

SYNCHRONIZED SKATING CHAMPIONSHIPS

CHICAGO, ILLINOIS



SYNCHRONIZED SKATING

SKILLS PROGRESSION GUIDE - 2023-2024



THE PURPOSE OF THIS GUIDE IS TO:

- Support coaches in rostering their team(s)
- Highlight developmental focus areas per divisions for individual and team skills.
- Highlight fundamentals from a program composition perspective.

This guide does not replace having strong familiarity of the USFS Rulebook and SYS Communications and Technical Notifications posted on Members Only. It also does not replace any learning material provided by PSA.

HOW TO USE THIS GUIDE:

This document gives baseline pre-requisites for each synchronized skating level in the pipeline. Coaches can use this document as a tool to assess the proficiency of their skaters and determine the correct path of development for continued growth of their skaters and teams.

FUNDAMENTALS TO BE KEPT IN MIND FROM AN OFFICIAL'S CRITERIA PERSPECTIVE (ALL LEVELS):

- GOE and Component scales are universal for all Synchronized

Skating teams, across the world - marks are not reserved or aligned by division.

- GOE and Component content in this guide are directional and intended to help you develop goals and think critically about what you're composing given the abilities of your team.
- Programs are recommended to be composed considering:
 - Well Balanced Program requirements and the included level caps
 - Difficulty levels which balance high likelihood of achieving the calls by sectionals while achieving at least the GOE key aspects.
 - Technical difficulty levels and difficulty of connections which leverage and showcase the highest potential of the teams' skating skills.
 - The skaters ability to achieve unison and oneness throughout the program.
 - Foundational principles for composing a program:

- * Use the full ice (ice coverage)
- * Use both clockwise and counterclockwise movements as well as a variety of patterns.
- * Use the musical phrase and form, even if with a basic arrangement of the skating vocabulary and movements.
- * Consider how the elements and connections begin and end compared to what is happening in the music to create units of movement.
- * Allow for skating throughout the program, giving the team opportunity to develop speed and flow (less stopping, standing and 'tricks')
- * Incorporate a variety of movements from the skating vocabulary based on what is reasonable to expect for each division.



PRELIMINARY



EXPECTATIONS - INDIVIDUAL SKATING SKILLS

Skaters at this level are in the process of learning the fundamentals of figure skating. There will be fairly good edges and some evidence of good form. There is an understanding of developing power (speed and flow).

STROKING AND CROSSOVERS

- Ability to generate and maintain enough power to sustain glides.
- Beginning knowledge of extending body lines and some control of body positions
- Some evidence of good posture by having balance over the skating foot
- Correct use of the blade without toe pushing
- Crossovers are stroked rather than stepped
- Some evidence of knee bend and rise

EDGES

- Ability to sustain glide with substantial steadiness
- Some evidence of good posture, control, and body positions.
- Ability to check upper body rotation on basic outside and inside edges
 - Awareness of short and long axis
 - Weight is middle/back of blade for forward edges and middle/front for backward edges

TURNS

- Ability to accelerate with 3-turns and mohawks
- Control of free leg and upper body before and after turns
- Understanding of entry and exit

edges for 3-turns and mohawks

FREE SKATING MOVES

- Spirals will have a controlled extension at hip level or higher with an arched back
- Ability to hold extension for a minimum of 3 seconds on an edge
- Steadiness; no pronounced lapses in balance
- Other field moves should be introduced at this level (spread eagle, Biellmann spiral)

ARTISTIC SKILLS

- Skaters should be able to match basic movements in time with the music, staying in time with one another.
- Skaters should be able to match basic head positions (guiding) and arm movements.
- Skaters should be able to look up and connect with the audience and one another.

EXPECTATIONS - TEAM SKILLS

Teams at this level will be focusing on fundamental basics of synchronized skating: shape, spacing, and unison. It is not required to add difficult features to elements at this level and coaches can focus on increasing speed and developing performance while still maintaining good shape, spacing, and unison.

- Skaters are learning spatial awareness and how it pertains to connected elements. The focus is on tracking while connected to others and being able to maintain proper handholds and spacing.
- At this level skaters will not have a strong ability to “maintain spacing” when disconnected and should not

be expected to do so.

