

Acrobatic Gymnastics Judge Education

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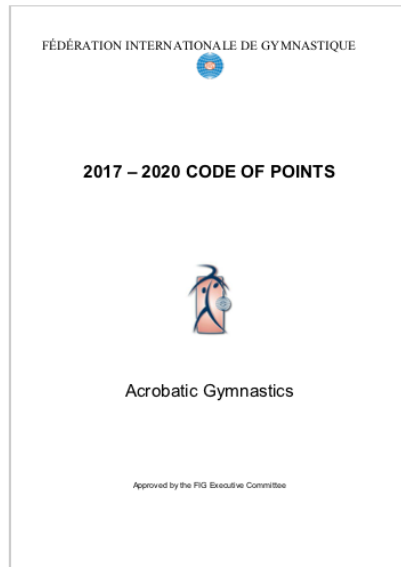


Judging technical merit for Acrobatic Gymnastics (Acro)

You will need the following resources handy:

FIG Code of Points – relevant articles for judging technical execution

Execution judging sheets



B-D-C-F		W2-M2-MX2-W3-M4		EXECUTION		11-16 12-18 13-19 SEN		Judge: _____	
						(Name + country)			
N°	Shorthand								Total
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Purpose

This module covers how we judge the technical execution of acrobatic gymnastics elements at competitions.

Learning outcomes:

By the conclusion of this module you will,

- be able to recognise an acrobatic element;
- know the value given to every technical element performed in a competition routine;
- understand the concept of a sliding scale and explain how it is used to judge acrobatic elements for their technical merit; and
- recall the 6 criteria used in the assessment of technical performance of elements.

Relevance:

This module is relevant to the following levels of judge education:

- Beginner
- Intermediate
- Advanced

Level	Exe	Art	CJP	DIFF	
1	Beginner	Intermediate	Advanced	Advanced	
2					
3					
4	Intermediate		Advanced	Silver	Silver
5					
6					
7	Advanced	Silver		Advanced	Advanced
8					
9					
10	Advanced		Silver	FIG Brevet	
Int					

Acrobatic exercises (also called 'routines')

Types of elements

Our exercises are made up of elements of difficulty (also called 'skills'), choreographic dance and individual elements.

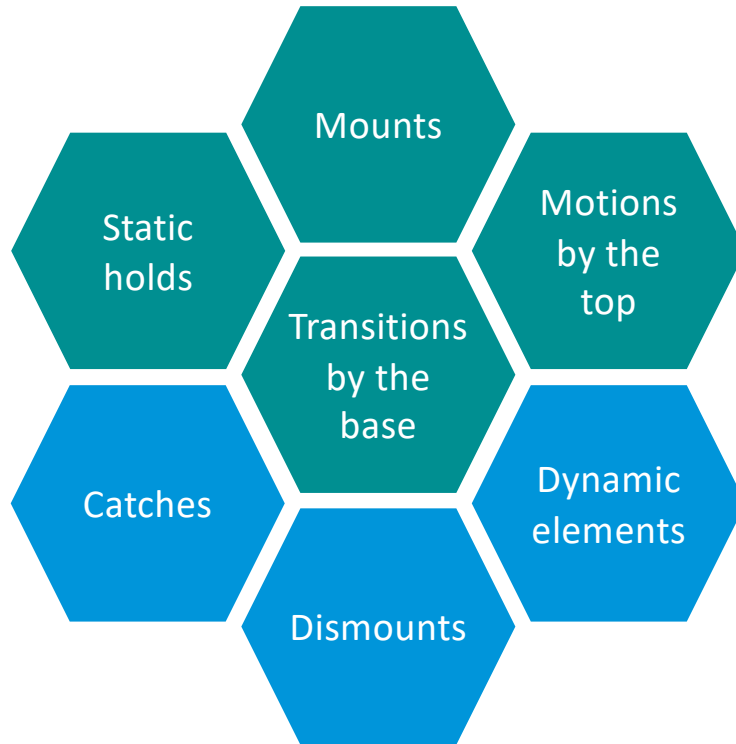
To be an execution judge, first you need to recognise the elements of difficulty.

