

6. Program Components – Pattern Dances

Timing	Presentation	Skating Skills
The ability of the Couple to skate strictly in time with the music.	Through the involvement of the couple, the demonstration of the correct rhythm or style as required by the description of the dance or by the specific style of the dance.	The ability of the Couple to precisely execute dance steps and movements in accordance with the dance description with power, balance, depth of edges, easy transition from one foot or lobe to the other, glide, and flow.
Musical Sensitivity	Expressiveness & projection	Overall skating quality
Skating in time with the music	Unison, oneness and awareness of space	Clarity of edges, steps, turns, movements and body control
Skating on the Strong Beat		Balance and Glide
Start of the first Step on beat 1		Flow, Power and Speed Ice Coverage

Serious Error(s)

Serious errors are falls and/or mistakes which result in a break in the delivery of the program. This break can be minimal or more pronounced and noticeable. These errors must be reflected in the mark awarded for each program component. The consequence depends on the severity and impact they have on the fluidity and continuity of the program. The following guideline should be used.

Category	Mark range	Definition	Errors	
Platinum	10	Outstanding	No errors	
Diamond	9.75	Excellent	No serious errors	
	9.00 – 9.50*		Only 1 serious error	
Gold	8.00 – 8.75**	Very good	2 or more serious errors	
	7.00 – 7.75	Good	For all Components:	
Green	6.00 – 6.75	Above average	*When there is only one error and this error minimally impacts the program, the maximum score of 9.50 is possible as noted above.	
	5.00 – 5.75	Average		
Orange	4.00 – 4.75	Fair		
	3.00 – 3.75	Weak		
Red	2.00 – 2.75	Poor		
	1.00 – 1.75	Very poor		
	0.25 – 0.75	Extremely poor		

Note: an error by both partners, happening at the same time or not (e.g. Fall by 2) must be considered as 2 errors.

Note: this basic principle applies equally when the errors occur within an element and/or outside an element.