

## Introduction:

STAR 1 to 5 offers a solid development pathway for skaters who are entering a figure skating program for the first time. The complete [STAR 1-5 Resource Tool Kit](#) will offer coaches and clubs information to help deliver their program in a fun, enjoyable and challenging format.

	Learn to Skate	Learn to Train	Learn to Compete	Train to Compete	Learn to Win / Live to Win	Active for Life
<b>Skater Profile</b>	Females: 3-6 yrs Males: 3-9 yrs	Females: 7-11 Males: 8-12	Females: 9-13 Males: 10-14	Females: 10-16 Males: 11-17	Females: 13-19 Males: 14-21 Living to Win: 15+	All ages
<b>Current System</b>	CanSkate	STARSkate Beginner-Elementary	Juvenile-Pre-Novice	Novice-Senior	International ISU A-2/3-Grand Prix World/Olympic	Adult Skate
<b>Training Time</b> (all sessions include min. 15 min off-ice)	1: 30-60 min sessions 1-4 days/week 10-40 weeks/year	1: 45-60 min sessions 2-5 days/week 20-44 weeks/year	2: 45-60 min sessions 4-5 days/week 44-46 weeks/year	2: 45-60 min sessions 5 days/week 44-46 weeks/year	3: 45-60 min sessions 3 days/week 44-46 weeks/year	1: 3: 45-60 min sessions 1-6 days/week 25-40 weeks/year
<b>Windows of Trainability</b> SSS = Speed, Stamina, Strength, Sport Skills, Suppleness See Below.	Skills: M&F 6-12 yrs Feasibility: M&F 6-10 Speed: M 7-9, F 6-8 Stamina: M12-13 F10-11	Skills: M&F 8-12 yrs Feasibility: M&F 6-10 Speed: M 7-9, F 6-8 Stamina: M12-13 F10-11	Skills: M&F 8-12 yrs Feasibility: M&F 6-10 Speed: M13-16 F11-13 Stamina: M12-13 F10-11	Skills: M&F 8-12 yrs Feasibility: M&F 6-10 Speed: M13-16 F11-13 Stamina: M12-13 F10-11	Speed: M 8-9-16 F 11-13	SSS are always trainable
<b>Element/Skills Competitions</b>	No competitions but skill presentation in isolation to standard	No competitions but skill presentation in isolation to standard	Technical Skills & Program Component competitions	Technical Skills & Program Component competitions	Yes	Technical Skills & Program Component competitions
<b>Performance Targets</b>	Personal achievement standards: Bronze, Silver, Gold	Personal achievement standards: Bronze, Silver, Gold	Personal and established achievement standards	Maximizing points for rank order	Maximizing points for rank order	As appropriate to level of athlete
<b>Program (Solo)</b>	No	Yes, but towards end of stage	Yes (free only)	Yes (short and/or free)	Yes (short and free)	Yes – according to level/ability
<b>Evaluation</b>	Coach	Coach Officials	Coach Officials	Officials	Officials	Coach Officials
<b>Level of Competition</b>	Club-level team events	Club, Interclub, Invitational	Regional / Provincial	Regional / Provincial National	Regional / Provincial National, Internationals	From club to international
<b>Competition Exposure</b>	1 session	2-3/year at point of exit	6 events maximum/year	3-5 skills comps 2-3 PC comps 1-2 solo comps	5-7 comps (Learn2Win) 5-10 comps (Learn2Win)	As appropriate to level of athlete
<b>Suggested Program Changes</b>	Minor changes to skills in each stage. Add SSS to program. Changes to club program delivery	New skills program to replace Skating Skills. Free Skate test: changes Ice Dance - minor	Changes to entry to competition (tech/standard) and level of event defined by age/skill level	No major changes Competition categories defined by age/skill level	Determined by ISU calendar and criteria	Changes to be adapted following CanSkate/STARSkate and competition structure revisions

This stage of development (Learn to Train), as described in our [Skate Canada Long Term Athlete Development \(LTAD\) document](#), states:

In the Learn to Train stage skaters are encouraged to acquire a skill set that will allow them to reach the highest level of proficiency that their unique talent and commitment will allow. It is defined by technical development rather than chronological age. There is a free skating bias at this stage as skills learned in freeskating will transfer easily to the other disciplines.