The various types of pair/group element are:

- **Static holds** (pair/group element that is fixed position for 3 seconds)
- **Mounts** (movement starting on the floor that moves into a static position at a higher point and holds for 3 seconds)
- **Motions by the top** (movement from 1 position to another position and holds for 3 seconds)
- **Transitions by the base/s** (movement from 1 position to another position whilst holding the top, and holds for 3 seconds.
- **Catches** (flight from the partner/s or the floor that is caught by partner/s)
- **Dynamic elements** (flight from the floor with brief assistance by the partner/s to gain additional flight, that lands on the floor)
- **Dismounts** (flight from the partner/s that lands on the floor, with or without assistance)

Types of elements

Click each to view an example. Once you have explore them all, click next.



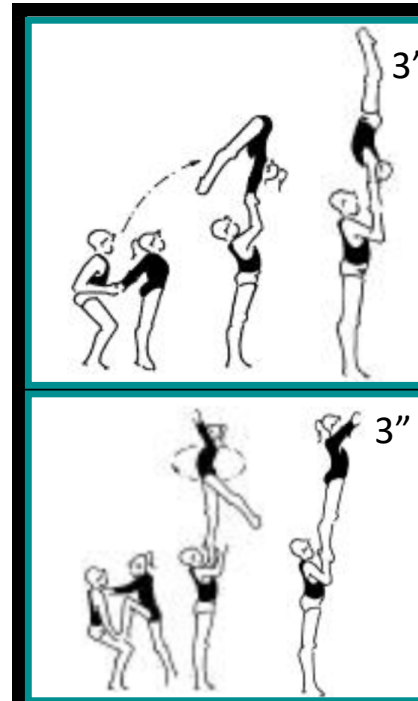
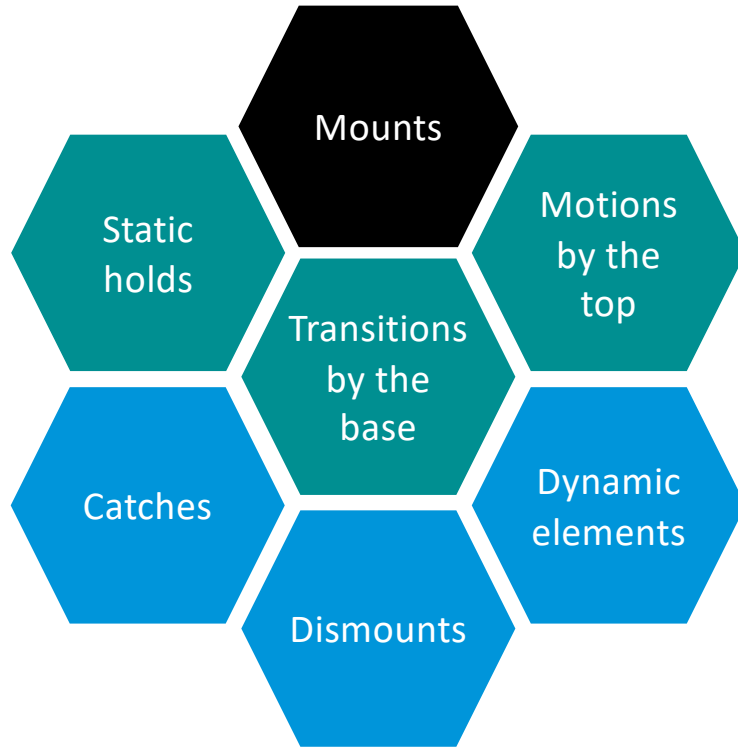
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Types of elements

Click each to view an example. Once you have explore them all, click next.

- Introduction
- Element types
- Sliding scale
- Criteria
- Conclusion



All mounts must hold their end position for 3 seconds – for the mount to be credited for difficulty.

Click the images to open the video clip examples.

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Types of elements

Click each to view an example. Once you have explore them all, click next.

