



## **INTERPRETIVE SKATING PROGRAM Q & A**

Effective July 1, 2002 the new Interpretive test program will be in effect and the Artistic test program will no longer be part of the Skate Canada STAR Skate program.

### **1. What are the Interpretive test levels?**

There are four levels of Interpretive tests:

- Introductory
- Bronze
- Silver
- Gold

### **2. Can a skater at age 10 take an Interpretive test?**

Yes, there is no age criteria for Interpretive tests. Age has little impact on a skater's ability to interpret music. Skating skills and other basic components are not necessarily reflective of a person's age, but rather his/her acquired skill set.

### **3. How many evaluators are required to evaluate Interpretive Tests?**

One evaluator will assess interpretive tests.

### **4. Who can evaluate Interpretive tests?**

All Interpretive tests shall be evaluated by Interpretive Evaluators. If an Official has their Gold Artistic Evaluator qualification, they will be accredited with their Gold Interpretive Evaluator qualification.

### **5. What are the qualifications to become an Interpretive evaluator?**

**INTERPRETIVE TEST EVALUATOR** (from Officials Definition, Appointment, Qualifications Policy)

Prerequisite: The prerequisite to an Interpretive promotion are:

- A minimum of Gold evaluator certification in the Free Skating, Skating Skills or Dance
- A skating background defined as follows:

- ✓ Any two of Junior Bronze Free Skating, Skills, Dance; or
- ✓ Any one of Senior Bronze Free Skating, Skills, Dance or a Juvenile Competitive test; or
- ✓ Any one higher level test

Clinic: Successful completion of the Interpretive Skating Clinic

Practical: Successful completion of the Interpretive Skating Workbook, which includes as a minimum the following practical exercises:

- Standards module (actual or video)
- Report of a supervised evaluation session with three interpretive tests

Summary report of an observation session at a theatrical or dance performance (actual or video)

For further information on becoming a Interpretive test evaluator, please contact your Section office.

## **6. How long can a Interpretive skating program be?**

For all levels, the programs shall be a minimum of 2.0 minutes and a maximum of 3.0 minutes (+ or – 10 seconds).

## **7. Can the music have vocals?**

Vocal music is permitted at all levels.

## **8. If a skater has passed some Artistic tests, do they have to begin at the first Interpretive test level (Introductory Interpretive test )?**

No, a skater who has passed an Artistic test that is equivalent to an Interpretive test may try the next Interpretive test. For example, if a skater has passed the Bronze Artistic test, they may proceed into the Interpretive test program by taking the Silver Interpretive test.

## **9. If a skater has passed the Bronze and Silver Artistic test, will they be accredited with the Introductory, Bronze and Silver Interpretive tests?**

No, the skater may progress into the Interpretive program at the equivalent test level, but will not be given credit for the equivalent Interpretive tests passed in the Artistic program.

Their Skate Canada test record will show that they have passed their Bronze and Silver Artistic test and when they pass the Gold Interpretive test, it will show that they have passed the Gold Interpretive test.

The following chart shows the Artistic test equivalencies in the Interpretive test program:

ARTISTIC VS INTERPRETIVE TEST EQUIVALENCIES	
ARTISTIC TESTS (passed)	INTERPRETIVE TESTS (passed)
Adult	Bronze
Bronze	Bronze
Silver	Silver
Gold	Gold

**10. How do Adult skaters fit into the new Interpretive test system?**

The Adult test has been eliminated and the adult skaters will be folded into the Interpretive test program. The Adult Artistic test is equivalent to the Bronze Interpretive test. For example, if a skater has passed the Adult Artistic test, then they can progress in the Interpretive program beginning at the Silver Interpretive test.

**11. If a skater has not passed any Interpretive tests, but has passed their Senior Silver Freeskate and Dance tests can this skater begin testing in the Interpretive program at the Gold Interpretive test level?**

Rule 4000-C-3.2(1) states that a candidate for an Interpretive test shall have passed the preceding test, therefore all new Interpretive test skaters must begin testing at the Introductory test level.

If a skater wishes to take two Interpretive tests on the same day, the rules would require them to skate the program twice or have two evaluators on hand - one to evaluate at the Introductory test and one to evaluate the Bronze test, for example.

A skater may apply to take a number of Interpretive tests at one test day and of course the testing of the next level is dependent on passing the lowest level first. Each test should be performed each time as there are different standards used for each test level.

The only time there may be an exception is if a skater at a Gold Test level applies to take the Gold Interpretive Test, foregoing lower level Interpretive tests, with the execution of one performance of their interpretive program. These requests will be treated on a case-by-case basis and should go through the National Office to the attention of the Skating Programs Department. In terms of process, the Club Test Chair would send the request to the National Office in writing, copying the Section Office, and providing the skater's name, Skate Canada registration number, tests passed and rationale/circumstances surrounding the request.

