

## Components Judging Tips

**Transitions:** the seamless linking of transitions into and out of listed elements always regarding the special demands of the music.

- √ Variety
  - Did I see different transitional tools including the variety of holds in Ice Dancing and Pair skating?
- √ Difficulty
  - Was there the use of difficult footwork and or movement with simultaneous use of different body parts?
- √ Intricacy
  - Was there a series of different transitional tools linking into each other and immediately into and out of listed technical elements?
- √ Quality
  - Was their cleanness and clarity resulting in the quality of transitional tools in accordance with the music chosen including unison in Pair Skating and Ice Dancing?

### **Choreography:**

4 Key Points:

- √ Purpose
  - Did I see a theme or story which contributed to the overall meaning of the program?
- √ Structure and pattern
  - Did the skater or skaters distribute the elements and movements in an interesting and somewhat equal proportion throughout the ice surface?
- √ Body design / dimension
  - Did the skater or skaters use their body movement in a full range of motion and did the movements make sense to the story or theme?
- √ Music and movement phrasing
  - Did all the movements and technical elements fit the music and its phrasing?
  - Were the movements of the skater related to the music?

**Interpretation:** The relationship of the skater's or team's movements connected with the style and character of the music. The ability of the skater or team to respond with movements to the nuances of the music. The ability to make all of this effortless.

3 Key points:

- √ Musical movement:
  - Did the skater or team reflect the style, character, and phrasing of the music?
  - Did you as judge feel involved by the music and movement or were you watching an athlete skate elements while the music was playing?
- √ Expressive / nuanced movement:
  - Did the skater or team express all details of the music or was there no recognition of the musical detail? (Grade the percentage of time this was done)
- √ Effortless movement:
  - Did the program appear effortless?
  - Did the program go by quickly or was there visible struggle and fatigue at the end?

### **Performance / Execution:**

**Performance:** the involvement and commitment of the skater(s) physically, emotionally, and intellectually as they use movement to execute all details of their program

**Execution:** the quality of the movement and the precision in which it is delivered.

- √ Physical, emotional, and intellectual involvement:
  - Was there a physical, emotional, and intellectual understanding and involvement in the performance?
- √ Carriage:
  - Did the carriage contribute to the appearance and provide easy movement from element to element?
- √ Style, individuality, personality
  - Was there style, individuality, and personality that reflected the emotion or movement of the music and skater?
- √ Clarity of movement
  - Were the movements precisely performed to give clarity of defined positions?
- √ Variety and contrast of movement
  - Was there variety and contrast of movement that connected with the highpoints of the music?
- √ Projection
  - Was there a connection with the audience through projection of the emotional or movement aspects of the music?
- √ Unison
  - In Pairs and Ice Dancing, was he unison equally contributed by both skaters providing balance in the performance?

### **Skating Skills:**

- √ Balance
  - Did the skater have control and balance on the blades throughout the program or was there awkwardness or an unsecure feeling while watching the skater?
- √ Flow
  - Did the skater maintain consistent speed and flow over the ice while giving you the feeling of effortless skating or was there a struggle to constantly gain speed?
- √ Sureness
  - Was the skater or team so secure that they almost made you forget they were on skates or was it scratchy and wobbly giving you an unsecure feeling?
- √ Speed
  - Did the skater or team use a variety of speed adding to the excitement of the program or were they slow and cautious?
- √ Direction
  - Did the skater or team use all directions while weaving together the elements, choreography, and performance or was the program traveling all in the same direction?
- √ Equal Abilities
  - Did the skaters demonstrate equal ability? (Pairs & Ice Dancing)