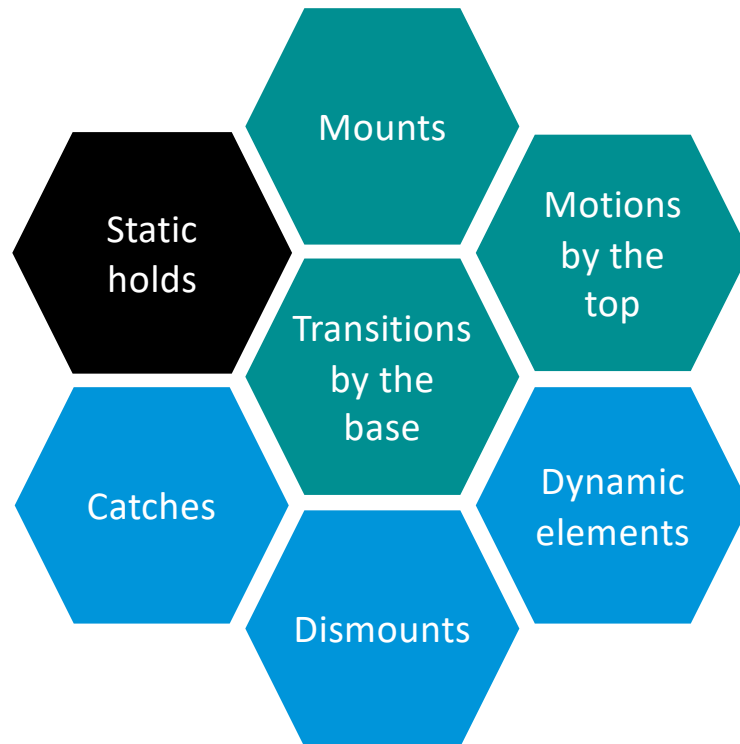
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3"

3"

3"

All static holds must be held for 3 seconds.

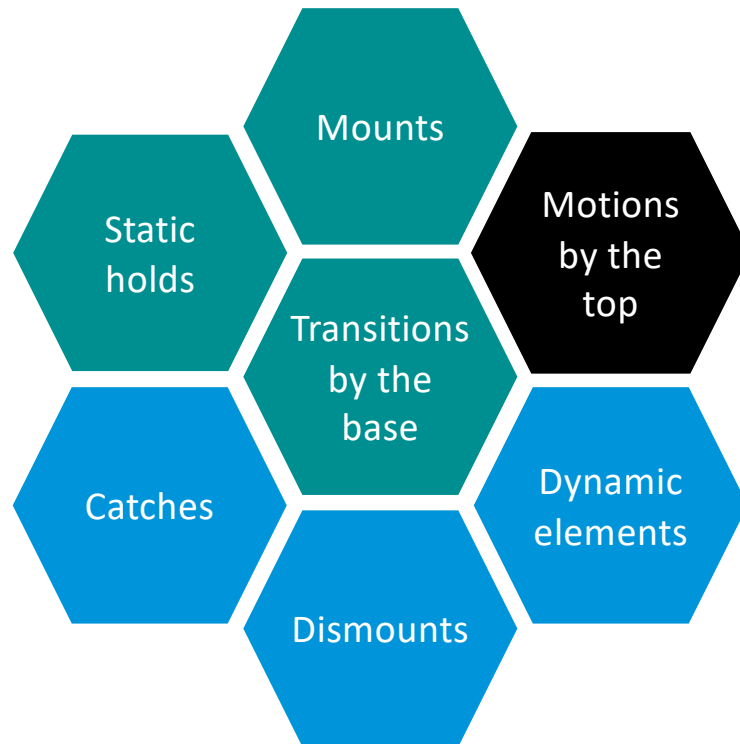
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Types of elements

Click each to view an example. Once you have explore them all, click next.



1" 3"

1" 3"

All motions must hold their final position for 3 seconds.