Technical development is the defining characteristic of this stage. All other development supports and accommodates technical development. Aptitude in other areas such as performance and mental training skills may be identified and should be introduced but should not replace skill acquisition. The volume of training in the Learn to Train stage may not be any greater than others but the range of skill acquired and personal growth attained is substantial.

### General Objectives

- To increase the commitment level of athletes to our sport as demonstrated through increased yet effective training time
- To develop the language and rules of figure skating
- To develop the ability to practice/train in different ways (i.e. private and group lessons, as well as independently)
- To develop and consolidate basic sport specific skills while continuing to develop motor skills (agility, balance, coordination, rhythm, time/space orientation, speed, dexterity) and control of movement
- To acquire and demonstrate a good understanding of the mechanics of jumping and spinning
- To develop some understanding of artistic training, under the umbrella of technical training. Artistic knowledge is relative to the technical proficiency and age of skaters
- To introduce conditioning, off-ice technical jumping skills and fundamental mental skills including concentration, self-motivation, visualization, relaxation, positive self-talk and goal setting
- To create awareness and enthusiasm for the various testing and event opportunities available to athletes in Learn to Train
- Introduce ancillary capacities (warm-up, hydration, cool-down, stretching, etc.)



## STAR 1-5 PROGRAM

The STAR 1-5 program will introduce skaters to the sport of figure skating and its disciplines:

- Freeskate, Skills, Dance and Synchronized Skating (optional)

All coaches teaching skaters at the STAR 1-5 level of development must be trained on the contents of this program.

As explained in the LTAD Philosophies, the importance of strong technical development is critical at this stage.

The [STAR 1-5 Resource Tool Kit](#) is designed to give coaches the tools and information to ensure programming and delivery formats cover the crucial areas necessary to build strong foundations for all skaters.

## STAR 1-5 Philosophies:

### **Golden Age of Learning:**

Section 1 – page 9 of the [LTAD Model](#) explains the “Windows of Trainability” athletes go through as they mature. In order to maximize the skater’s potential, coaches should be familiar with each of these windows. The Learn to Train stage generally hits two of these windows: Skill development (ages 8-12) and Flexibility (ages 6-10). The importance of training proper technique during this “**golden age of learning**” is paramount for optimum skill development. To take advantage of the flexibility window, coaches are encouraged to offer off-ice programming and promote the participation of other sports during this phase.

### **Remove barriers for progression:**

During this “golden age of learning” it is imperative that skaters are encouraged to move through the assessments at their own rate. Coaches and skaters no longer have to wait for test days or adjust their training plans to accommodate dates for testing as coaches will be assessing this program. Coaches can spend time on training, development and skill acquisition and assess the skaters when ready. For many clubs this will open up huge opportunities for growth and progression as acquiring officials on a regular basis is a difficult task (due to availability) and can be very costly in remote areas.

### **Strong focus on quality basics:**

The STAR 1-5 program is designed to encourage skaters and coaches to strive for the highest quality of skill execution and acquisition. A strong foundation at this level will enable skaters to progress more quickly in the higher levels of figure skating and be ready for the next level of skills. This philosophy is reinforced by encouraging skaters to achieve the “Pass with Honours” designation on their assessments, as well as achieving “Gold” status on their performances at events.



**Introduce more complex skills earlier to allow for a better foundation for development:**

As in CanSkate, many skills in the STAR 1-5 program will be introduced early to allow coaches to work with skaters on developing these skills over time. Many skills in skating are complex. Introducing these skills early will enable coaches to hone and develop the skaters' technique over time. This will allow the skaters to have sufficient practice of the skill before it is required in our sport. Be mindful that many of these skills are not expected to be performed at an advanced level, but rather at a level that is in development. It is critical that coaches are aware of each standard of the skills as they progress through the STAR program.