- Elements are capped from a technical standpoint to ensure the team is focused on shape while still teaching basic skating skills which are designed to match.
- While a Moves element is not part of the Well-Balanced program requirements, skaters at this level should be working on flexibility to prepare for higher levels.
- Skills to be taught within elements:
 - Intersections focusing on spatial awareness and shape
 - Travel in one shape focusing on proper travel technique
 - Pivoting as it pertains to a Pivot Block. Pivot action taught without turns followed by the addition of Mohawks and 3-turns if the team has strong spatial awareness and understanding of basic pivot action

CRITERIA FOCUS

- GOEs:
 - Focus on the shape of elements of spacing of skaters within to be awarded the shape key aspect
 - Focus on matching all movements of the body to be awarded the unison key aspect
 - Create a program that allows skaters to move through the elements with some velocity and flow to develop their abilities within the speed and flow key aspect
 - For additional key aspects, as yourself:
 - * Can the team perform the



PRELIMINARY CONT.



- steps, turns, movements, etc., with quality? Is there variety within their ability?
- * Does the team attempt two or more holds in the element with quality?
- * Is the entry into and exit out of the element done with quality?
- * Are the features within the element done with quality?
- * Are the movements in the element in time with the music, and in character?
- Components - Key Opportunities in Preliminary:
 - Composition:
 - * Ensure the program covers the entire ice and does not stay in any particular part of the ice for too long
 - * Avoid spending a disproportionate time in any one element
 - * Avoid stopping in connections between and within elements
 - * Incorporate low and mid level body movements to support learning multidimensional use of space
 - * Incorporate multiple different types of hand holds
 - Performance
 - * Teach skaters how to count (to themselves, not out loud) and perform all movements with the music and with one another
 - * Encourage skaters to look up when skating (not down at the ice)
 - * Work on clear execution of all movements in unison
 - * Work on moving accurately and consistently with the tempo of the music
 - Skating Skills
 - * Provide a variety of edges, steps, turns, movements and directions within the teams' ability to execute with quality.
 - * Focus on the teams' ability to show balance over their blade.
 - * Begin to show some power gained by basic edges, steps and turns.



PRE-JUVENILE



EXPECTATIONS - INDIVIDUAL SKATING SKILLS

The fundamentals of ice skating must be demonstrated, although not necessarily mastered. Better edges, flow, power, extension, and posture are required. Ability to execute skills at a greater speed and with better control than the Preliminary skater.

STROKING AND CROSSOVERS

- Power, Extensions, and Edge Quality should be the focus
- Ability to push off with equal and even strength from solid edges with deep knee bend.
- Ability to maintain control of body alignment
- Ability to sustain glide and control edges
- All crossovers of the same quality (forward and backward)
- Good ice coverage with solid edge pushing

EDGES

- Ability to control and skate on flowing edges while having a strong upper body
- Proper use of blade during push off
- Ability to lean from the blade onto edges while having a nicely extended free leg
- Ability to control shoulder rotation

TURNS

- Proper entry edge the moment the foot takes the ice for 3-turns and mohawks
- Ability to maintain control of the body into and out of turns
- Executed with greater speed and

control than Preliminary

- Begin to introduce difficult turns during skills training to include backward power 3-turns, forward inside Twizzles, and forward inside brackets

FREE SKATING MOVES

- Skaters have begun learning all the various field moves: Inside and outside spread eagle, Unsupported spiral with one change of edge, Ina Bauer, and variations of a spiral: Biellmann, Upright Extension 170, Upright Extension 135. While these moves may lack full extension/flexibility, the skater should be actively training each field move.

ARTISTIC SKILLS

- Skaters should be able to perform the movements in concert with the music and interpret their music through facial expressions, looking up and connecting with the audience and one another.
- Skaters are able to use basic variations of timing and can match the style of the music using basic choreography (arms, heads, simple body movements, etc.)

EXPECTATIONS - TEAM SKILLS

Skaters at this level have typically competed at the Preliminary level, however, some older skaters with higher-level individual skills will begin their synchronized skating journey at this level. Teams will be focused on gaining additional speed and agility while maintaining shape, spacing, and unison.

- Elements may have more features as skaters have better tracking skills as a group and stronger skating

skills than a Preliminary-level skater.