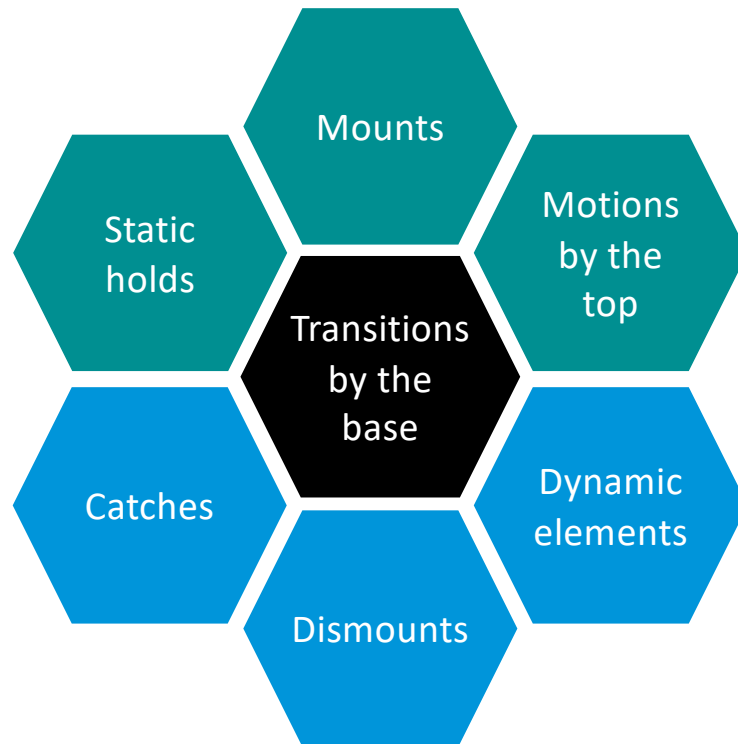
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Types of elements

Click each to view an example. Once you have explore them all, click next.



3"

3"

3"

All transitions must hold their final position for 3 seconds.

Groups must also hold start position for 3".

Click the images to open the video clip examples.

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Types of elements

Click each to view an example. Once you have explore them all, click next.

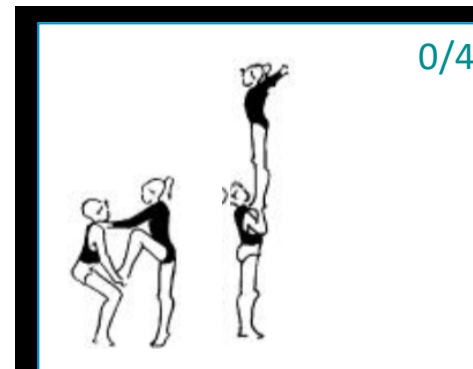
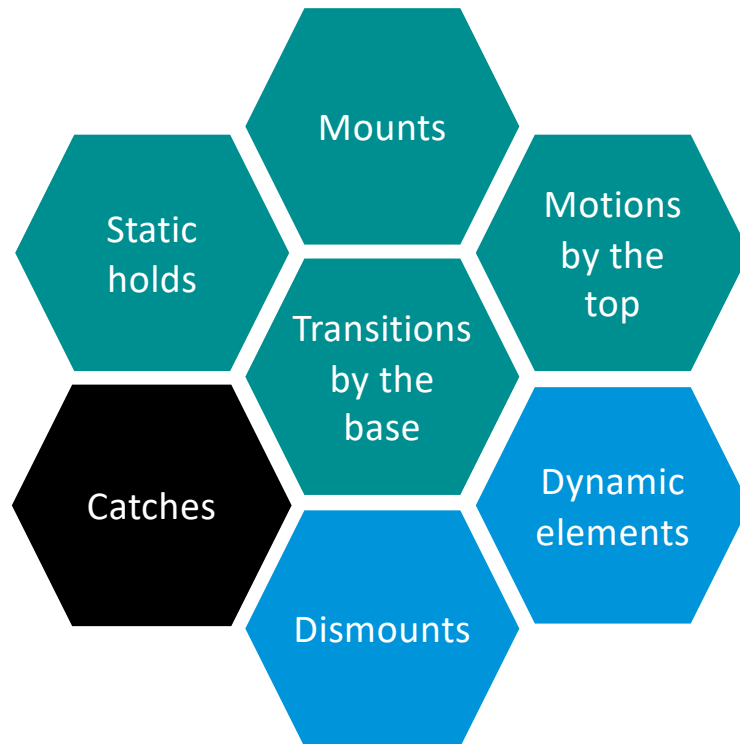
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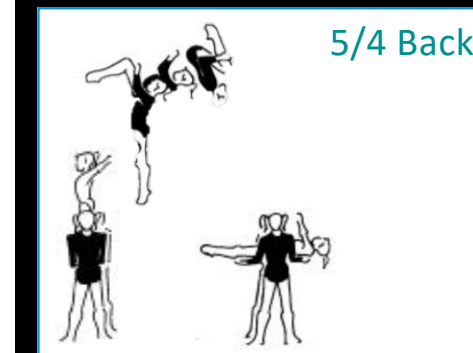
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Flight from partner(s) or the floor to partner(s)