**Create a better bridge from CanSkate to Figure Skating:**

The entry level of STAR 1 is designed to meet the exit level of Stage 6 in CanSkate. It is imperative that all skaters beginning STAR 1 have the skills of Stages 5 and 6 in CanSkate. STAR 1 Skills and STAR 1 Freeski are designed to be achieved within three to nine months of exiting CanSkate. The remainder of the STAR 1-5 program is designed to assist the skater's development in a progressive manner. Skaters may move through the STAR program at their own pace per discipline. For example: A skater may be working on STAR 3 Skills, STAR 1 Dance and STAR 2 Freeski.





## Why Coach Assessed Tests?

Assessment in the STAR 1 -5 program will be performed by the coach who is teaching the skater the discipline that is being assessed. There are many reasons why coaches will be assessing their skaters:

- **Clears the pathway for development by removing time and logistic barriers.** Skaters will have access to assessment opportunities as they are ready and their development progresses. Without the demands of readiness following a pre-set test day calendar, the skaters are free to move through the program at their own rate without obstacles. STAR 1-4 assessments are designed to be available to the skaters on their regular session and during their normal time slot, thus allowing the assessments to be convenient and free of additional ice or travel costs.
- **Opens up equal opportunity to all skaters regardless of location in Canada.** Being able to use the club coach to perform assessments enables all skaters in every region of Canada to have the opportunity to be assessed when ready. This eliminates the geographical advantage or disadvantage due to availability of officials. During the “Learn to Train” stage of development, the ability to move through the program when ready is a critical component of maximizing skill progression in this “golden age of learning”.
- **Allows coaches to be 100% accountable for skater development.** Coaches will have total command over skater development from CanSkate to double jumps. This opportunity is advantageous in ensuring skater development quality is consistently monitored, nurtured and encouraged.
- **Costs to the skater is reduced.** The STAR 1-4 assessments can be taken at any time during the year on the session they are skating. STAR 5 assessments for the pattern dances and freeskate programs, must be skated on [clear ice](#). This can be done on a session that has been cleared (Freeskate program or dance pattern), or can be scheduled on a separate session.

### For the level:

- Every skater will go through early, moderate and advanced stages of development for each skill and area of technique. The STAR 1-5 program allows skaters to be rewarded for being on the pathway of development at each stage. A STAR 1 skater will be at the early stages of development in all areas, therefore the assessment standards will reflect an “early stage” performance. The new assessment standards will reflect a satisfactory or good performance **“for the level”** regardless of the stage of development.

Coaches will be given more information on assessments in the STAR 1-5 Assessor Training and [STAR 1-5 Assessment Guidelines & Procedures](#)



## STAR 1- 5 Content Format

	SKILLS	FREESKATE		DANCE
STAR 1	Edges, Turns, Field Move, Stroking	Elements		STAR 1: Elements
STAR 2	Edges, Turns	Elements	Program: STAR 2 Event requirements	STAR 2a: Dutch Waltz STAR 2b: Canasta Tango
STAR 3	Field Move, Stroking	Elements	Program: STAR 3 Event requirements	STAR 3a: Baby Blues STAR 3b: Elements
STAR 4	Edges, Turns	Elements	Program: STAR 4 Event requirements	STAR 4a: Swing Dance STAR 4b: Fiesta Tango
STAR 5	Field Move, Stroking	Elements	Program: STAR 5 event requirements	STAR 5a: Willow Waltz (M & F) STAR 5b: Elements
	5 assessments	5 assessments	4 assessments	9 assessments
	<b>Total of 23 assessments (spanning LEARN TO TRAIN: Stage 6 to double jumps)</b>			

In all areas of development, skaters will be introduced to simple and then more difficult concepts throughout their progression. Many elements will be repeated to allow coaches to introduce technique, develop the technique and finally master the technique needed for solid development.

The next chart shows a list of all skating elements that are included in the STAR 1-5 Assessment pathway.