- At these levels skaters will have better spatial awareness in connected elements and will now be introduced to spatial awareness when unattached to others.
- While a Moves element is not part of the Well-Balanced program requirements, skaters at this level should be actively working on flexibility to prepare for higher-levels.
- Skills to be taught within elements:
 - Intersections with more speed and a variety of shapes. Point of Intersection features may be included if the team has strong spatial awareness.
 - Travel in one shape focusing on stronger travel technique, varying footwork, speed, and maintaining strong hand holds.
 - Pivoting as it pertains to a Pivot Block. Pivot action with turns will often be included. There will be more speed and better unison. Open Juvenile teams might use features from the PB2 level.
 - Disconnected skating while maintaining spacing as it pertains to the No Hold Element. Level caps keep the focus on basic tracking and guiding with simplistic formations and strong basic skating skills.

CRITERIA FOCUS

- GOEs - refer to Preliminary section and ask the same questions
- Components - Key Opportunities in Pre-Juvenile:
 - Composition:
 - * Ensure the program covers



PRE-JUVENILE CONT.



- the entire ice. Move in various directions, on various paths
- * Maintain flow during connections between and within elements
- * Incorporate some variety of connections throughout the program
- * Incorporate multiple low and mid level body movements to continue developing abilities in multidimensional use of space
- * Incorporate arm, head and leg movements, matching with
 - the music
 - * Incorporate multiple different types of hand holds
- o Performance
 - * Skaters should be able to perform all movements with the music and with one another
 - * Encourage skaters to express the music and composition given - give them ways to do so beyond facial expressions
 - * Focus skaters on achieving clear execution of all movements in unison
- o Skating Skills
 - * Provide a variety of edges, steps, turns, movements and directions within the teams' ability to execute with quality.
 - * Build on teams' ability to show balance over their blade and showcase some glide.
 - * Show some power and speed gained with and maintained by basic edges, steps and turns.



OPEN JUVENILE



EXPECTATIONS - INDIVIDUAL SKATING SKILLS

The fundamentals of ice skating must be demonstrated, although not necessarily mastered. Better edges, flow, power, extension, and posture are required. Ability to execute skills at a greater speed and with better control than the Preliminary skater. Since there is no testing prerequisite for the Open Juvenile level, there will be a wide range of skills within the Open Juvenile division. Skating clubs can set their own individual skating requirements based on their goals and objectives.

STROKING AND CROSSOVERS

- Power, Extensions, and Edge Quality should be the focus
- Ability to push off with equal and even strength from solid edges with deep knee bend.
- Ability to maintain control of body alignment
- Ability to sustain glide and control edges
- All crossovers of the same quality (forward and backward)
- Good ice coverage with solid edge pushing

EDGES

- Ability to control and skate on flowing edges while having a strong upper body
- Proper use of blade during push off
- Ability to lean from the blade onto edges while having a nicely extended free leg
- Ability to control shoulder rotation

URNS

- Proper entry edge the moment

the foot takes the ice for 3-turns and mohawks

- Ability to maintain control of the body into and out of turns
- Executed with greater speed and control than Preliminary
- Begin to introduce difficult turns during skills training to include backward power 3-turns, forward inside Twizzles, and forward inside brackets

FREE SKATING MOVES

- Skaters have begun learning all the various field moves: Inside and outside spread eagle, Unsupported spiral with one change of edge, Ina Bauer, and variations of a spiral: Biellmann, Upright Extension 170, Upright Extension 135. While these moves may lack full extension/flexibility, the skater should be actively training each field move.

ARTISTIC SKILLS

- Skaters should be able to perform the movements in concert with the music and interpret their music through facial expressions, looking up and connecting with the audience and one another.
- Skaters are able to use basic variations of timing and can match the style of the music using basic choreography (arms, heads, simple body movements, etc.)

EXPECTATIONS - TEAM SKILLS

Skaters at this level have typically competed at the Preliminary level, however, some older skaters with higher-level individual skills will begin their synchronized skating journey at this level. Teams will be focused on gaining additional speed and agility

while maintaining shape, spacing, and unison. With higher level caps, Open Juvenile can explore using more features in elements to gain more points in technical elements.

- Elements may have more features as skaters have better tracking skills as a group and stronger skating skills than a Preliminary-level skater.
- At these levels skaters will have better spatial awareness in connected elements and will now be introduced to spatial awareness when unattached to others.
- While a Moves element is not part of the Well-Balanced program requirements, skaters at this level should be actively working on flexibility to prepare for higher-levels.
- Skills to be taught within elements:
 - Intersections with more speed and a variety of shapes. Point of Intersection features may be included if the team has strong spatial awareness.
 - Travel in one shape focusing on stronger travel technique, varying footwork, speed, and maintaining strong hand holds.
 - Pivoting as it pertains to a Pivot Block. Pivot action with turns will often be included. There will be more speed and better unison. Open Juvenile teams might use features from the PB2 level.
 - Disconnected skating while maintaining spacing as it pertains to the No Hold Element. Level caps keep the focus on basic tracking and guiding with simplistic formations and strong basic skating skills.