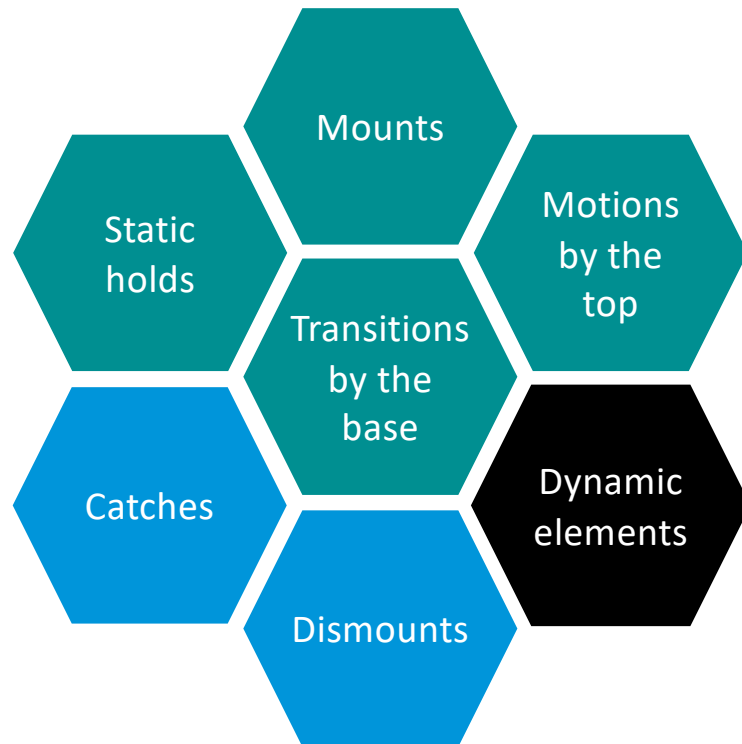
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Types of elements

Click each to view an example. Once you have explore them all, click next.



4/4 Front

Flight from the floor with brief assistance by the partner(s) to gain additional flight before landing on the floor again.

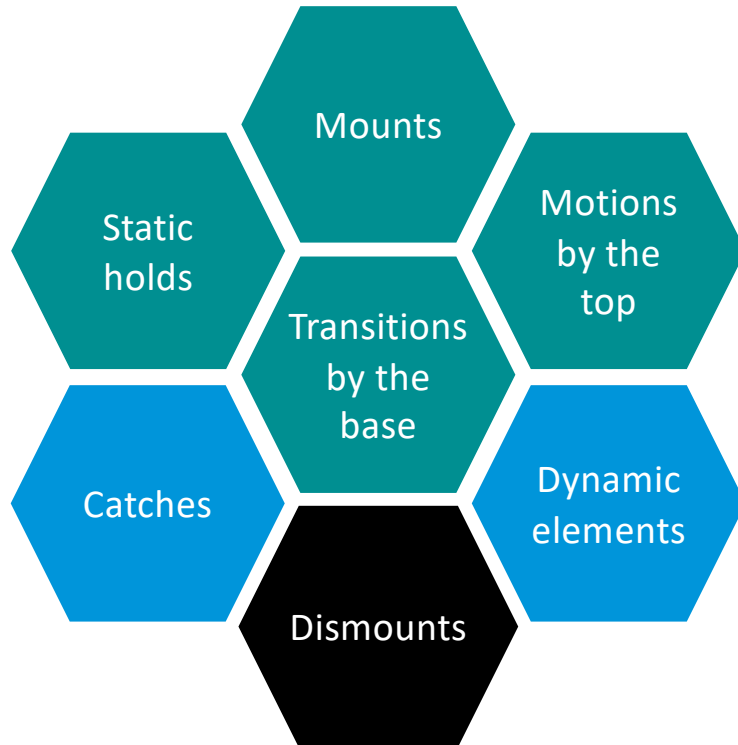
Click the images to open the video clip examples.

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Types of elements

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4/4 Back

Flight from the partner(s) to the floor or following brief contact with the partner to the floor.

