**Program Components**

**Learning Summary**

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| **Video 1: Introduction, principles of judging, serious mistakes, biases** | **42:53** |
| Introduction: 5 to 3 components | 00:00 |
| Rationale for the change | 02:02 |
| Specific areas of evaluation | 07:45 |
| How to use the videos | 14:16 |
| Principles of assessment | 17:20 |
| Serious mistakes, falls, interruptions | 18:37 |
| Serious mistakes, falls, interruptions: examples | 20:20 |
| Biases | 27:51 |
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| **Video 2a: Composition (part 1)** | **54:09** |
| Composition: definition and criteria | 00:00 |
| Unity | 01:56 |
| Unity: examples | 04:13 |
| Connections between and within the elements | 27:15 |
| Connections between the elements: examples | 28:06 |
| Connections within the elements: examples | 44:06 |
| Unit of movement: Definition and examples | 49:10 |
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| **Video 2B: Composition (part 2)** | **49:38** |
| Pattern and ice coverage | 00:00 |
| Multidimensional movements and use of space | 01:35 |
| Choreography reflecting musical phrase and form | 02.18 |
| Choreography reflecting musical phrase and form: examples | 03:42 |
| Considerations: What is a skating program? | 19:40 |
| Questions to ask when judging “Composition” | 21:25 |
| Common mistakes when judging the component “Composition” | 23:06 |
| Composition summary and practice judging | 24:20 |
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| **Video 3a: Presentation (part 1)** | **01:04:46** |
| Presentation: definition and criteria | 00:00:00 |
| Expressiveness and projection | 00:01:35 |
| Expressiveness and projection: examples | 00:03:13 |
| Variety and contrast of energy and of movements | 00:28:57 |
| Musical sensitivity and timing | 00:31:57 |
| Musical sensitivity and timing: examples | 00:35:25 |
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| **Video 3B: Presentation (part 2)** | **53:14** |
| Musical sensitivity: musical nuances, finesse of movements, and movement details | 00:00 |
| Movement details: examples | 00:39 |
| Unison, oneness and awareness of space | 12:48 |
| Presentation: Key concepts | 13:45 |
| Question to ask when judging “Presentation” incl. connection / disconnection from music | 14:48 |
| Presentation summary and practice judging | 19:05 |

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| **Video 4a: Skating skills (part 1)** | **53:22** |
| Skating skills: definition and criteria | 00:00 |
| Variety of edges, steps, turns, movements and directions | 01:07 |
| Clarity of edges, steps, turns, movements and body control | 01:52 |
| Clarity of edges, steps, turns, movements and body control: examples | 02:47 |
| Clarity of movement: further explained | 20:38 |
| Clarity of movement: examples | 29:26 |
| Clarity of movement: conclusion | 52:41 |
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| **Video 4B: Skating skills (part 2)** | **01:03:21** |
| Balance and glide | 00:00:00 |
| Flow | 00:01:58 |
| Glide and flow: examples | 00:03:30 |
| Power and speed | 00:26:27 |
| Question to ask when judging “Skating skills” | 00:26:59 |
| Common mistakes when judging the component “Skating skills” | 00:31:49 |
| Skating skills summary and practice judging | 00:33:59 |
| Conclusion | 00.01:34 |
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| **Video 5a: Listening to music****Part 1: Music elements and details** | **01:15:38** |
| Definition of music | 00:00:00 |
| Music diagram | 00:11:38 |
| Elements of music | 00:15:00 |
| Timing and time signature | 00:15:31 |
| Timing and time signature: examples | 00:20:23 |
| The musical phrase | 00:37:38 |
| The musical phrase: examples | 00:41:24 |
| Melody and harmony | 00:46:33 |
| Tempo and dynamics | 00:50:58 |
| Change in tempo: accelerando and ritardando | 00:52:53 |
| Articulation, tone colour and timbre | 00:57:12 |
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| **Video 5b: Listening to music****Part 2: Relationship between movement and music character** | **42:39** |
| Movement and music character | 00:00 |
| Movement and music character: examples of consistency between music character and movements1. Music character intuitive and easy to describe
 | 00:59 |
| 1. Music character of not easily described
 | 11:25 |
| Movement and music character: examples of deliberate contrast of movement with music character | 23:12 |
| Conclusion | 37:06 |