OPEN JUVENILE CONT.



CRITERIA FOCUS

- GOEs
 - Refer to Preliminary section and ask the same questions
 - Aim to achieve Shape and Unison key aspects in a majority of elements
 - Aim to achieve the additional criteria of minimum of two different types of connected holds in multiple elements
 - Consider how you might compose elements to achieve one of the additional criteria in one or more elements
- Components - Key Opportunities in Open Juvenile:
 - Composition:
 - * Ensure the program covers the entire ice. Move in various directions, on various paths
 - * Draw out your program - check for repetitive patterns made across the ice (i.e., back and forth, around in the same directions) and consider how you can make the patterns of movement more varied
 - * Maintain flow during connections between and within elements
 - * Incorporate some variety of connections throughout the program
 - * Incorporate multiple low and mid level body movements to continue developing abilities in multidimensional use of space
 - * Incorporate arm, head and leg movements, matching with the music
 - * Consider the unity of the program - is the arrangement of the skating repertoire and movements meaningful?
 - Performance
 - * Skaters should be able to perform all movements with the music and with one another
 - * Skaters can project and express with more than their facial expressions. The are using their full body to express the intent of the program most of the time
- * Focus skaters on achieving clear execution of all movements in unison
- Skating Skills
 - * Provide a variety of edges, steps, turns, movements and directions within the teams' ability to execute with quality.
 - * Build on teams' ability to show balance over their blade and showcase some glide.
 - * Show some power and speed gained with and maintained by basic edges, steps and turns.



JUVENILE



EXPECTATIONS - INDIVIDUAL SKATING SKILLS

Skaters will have correct basic steps and turns on good edges, with good form, flow, power, and preciseness to their steps as compared with a Preliminary or Pre-Juvenile level skater. Skaters should be able to maintain proper posture while executing various free leg extensions; even with speed. Difficult turns have been introduced to include Twizzles and Brackets.

STROKING AND CROSSOVERS

- Focus at this level is developing power while maintaining solid control
- Continuous flow and ability to maintain speed through elements and transitions
- Ability to effortlessly increase speed
- Rhythmic knee action and controlled free leg
- All previous bullet points from Preliminary and Pre-Juvenile are maintained

EDGES

- Good control and sustained edges, with equal lobes on entry and exit edges of turns/steps with no major sub curves. Edges will be deeper than in previous levels
- All previous bullet points from Preliminary and Pre-Juvenile are maintained

TURNS

- Twizzles
 - One, 1.5, or 2 revolution twizzles with proper skill and technique including correct entry and exit edges. Twizzles should have continuous and uninterrupted

rotational action. Juvenile skaters will need to learn how to execute both forward inside twizzles and back outside twizzles on the left and right foot.

- Twizzles should have a static skating leg/knee
- Skated with continuous flow
- Strong core and body alignment
- Difficult Turns
 - Brackets: Juvenile skaters will begin learning proper skill and technique including correct entry and exit edges with control of the body.

FREE SKATING MOVES

- Focus is Extension and edge quality of moves at the Juvenile level. There is an obvious effort to fully extend body lines and demonstrate control of position
- Skaters should be able to execute an Unsupported Spiral with one change of edge.
- Skaters have begun working on different variations of a spiral with a change of edge
- Skaters should be able to execute at least two different field moves from the designated list of Free Skating Moves in Tech communication.

ARTISTIC SKILLS:

- Skaters should be able to perform the movements in concert with the music and interpret their music through facial expressions, looking up and connecting with the audience and one another.
- Skaters should begin to emote and project with more of their body beyond their facial expressions.

- Skaters are able to match varied musical timing and changes in the character of the music using basic choreography (arms, heads, simple body movements, leg movements, etc.)

EXPECTATIONS - TEAM SKILLS

Skaters at this level have typically competed at the Preliminary or Pre-Juvenile levels of synchronized skating. The focus at Juvenile will be speed, agility, flexibility, and strength while maintaining shape, spacing, and unison. Elements will have more features which leads to more complexity. Coaches can utilize more creative connections since individual skills are stronger.