Box 1 Back 4/4

Click the images to open the video clip examples.

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Acrobatic routines - sorting activity



Types of elements

Open a book of elements (ALP, State-based Manual, Tables of Difficulty) and work in pairs to identify 2 different elements of each type below. Reference these and present them back to the larger group.

Learning outcome targeted:

- be able to recognise an acrobatic element in the level of acrobatics relevant to the accreditation sought.

- **Static hold** (pair/group element that is fixed position for 3 seconds)
- **Mount** (movement starting on the floor that moves into a static position at a higher point and holds for 3 seconds)
- **Motions by the top** (movement from 1 position to another position and holds for 3 seconds)
- **Transitions by the base/s** (movement from 1 position to another position whilst holding the top, and holds for 3 seconds).
- **Catch** (flight from the partner/s or the floor that is caught by partner/s)
- **Dynamic** (flight from the floor with brief assistance by the partner/s to gain additional flight, that lands on the floor)
- **Dismount** (flight from the partner/s that lands on the floor, with or without assistance)

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Element value – when judging for technical merit

Ideal model

In order for us to evaluate how well an element was performed we have to have a clear understanding of what each element would look like when done perfectly. We call this – the ideal model.

When we are judging execution, we watch the element being performed and determine how far from the ideal model the performance was.

Later in this module, we will learn more about the criteria that make a performance ideal but first we need to consider the framework by which we judge the distance from ideal.

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Each element is 1.0 value – when judging for technical merit

Sliding scale

Imagine you have a sliding scale in front of you, and for each element you have to slide the marker somewhere between 0 and 1.0 – to reflect how well the element was performed.

Doing so, by applying **all** the aspects of the technical performance (INCLUDING FALLS).

PERFECTION

DISASTER



Sliding scale

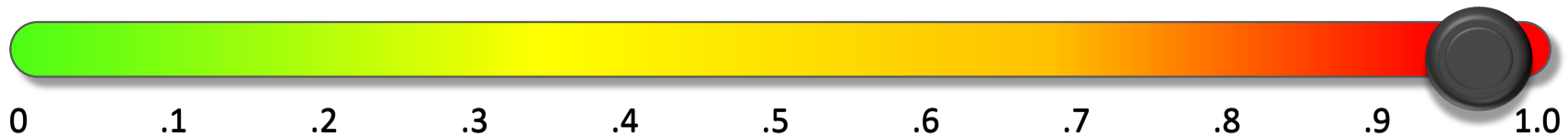
You use this scale to judge every element and to rank each element from routine to routine.

THINK of a time, when you saw a particular element in competition be a complete disaster. What happened?

Now think of a time when many things went wrong, but the element was SAVED and not a total disaster... where should that slider move to, to RANK these 2 elements?

PERFECTION

DISASTER



That's right – you would need to take more from the element that was a complete disaster and less from those who saved their element. Even if the difference is as little as 0.1 – you are still RANKING the two. **Although – there may be times when enough has gone wrong, that you DO take 1.0 even without a fall.**

Sliding scale

Applying this to individual elements

The rules say, that individual elements by each partner must be performed at the same time (as each other) or, in immediate succession – Let's call this doing each element 'together'.

When we judge, we consider all elements done by the partners together, as being 1 element, thus having a 1.0 maximum. Even though we look at all aspects of all elements – we cannot take more than 1.0 per element.










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<p><i>Top:</i> 2"</p>  <p><i>Middle:</i></p>  <p><i>Base:</i></p> 	  	  
<p>1ST ELEMENT</p>	<p>2ND ELEMENT</p>	<p>3RD ELEMENT</p>

Maximum deduction is 1.0

All problems are assessed within this 1.0 range.

As judges, we need to consider all aspects of each element and make appropriate deductions for how far from the ideal model it was, where matching the ideal model we take away nothing (0) and where a complete distortion of the element we take away all of the value (1.0).

PERFECTION

DISASTER



To understand this further, let's look at the criteria used to determine the technical quality of each element.

Execution criteria

General principles

We judge execution as the quality of the technical **performance** of an exercise. We do not judge the technique used.