## Overview STAR 1-5 Test Content

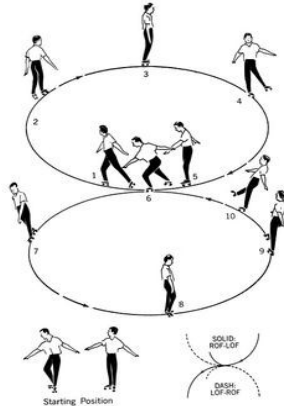
	SKILLS	FREESKATE		DANCE
	Elements	Elements	Program	Elements/Pattern Dance
<b>STAR 1</b>	Fwd edges Fwd 3-turns Fl-MoH turn sequence STAR 1 stroking (basic) Fwd spiral circles Choice of Field Move: (Fwd 1 ft sit glide, inside spread eagle or Ina Bauer)	Waltz jump Single salchow Single toe loop Fwd upright spin Bwd upright spin	No program	Fwd progressives Fwd chasses Fwd swing rolls Fwd slide chasses Fwd outside cross rolls
<b>STAR 2</b>	Bwd edges Bwd 3 turns Fwd circle on circle 2ft to 1 foot multi turns FO turn sequence	Single salchow Single loop Single flip Waltz/toe loop combo Fwd sit spin Change foot upright spin Fwd camel spin	STAR 2 Program	STAR 2a: Dutch Waltz STAR 2b: Canasta Tango
<b>STAR 3</b>	STAR 3 stroking (power) Fwd spiral circles Choice of Field Move: (Bwd 1 ft sit glide, spread eagle, Y-spiral or Ina Bauer)	Single flip Single lutz Single loop/loop combination Bwd upright spin Bwd sit spin Fwd camel/sit spin	STAR 3 Program	STAR 3a: Baby Blues STAR 3b: Bwd progressives Bwd chasses Bwd swing rolls Fwd inside open mohawk x-roll/x-behind Fwd 3-turn/BO edge
<b>STAR 4</b>	Fwd brackets Bwd brackets Fwd double threes Bwd circle on circle Fwd change of edge	Single lutz jump Single axel Single flip/toe loop combo Single loop/loop combo Bwd camel spin Change foot sit spin Flying camel or sit spin Fwd combination spin (change of foot optional)	STAR 4 Program *MUST attempt axel	STAR 4a: Swing Dance STAR 4b: Fiesta Tango
<b>STAR 5</b>	STAR 5 Stroking 1 (quick edges) STAR 5 Stroking 2 (bwd slalom)  Spiral Sequence	Single axel Any double jump (2S – 2Lz) Single lutz/Toe Loop combo Spin in 1 position with any variation Sit or camel spin (entry optional) Combination spin (change of foot optional)	STAR 5 Program *MUST land axel at < or better	STAR 5a: Willow Waltz (M & F) STAR 5b: LFO open Mohawk Double knee bend Fwd progressive/swing roll Bwd progressive/swing roll Tenfox progressive LFO x-behind chasse Bwd rolls Fwd x-roll/3-turn Fwd x-rolls



## Main focus of each discipline:

### SKILLS

The main focus in the STAR 1-5 Skills discipline will be the development of edge and turn technique using “figure form”.



DIAG. 9. ROF-LOF Circle Eight.

- Narrow stance
- Arms close to body
- Free foot held close to skating leg
- Highlights balance point on blade
- Requires solid control for balance, flow (strong core)
- Focus on edge quality vs. presentation

Stroking exercises will also be introduced to enhance power and rhythm. Skaters will also be introduced to a variety of field moves to help develop balance, flexibility and strength.

### DANCE

The dance development at this level will focus on the execution and comprehension of dance technique with skaters learning the dance steps before the dance patterns. Skaters will be encouraged to master timing and pattern execution before introducing partnering technique by using “shadowing” for their assessments.

#### Shadow Dance

Shadow dance is the term used when a skater skates the full pattern of the dance with another skater, coach or PA using a “shadow” formation.





## **FREESKATE:**

STAR 1-5 freeskate development will concentrate on jump and spin technique, along with the development of programs using program components as the focus.

The assessment criteria will follow the same guidelines as the criteria used in events at the STAR 1-5 level and higher to bring awareness to technical requirements of our sport.

Example: Basic Spin Position Definitions



Upright Spin



Sit Spin



Camel Spin

For a full detailed list of each skill and its description, along with the standard needed a successful assessment, please see:

[\*\*SKILLS: Descriptions and Standards Chart\*\*](#)

[\*\*DANCE: Descriptions and Standards Chart\*\*](#)

[\*\*FREESKATE: Descriptions and Standards Chart\*\*](#)

SYNCHRO: Descriptions and Standards Chart (in development)