- Skaters at this level should be expected to maintain spacing and shape while being unattached to others.
- Skills to be taught within elements:
 - With no level cap, there will be a variety of intersections introduced at this level. Teams are allowed to execute more difficult intersections such as Whips and Angled intersections.
 - Pivot Blocks with addition of two turns in a series and/or difficult turns.
 - Basic twizzles while maintaining spacing and shape.
 - Flexibility elements on a pattern with edges and change of edges
 - Endurance is developed through longer programs and more complex connections.
 - Choreography leading to more musicality and expression.



JUVENILE CONT.



CRITERIA FOCUS

- GOEs
 - Refer to Preliminary section and ask the same questions
 - Aim to achieve Shape and Unison key aspects in a majority of elements
 - Aim to achieve the additional criteria of minimum of two different types of connected holds in multiple elements
 - Consider how you might compose elements to achieve one of the additional criteria in one or more elements
- Components - Key Opportunities in Juvenile:
 - Composition:
 - * Ensure the program covers the entire ice. Move in various directions, on various paths
 - * Draw out your program - are there repetitive patterns made across the ice (i.e., back and forth, around in the same directions) and consider how you can make the patterns of movement more varied.
 - * Incorporate variety and achievable difficulty in connections, also to accentuate the music
 - * Incorporate low and mid level body movements in each element and in connections to continue developing abilities in multidimensional use of space
 - * Consider the unity of the program - is the arrangement of the skating repertoire and movements meaningful?
 - Performance
 - * Skaters should be able to perform repertoire and movements with contrast and different types of energy with changes in the music
- * Skaters can project and express with their full body - not only their facial expressions, most of the time
- * Skaters can achieve clear execution of all movements in unison, most of the time
- * Skaters are able to demonstrate basic command of the ice
- Skating Skills
 - * More focus on one-foot skating. By this level, there should be no pumps included. Difficult turns should be introduced by now.
 - * Skaters demonstrate form, flow, power, and preciseness in some portions of the program.



INTERMEDIATE



EXPECTATIONS - INDIVIDUAL SKATING SKILLS

Skaters at this level should be more comfortable with multi-directional skating as well as (lower-level) difficult variations in turns, stroking, and movements while maintaining speed, flow, proper posture and correct basic skating technique. This is the first level where strings/sequences of difficult variations come into play and skaters should focus on learning and practicing those basics in order to continue building upon that once in Novice and up.

STROKING AND CROSSOVERS

- Able to generate and maintain speed, power and flow with every stroke
- Able to accelerate (and decelerate) through elements, transitions, turns and choreography while maintaining quiet skating (no toes, digging in, etc)
- Able to skate in multiple directions/easily change direction while maintaining speed and balance
- Rhythmic knee action and controlled free leg

EDGES

- Proficient control and sustained edges in both directions while utilizing choreography and body movements
- All previous bullet points from Juvenile and below are maintained

URNS

- Difficult Turns
 - Able to perform at least 3 difficult turns clearly and correctly in dominant direction and at least 2 difficult turns in non-dominant direction
 - Should be able to maintain

correct edges, lobes, and flow when additional choreography is added (creative steps, hops, arms, etc.)

- Able to execute a series of at least 2 difficult turns correctly with speed, balance and control
- Intermediate skaters should be training series of 3+ difficult turns in both directions (individually)
- Twizzles:
 - Can easily execute 2-revolution twizzles on both the left and right foot with proper technique and flow down the ice
 - Twizzles should be controlled and have continuous and uninterrupted rotational action with the addition of simple features
 - Twizzles should have a static skating leg/knee
 - Intermediate skaters should begin training 3-revolution twizzles in both directions (individually)
 - All previous bullet points from Juvenile and below are maintained

FREE SKATING MOVES

- Jumps
 - Proficiency in basic jumps through one-revolution jumps
- Spins
 - Proficiency in forward spins from scratch to camel and simple back spins
 - Skaters should begin training difficult spin positions
- Field Moves
 - Should demonstrate ability to perform 2-3 field moves with control of position and flow

- Skaters should be able to correctly execute an unsupported spiral at 135 degrees with one change of edge (both inside-to-outside and outside-to-inside) on both feet
- Skaters should be able to execute at least 2-3 different field moves from the designated list of Free Skating Moves in the latest ISU technical communication

Artistic Skills

- Presentation: Skaters should be able to understand and interpret their music through facial expressions, projection of energy to the audience, and the use of variations in timing and style of choreography (arms, body movements, leg positions, etc)

EXPECTATIONS - TEAM SKILLS

Skaters at the Intermediate level will have prior synchronized skating experience at the Juvenile or Open-Juvenile levels. This ensures that skaters have been introduced to most of the well-balanced program requirements before coming to Intermediate, which allows teams to add more features in each element and additional speed in their connections.