We use the following criteria to make our evaluation, of how close to perfection an element is performed:

- efficiency of technical execution;
- correctness of line and shape;
- amplitude in execution of pair/group and individual elements: full stretch in balance elements and maximum flight of dynamic elements;
- stability of static elements;
- confident, effective catching, pitching and throwing; and
- landing control.

Amplitude

Body shape angle and line

Hesitations steps and slips

Instability

Rotation

Non-completions and falls

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Execution criteria

Tables of technical faults

The tables that follow are intended to be a general guide to the penalties that may be applied for technical faults in the performance of pair/group elements, individual elements or choreography.

It is impossible to list every technical fault. It is expected that Judges will use this guideline as a basis for taking deductions for faults not included in these tables.

The tables provide the specific deductions each aspect can be deducted – showing minimums and maximums for many different ways an element may be performed.

Small	0.1	An untrained eye isn't likely to see the problem	BUT: Total deduction per element is limited to 1.0
Significant	0.2 – 0.3	It was clearly a problem	
Serious	0.5	Everyone noticed it was a problem	
Falls	1.0	Falls, crashes – things that make you go “!!!”	

Technical fault tables

Click each area to explore. When you have finished it, click the home button to return to this slide. Once you have view them all, click next.



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Body shape, angle and line

Amplitude

Hesitations, steps and slips

Instability

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Non-completion of elements and falls



Body shape angle and line

Table of faults

Criteria for Evaluation	DEDUCTION		
	Small	Significant	Serious
1. Handstands off vertical or ideal positions.	0.1	0.2-0.3	0.5
2. Back arch and/or hip flexing when trying to maintain a straight position.	0.1	0.2-0.3	0.5
3. Bend of arms in handstands and angle of knee, ankles, wrists according to shape of handstand.	0.1	0.2-0.3	0.5
4. Legs above or below ideal position in holds (e.g. legs below horizontal when performing a lever hold).	0.1	0.2-0.3	0.5
5. Leg split less than 180°.	0.1	0.2-0.3	

Click below for examples

**Excellent body shape,
angle and line**

Small errors

Significant errors

Serious errors



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Amplitude

Table of faults

Criteria for Evaluation	DEDUCTION		
	Small	Significant	Serious
1. Loss of stretch or amplitude or body tightness in execution (feet, legs, knees, arms, back...).	0.1	0.2-0.3	0.5
2. Lack of amplitude in the flight phase in dynamic elements, deviation from correct direction.	0.1	0.2-0.3	

Click below for examples

Excellent amplitude

Small amplitude errors

Significant deviation errors

Serious amplitude errors



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Hesitations, steps and slips

Table of faults

Criteria for Evaluation	DEDUCTION		
	Small	Significant	Serious
1. Hesitation of top or readjustments in climbing or transitions.	0.1	0.2-0.3	
2. Hesitation in a motion phase of an element stopping smooth flow.	0.1	0.2-0.3	
3. Loss of power in a motion that results in a restart of the motion.		0.3	
4. Hops or steps in supporting, catching or landing 1-2 small; 3 or 1 big step medium; 4+ serious.	0.1	0.2-0.3	0.5
5. Slip of a foot, hand or arm in climbing, balancing, transitions or catching.		0.3	

Click below for examples

**Efficient and smooth
entry to elements**

**Small hesitation and
steps**

**Significant hesitations
steps or slips**

**serious error on
catch/landing**



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Instability

Table of faults

Criteria for Evaluation	DEDUCTION		
	Small	Significant	Serious
1. Instability or tremor of base(s) middle or top during the building phase of a balance or dynamic element.	0.1	0.2-0.3	0.5
2. Base rocking from heels to toes or taking steps when trying to stabilize an element.	0.1	0.2-0.3	More than 3 steps - 0.5
3. Readjustment of positions after catching or before throwing, pitching or stabilizing a balance.	0.1	0.2-0.3	
4. A light touch of a partner or light touch of the floor in order to maintain balance on a partner or in landing.	0.1		
5. Significant support or steadying of a partner to maintain balance on a partner or in landing.		0.2-0.3	
6. One foot, one hand or other part of the body going through a platform or slipping off the point of support on Dynamic catches/landings on partner .		0.3	0.5
7. Sliding or falling onto one knee or putting one hand to the floor or one leg, head or shoulder onto or against the partner.			0.5
8. Momentary pressing of bodies or shoulders against top, by base(s), to steady a top.		0.2-0.3	
9. Pressing of base(s) trunk(s) or shoulders against top to steady a serious problem in keeping stability or to prevent a fall.			0.5
10. Additional support of the partner(s) to prevent a fall (e. g. because of failure to catch or to effect an exact dismount).			0.5

