment of Pass or better.
Program Components Requirement completed:	☐ YES ☐ NO	

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

NOTE: The tally boxes at the bottom of the assessment sheet include the total Program Component criteria assessments and not the Program Content assessments.

Example (STAR 7):

Result: ☐ **Pass with Honours** (5 of 7 Criteria assessments at Gold) ✓ **Pass** (5 of 7 Criteria assessments at Silver or better) ☐ **Retry**	**Total Overall Assessme nt**	**Bronze** **1**	**Silver** **5**	**Gold** **1**

Result: ✓**Pass with Honours** (5 of 7 Criteria assessments and 2 of 3 Elements assessments at Gold) ☐ **Pass** (5 of 7 Criteria assessments at Silver or better) ☐ **Retry**	**Total Overall Assessment**	**Bronze** **0**	**Silver** **1**	**Gold** **6**

Summary of Passing Requirements

Level		Requirements
STAR 5	Honours	4/7 Program Component criteria assessed at Gold
	Pass	4/7 Program Component criteria assessed at Silver or better
STAR 7	Honours	5/7 Program Component criteria assessed at Gold
	Pass	5/7 Program Component criteria assessed at Silver or better
STAR 9	Honours	6/7 Program Component criteria assessed at Gold
	Pass	6/7 Program Component criteria assessed at Silver or better
Gold	Honours	7/7 Program Component criteria assessed at Gold
	Pass	7/7 Program Component criteria assessed at Silver or better

Summary of Mandatory Criteria Required

Program Component	Criteria	STAR 5	STAR 7	STAR 9	Gold
Skating Skills	Edge Quality	✔	✔	✔	✔
	Power	✔	✔	✔	✔
Transitions	Quality/Variety/Difficulty				✔
Performance	Carriage/Clarity		✔	✔	✔
	Projection		✔	✔	✔
Composition	Structure/Purpose				✔
Interpretation	Character/Rhythm			✔	✔

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/drags, 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.