- Skaters at this level should be able to perform more detailed movements as well as more intricate and varied transitions between elements while maintaining speed and shape.
- Skills to be taught within elements:
 - Pivoting Block - Performing series of turns and steps while maintaining pivot speed and block lineup. Coaches can focus on teaching the skaters how to perform correct turns in



INTERMEDIATE CONT.



- conjunction with their role within the pivot (fly end versus slow end, etc)
 - Twizzle Element - Continuous rotation and speed down the ice during twizzles. Common errors include twizzling in place, non-continuous rotation (knee-action, three-turns instead of continuous turns, especially on the left foot)
 - No Hold Element - Maintaining solid and clear FM positions throughout the element
 - Endurance is developed through longer programs and more complex connections.
 - Choreography leading to more musicality and expression
 - * More intricate transitions
 - * Detailed arm, leg, body movements and positions
 - * Choosing music that highlights the strengths of the team
- **CRITERIA FOCUS**
- GOEs
 - Refer to Preliminary section and ask the same questions
 - Aim to achieve Shape and Unison key aspects in a majority of elements
 - Aim to achieve the Speed and Flow key aspect in at least one element
 - Aim to achieve the one or more of the remaining additional criteria in more than one element
 - * At this level, the team should be achieving consistent quality of holds in all elements
 - * Give the team opportunities to achieve the creativity or originality criteria
- Components - Key Opportunities in Intermediate:
 - Composition:
 - * The program is expected to cover the entire ice.
 - * The team is expected to show varied patterns across the ice. Consider how the program is laid out to show different types of patterns (i.e., consider how you order the elements to break up linear and rotating movements, leveraging connections to further vary the pattern across the ice).
 - * Connections are to be varied and of an achievable difficulty while also accentuating the music.
 - * Incorporate low and mid level body movements in each element and in connections to continue developing abilities in multidimensional use of space
 - * Each element and connection should be a piece of a meaningful whole. Each movement of any type should have meaning in harmony with the music. Ask yourself, is there something happening in the music that is not addressed?
 - * Movements and skating vocabulary is expected to reflect the phrasing and form of the music.
 - Performance
 - * The skaters show an understanding and commitment to the movements and the skating repertoire.
 - * Skaters project and express confidence with their full body
- * Skaters communicate the feeling of the program
- * Skaters are able to demonstrate basic command of the ice
- * Skaters are developing their ability to demonstrate finesse of the music, appreciating the musical details, accents and nuances
- * Skaters can achieve clear execution of all movements in unison, a majority of the time - they perform as a unit
- Skating Skills
 - * By this level, there should be a clear diversity of edges, steps, turns, body movements and directions of skating. Difficult turns should be introduced throughout the program in line with the ability of the team.
 - * Predominance of one foot skating is incorporated.
 - * Strive to demonstrate core control and precise movement across the skating repertoire and movements incorporated in the program.
 - * Skaters are able to execute the movements with some fluidity.
 - * Skates demonstrate understanding of how to generate energy and speed when stepping from one foot to another. There is some ability to accelerate and decelerate with varied ease.



NOVICE



EXPECTATIONS - INDIVIDUAL SKATING SKILLS

Coaches should aim to ensure that their Novice skaters have mastered the fundamentals of basic skating, edges, difficult turns and free skating moves and begin to train and execute more difficult variations of those fundamentals. Novice skaters can be viewed as soon-to-be Junior skaters and should be trained as such so that they are thoroughly prepared for their progression into the next level.