Click below for examples

No stability issues

Small instability

Significant instability

Serious instability



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Rotation

Table of faults

Criteria for Evaluation	DEDUCTION		
	Small	Significant	Serious
1. Over or under rotation in turns, twists, or salto's.		0.2-0.3	0.5
2. Under rotation of salto's requiring <u>some assistance</u> of partners to complete salto.		0.2-0.3	
3. Under/over rotation of salto's which requires <u>complete support</u> of partner (s) to complete salto and/or to prevent a fall.			0.5

Click below for examples

Perfect rotation

Significant rotation problem

Serious rotation problem



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Non-completion of elements and falls

Table of faults

Criteria for Evaluation	DEDUCTION		
	Small	Significant	Serious
1. Non-completion of an element without a fall.			0.5
2. The partner coming to the floor and landing unintentionally or illogically, without control, from a point of balance or support, but without a fall.			0.5
3. One foot or hand slipping from point of support on partner and hands being used to prevent a fall.			0.5
4. Either feet or hands slip off shoulders or other point of support resulting in supporter(s) having to prevent a fall.			0.5
5. Both feet or both hands sliding through a platform, off shoulders or other points of support on the partners' bodies when attempting to balance or in catching = FALL .			1.0
6. Fall to the floor or on (a) partner(s) from a pyramid or pair element or off a platform without a controlled or logical landing = FALL .			1.0
7. An uncontrolled landing or fall to or on the floor made on head, seat, front, back or side, hands and knees together, both hands and feet or both knees = FALL .			1.0
8. Forward or backward roll following a landing without first showing a held position on feet. = FALL .			1.0

Click below for examples

Non-completion

0.5 fall

1.0 fall



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Everything else!

Any technical fault throughout an exercise

Execution judges must also make deductions for significant errors made in the choreographic elements performed in the routine.

This might include leaps, turns, rolls, cartwheels, trips or stumbles and falls.

When there is a SIGNIFICANT error in these, you take a deduction - but gently.

(small deductions only unless a fall)

Click below for examples

**Choreography without
deductions**

**Choreography with
deductions**

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Conclusion

This concludes the theory of judging technical merit (execution)

You should now:

- be able to recognise an acrobatic element;
- know the technical merit value given to every element performed in a competition routine is 1.0;
- understand the concept of the sliding scale and explain how it is used to judge acrobatic elements for their technical merit; and
- recall the 6 criteria used in the assessment of technical performance of elements:
 - Amplitude
 - Body shape angle and line
 - Hesitations steps and slips
 - Instability
 - Rotation
 - Non-completions and falls.

You are now ready to practice applying what you have learned to video examples of elements. Start by looking at videos of acrobatic gymnastics on YouTube. Look for examples of the errors you have now learned about. Practice before you attend the face to face session on technical merit.



Assessment

Component assessed	Intermediate	Advanced	Advanced Silver
Element recognition	Watch an exercise of compulsory elements and ID how many elements were performed . Watch an element attempted twice and correctly ID that it's considered as 2 x 1.0 of possible deductions.	Watch an exercise of optional elements and ID how many elements were performed.	Watch an exercise with TS. ID what elements were done, what were not, what elements were performed that were not declared and ID if these could be used for SR.
Element valuation	Short-answer quiz questions about how much a judge can deduct per element. (1.0)	Short-answer quiz questions about how much a judge can deduct per element. (1.0)	NA
Apply sliding scale	Apply to element clips of known elements. Apply to full routines L4-5-6)	Apply to element clips of unknown elements. Apply to full routines L7-10.	Judging execution and artistry together – correctly applying sliding scale judging for
6 criteria for technical merit	ID problems with performance of element and use terms from criteria to describe.	Short answer for minimum and maximum deductions for each criterion of technical merit.	Short answer for minimum and maximum deductions for each criterion of technical merit.

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