**12. Are there any regulations surrounding the costumes for taking Interpretive tests?**

There is no regulation regarding costuming, but it is preferred that the costume be simple and bodyline enhancing. These costuming guidelines will be noted in all materials disseminated.

**13. Can a skater qualify for the same test more than once?**

A candidate may qualify for the same test more than once using a different theme and program on each occasion.

**14. Can couples take Interpretive tests?**

The Interpretive Tests are open to singles skaters and couples.

**15. What are the evaluation criteria for Interpretive tests?**

Interpretive Skating programs are to be evaluated using the following criteria:

**SKATING SKILLS**

- I. Edge and Turn Quality
- II. Speed, Flow and Power
- III. Creative Movement with Sureness
- IV. Carriage and Line

**PERFORMANCE**

- I. Interpretation of Music
- II. Communication of Theme
- III. Use of Whole Body
- IV. Use of Levels and Space
- V. Originality/Creativity
- VI. Interaction (Couples only)

Specific skills will be evaluated on the following scale: Excellent, Good, Satisfactory, and Needs Improvement.

***(1) Skating Skills***

- (a) **Edge and Turn Quality** - Quality of basic edges and turns (e.g. three turns, brackets, Choctaws etc.) incorporated into the choreography of the program.
- (b) **Speed, Flow and Power** - Gaining and maintenance of speed; easy and continual flow; power reflective of the ability of the skater and the chosen music/theme.
- (c) **Creative Movement with Sureness** - Incorporating new and creative movements performed with sureness and control.
- (d) **Carriage and Line** - Upper body carriage and body line reflective of the chosen music/theme yet still incorporating good style (e.g. a skater may

choose African Tribal dance music; one would expect angular lines and departure from the “normal” skating posture, but this should not be confused with poor basic form. In other words, there is a difference between intentional choreography and poor basic form and line).

## **(2) Performance**

- (a) **Interpretation of Music** - Clear interpretation of the chosen music.
- (b) **Communication of Theme** - The skater’s ability to portray the chosen theme through interpretation of music, skating skills and movement rather than through mime and posing. The current evaluation of “Development of Theme” is problematic in that too many people get caught up in trying to tell (or discern from the performance given) a story from start to finish. This limits creativity and shifts the focus of the program from development of interpretation skills and creative movement/performance. The “Communication of Theme” idea allows for less subjectivity and more objectivity as it is easier to decide whether a skater is utilizing the music chosen (with an appropriate underlying theme), creative movement and strong basic skating skills then it is to evaluate a skater’s ability to tell the story of Juliet’s Death for example.
- (c) **Use of Whole Body** - Skater’s ability to use the entire body (including torso) to help interpret the music and communicate the theme. Particular attention should be paid in differentiating between postural and gestural movements.
- (d) **Use of Levels and Space** - Skater’s ability to use low, mid and high levels as well as space (either immediately surrounding the body as well as within the performance area, or ice surface). The Interpretive Program is a perfect vehicle to begin experimenting with use of levels and space which then can ideally be incorporated into other free skating or ice dancing programs once the skill is more developed.
- (e) **Originality/Creativity** - Skaters should be encouraged to choose (and rewarded when chosen) an unknown theme or original interpretation of a known piece of music.
- (f) **Interaction** - This is relevant to couples only and reflects the need for interaction between the couple during the test but encourages more creativity than what might be the case if the term “unison” is incorporated.

NOTE: Since falls may, in the Interpretive program, be a deliberate choice in order to enhance the development of the theme, marks should only be deducted for falls that clearly interrupt that development. Such falls should be penalized in the second mark.

## **16. What are the passing requirements for an Interpretive test?**

The following are the passing requirements for the various Interpretive test levels:

		Introductory		Bronze		Silver		Gold	
		Singles	Couples	Singles	Couples	Singles	Couples	Singles	Couples
<b>Skating</b>	Edge and Turn Quality	2/4 must be Satisfactory or better		2/4 must be Satisfactory or better		3/4 must be Satisfactory or better		4/4 must be Satisfactory or better	
	Speed, Flow and Power								
	Creative Movement with Sureness								
	Carriage and Line								
<b>Performance</b>	Interpretation of Music	2/5 must be Satisfactory or better	3/6 must be Satisfactory or better	3/5 must be Satisfactory or better	3/6 must be Satisfactory or better	4/5 must be Satisfactory or better	4/6 must be Satisfactory or better	5/5 must be Satisfactory or better	6/6 must be Satisfactory or better
	Communication of Theme								
	Use of Whole Body								
	Use of Levels and Space								
	Originality / Creativity								
	Interaction (couples only)								

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