STROKING AND CROSSOVERS

- Must demonstrate effortless speed, power and flow in all directions of skating
- Ability to change direction at high speeds with control and quietness
- Ability to incorporate steps, turns, edges and choreography while maintaining
- Balance, control, and speed

EDGES

- Must demonstrate comfort and control of edges in all directions
- Capable of utilizing body movements and choreography in the performance of all edges

TURNS

- Difficult Turns
 - Must demonstrate a clear ability to perform and execute difficult turns correctly in all directions
 - Should be able to execute a series of 3 difficult turns in conjunction with choreographic elements (choreographic arms, heads, hops, etc.) while maintaining correct edges, lobes,

balance and flow

- Twizzles:
 - Should demonstrate excellence in 3-revolution twizzles on dominant foot and proficiency on non-dominant foot
 - Must be able to maintain control and flow of twizzles as multiple difficult features are added to the element
 - Novice skaters should be training 3-revolution twizzles with difficult features in both directions (individually)
 - All previous bullet points from intermediate and below are maintained

FREE SKATING MOVES

- Jumps
 - Excellence in one-revolution jumps with height and clarity of position
 - Ability to easily adapt timing and style of jumps according to the needs of choreography and unison of the team
- Spins
 - Excellence in forward and backward spins from scratch to camel and ability to easily add difficult features without loss of speed and control
 - Skaters should demonstrate proficiency in difficult spin positions

FIELD MOVES

- Should demonstrate ability to perform any field move with excellent control of position and flow
- Execution of an unsupported

- spiral at 135+ degrees with one change of edge (both inside-to-outside and outside-to-inside) with speed, flow and control
- Quality of any field move should remain high with the addition of common difficult features

ARTISTIC SKILLS

- Presentation - Skaters should demonstrate maturity in their understanding and performance of music
 - Expression of varied emotions throughout the program
 - Ability to use detailed body movements and choreographic elements to create a picture of the music/story
 - Personal innovation and creativity with the music

EXPECTATIONS - TEAM SKILLS

Skaters at the Novice level have typically competed at the Juvenile or Intermediate levels prior to entering the Novice division and teams should have the goal of competing successfully on the National stage. Teams are allowed to attempt the highest level in each element while continuing to elevate their performance skills. Connections will be more intricate and creative with more speed.

- Novice-level teams are considered the necessary stepping stone for skaters looking to move onto a Junior team. As such, Novice coaches should be actively creating and training programs that teach the skills necessary to make the move to Junior more seamless.
- Skaters at this level should be



NOVICE CONT.



very comfortable with all the fundamental elements and individual skating skill requirements of synchronized skating. Therefore, difficult variations in elements as well as a high-level of creativity in program composition and performance is expected

- Skills to be taught within elements:
 - Traveling Element - maintaining shape and speed with various hand-holds, footwork, body movements and other performance-related choreography
 - Pivoting Block - Correct edge and turn technique for series of difficult turns.
 - * Common errors include: incorrect entry and exit edges, flipping to the wrong edge during a turn (i.e. during a forward outside counter, flipping to an inside edge right before the turn), and losing speed and pivoting action at the end of the block
 - No Hold Element - Multi-directional skating with choreography and intricacy of movements and shapes.
 - Intersections - Higher-level intersections such as angled and whip.

CRITERIA FOCUS

- GOEs
 - Refer to Preliminary section and ask the same questions
 - Aim to achieve all key aspects in a majority of elements
 - Aim to achieve the additional criteria of in multiple elements
 - Aim to achieve multiple remaining additional criteria in multiple elements

- * At this level, the team should aim to achieve consistent quality of steps, turns, fes, fms, skating and body movements as well as quality of entry/exit and features in multiple elements.
- Components - Key Opportunities in Novice:
 - Composition:
 - * The program is expected to show a coherent entity with all parts combined to contribute to a sense of completeness.
 - * All skaters are contributing to the purpose of the program.
 - * There is an interesting and creative placement of the units of movement, which cover the entire ice surface.
 - * Consider how the connections can demonstrate the range of abilities on the team without interrupting the flow of movements.
 - * Work on making the movements across different planes fluid and controlled. Consider how the skaters are using the space around them to contribute to an overall design of movements. What more can you do to develop this? Are all skaters contributing to the design of movements?
 - * At this level, each unit of movement needs to correspond to the musical phrase and form - the units need to follow the musical phrase, acknowledging the beginning, climax and end.
 - Performance
 - * Skaters demonstrate personal involvement in the program. There is a clear mood, feeling,

image, rhythm or style inspired by the musical selection.

- * Skaters express confidence and energy to communicate a feeling. The movements intensify the meaning of the musical nuances.
- * Skaters demonstrate command of the ice.
- * Skaters are able to move accurately and consistently with the music throughout the program.
- * Skaters show some competency in the finesse of movements and purposeful translation of music into movements.
- * Skaters perform as a unit throughout the program.
- Skating Skills
 - * Skaters execute a diverse mix of edges, steps turns, body movements with precision and clarity.
 - * Edges are precise and there is a clear control over the blade with body control.
 - * Skaters are developing their ability to glide on the ice without friction and with one foot skating, maintaining speed.
 - * Focus on execution of repertoire and movements with fluidity, harmony and effortlessness with knee-ankle action.
 - * Skates are consistently able to generate energy and speed when stepping from one foot to another. The team can accelerate and decelerate with ease.



JUNIOR/SENIOR



EXPECTATIONS - INDIVIDUAL SKATING SKILLS

Skaters at the Junior and Senior level should demonstrate a strong command to mastery of skating skills, edges, difficult turns, twizzles, and free skating moves. This means that skaters are able to easily execute difficult variations, difficult step sequences and higher-level moves, while incorporating choreography, performance, and multi-directional skating. Skaters should be able to seamlessly weave technically sound and effortless skating with creative expression and presentation.

STROKING AND CROSSOVERS

- Skaters should demonstrate mastery of effortless speed, power and flow while maintaining excellent extensions, balance, and posture
- Skating is invisible and soundless throughout the program
- Skater can easily accelerate/ decelerate and change direction at high speeds without any interruption to the above

EDGES

- Mastery of edge quality, control and clarity in all directions while maintaining body lines, extensions, and posture
- Must be able to use full body movements and choreography in the performance of all edges

TURNS

- Difficult Turns
 - Must demonstrate mastery in performing all difficult turns in both directions in conjunction with choreography, hops, steps, and body movements

- Twizzles:
 - Must demonstrate mastery at executing 3-revolution twizzles in both directions and with the highest level of features with control and flow down the ice

FREE SKATING MOVES

- Jumps
 - Perform one-revolution jumps and single axel with significant height and clarity of position
 - Ability to perform double-jumps recommended as synchro continues to incorporate more freestyle into the discipline
 - Mastery at adapting timing and style of jumps (different in air positions) according to the needs of choreography and unison of the team
- Spins
 - Mastery at forward and backward spins in conjunction with the highest level of features (difficult entry, exit, change of position, etc)
 - Must be able to perform at least 1-2 difficult spin positions
- Field Moves
 - Should demonstrate a mastery of all field moves and the ability to execute field moves with the highest level of features with complete control of position, speed, edges and flow
- Artistic Skills
 - Presentation - Skaters should demonstrate maturity in their understanding and performance of music
 - * Mastery in the intricacy, variety,

and contrast of expressions, energy and movement

- * Ability to use detailed body movement, facial expressions, exchange of energy with teammates, and choreographic elements to create a picture of the music/story
- * Personal innovation and creativity with the music

EXPECTATIONS - TEAM SKILLS

Skaters at the Junior and Senior level will have acquired all high-level synchronized skating team skills before skating at this level. However, elite skaters from other skating disciplines may have enough advanced individual skills to learn team skills. Teams should be fully-trained to compete at the highest levels of international competition. Teams will be able to execute the highest-level elements with speed, agility, and confidence.

CRITERIA FOCUS

- GOEs:
 - In these divisions, teams should be composing programs given the teams ability to achieve all key aspects in all elements in addition to additional criteria.
 - Teams are set up with the appropriate composition and have the skills to potentially achieve a +4 or +5 in all elements.
- Components - Key Opportunities in Junior/Senior:
 - In these divisions, teams should be aiming for execution of all criteria in the Good to Outstanding range (Gold to Platinum categories). This may be a multi-year goal you are building



JUNIOR/SENIOR CONT.



towards in your organization.

- Points related to themes that have been built upon in this progression document:
 - * Develop the ability of the team to show confidence and command of the ice as a unit.
 - * How might the program be composed to show a meaningful whole according to all of the

principles mentioned in the composition criteria (proportion, unity, space, pattern and musical structure)?

- * Are skaters using all space available to them with fluidity and control?
- * Are all skaters contributing to the design of movements?
- * Are the units of movement

clearly following the phrasing and form of the music? How can the link between movements and music be stronger?