

# POLE UNITY

## JUDGING CRITERIA - SOLO

POLE SKILLS (40)	POINT VALUE	
<b>POLE TRICKS &amp; COMBINATIONS - SPIN</b> <ul style="list-style-type: none"> <li>Length and creativity of pole combinations and transitions</li> <li>Variety in Ascending &amp; Descending the pole</li> <li>Is able to control the speed of spin, including take offs and landings</li> <li>Difficulty of combinations and transitions while maintaining flow and continuity</li> </ul>	10	
<b>POLE TRICKS &amp; COMBINATIONS - STATIC</b> <ul style="list-style-type: none"> <li>Length and creativity of pole combinations and transitions</li> <li>Variety in Ascending &amp; Descending the pole</li> <li>Shows ability to move on static pole in a variety of ways to make it appear like a spin pole</li> <li>Is able to control angles for positions on static pole (ie. direction facing)</li> <li>Difficulty of pole combinations and transitions while maintaining flow and continuity</li> <li>Transitions from floor to pole shows good flow and movement and creative entries and exits.</li> </ul>	10	
<b>POLE SKILL - Level of Difficulty &amp; Strength</b> <ul style="list-style-type: none"> <li>Level of Difficulty and Diversity (eg. Floor based &amp; aerial, Deadlifts, Holds, Control, Variations)</li> <li>Less grip points on the pole equates to a higher level of difficulty</li> <li>Change in hand and arm grip position can increase LOD due to more stability being required</li> <li>Distance of body from the pole (centre of mass COM) will increase level of difficulty</li> <li>LOD &amp; COM is also affected by change in leg / body position (eg. legs together / planche)</li> <li>Ability to hold and control moves, entries &amp; exits, showing upper body, core and lower body strength</li> <li>Skills must be performed well to score on them (eg. Not just a hard trick done badly)</li> </ul>	10	
<b>DYNAMIC MOVEMENT</b> <ul style="list-style-type: none"> <li>Power of movement and Control of Momentum (<i>force x velocity</i>)</li> <li>The longer amount of time the body leaves the pole will equate to more dynamic movement</li> <li>Includes Drops, Regrips, Leaps, Jumps, Flips, Catches, Flares, Spins that create more distance from the pole</li> <li>Should be done with control, especially at the end of moves / landings</li> <li>Skills must be performed with good technique</li> </ul>	10	
TECHNICAL SKILLS (30)	POINTS	
<b>EXECUTION &amp; TECHNIQUE</b> <ul style="list-style-type: none"> <li>Display Control, Strength and Balance</li> <li>Clean Lines and body placement (both on and off the pole) as well as all-round posture and technique.</li> <li>Can include deliberate foot, arm or line variations (eg flexed feet) as suited to theme and choreography.</li> <li>Shows good alignment through whole body .</li> <li>Does not "hang" or regrip unnecessarily, but maintains good control of the body on the pole at all times</li> </ul>	10	
<b>FLOW &amp; STAMINA</b> <ul style="list-style-type: none"> <li>Display Endurance, with moves appearing "effortless"</li> <li>Ability to maintain control throughout the entire piece</li> <li>Does not show loss of strength or stamina as piece progresses</li> <li>Ability to recover / cover errors without losing the "show"</li> <li>Fluidity throughout performance to create flow in all transitions on and off the pole</li> <li>Includes transitions from floor to pole (&amp; vice versa) and smooth preparations into moves</li> <li>This should create a flow through the entire piece.</li> </ul>	10	
<b>FLEXIBILITY &amp; MOBILITY</b> <ul style="list-style-type: none"> <li>Shows good level of overall range of movement and active flexibility (on and off the pole)</li> <li>Includes legs, back and shoulders showing good flexion, extension, rotation</li> <li>Shows mobility through joints, movement and body positioning</li> <li>Must be able to enter, hold and exit flexibility moves with control</li> </ul>	10	
ARTISTIC COMPONENT & PERFORMANCE (30)	VALUE	
<b>CONCEPT / THEME / COMPOSITION</b> <ul style="list-style-type: none"> <li>Clear presentation of concept through choice of music and choreography / story telling</li> <li>Start and finish positions effective &amp; engaging</li> <li>Effective use of costume and use of any props, video, etc to enhance the show or mood</li> <li>Choreography, costume and music suit the concept, mood or theme</li> <li>Maintains character / theme / stage persona both on and off the pole</li> <li>Balanced use of stage, poles and any dance or floorwork</li> </ul>	10	
<b>DANCE</b> <ul style="list-style-type: none"> <li>Any Non-Pole dance moves &amp; transitions</li> <li>Is relevant to and enhances the music and theme</li> <li>Maintains continuity and flow in choreography to tie pole and dance sections together</li> <li>Is technically well presented</li> <li>Can Include Acrobatic, Floor, Dance elements but must be suited to the theme &amp; music</li> </ul>	10	
<b>STAGE PRESENCE / MUSICALITY PERFORMANCE QUALITY</b> <ul style="list-style-type: none"> <li>Choreography is suited to music, including timing, dynamics and movement type)</li> <li>Body and face are used well to show 'feel' of the music</li> <li>Captures and maintains audience attention</li> <li>Engages the audience through emotion, character and / or showmanship</li> <li>Stays in time and is able to express dynamics, flow &amp; accents to suit music</li> <li>"Performs" from start to finish</li> </ul>	10	
DEDUCTIONS	POINTS	
<b>COSTUME MALFUNCTION</b> <ul style="list-style-type: none"> <li>- Minus 0.5 for costume adjustments (eg. pants or bra)</li> <li>- Minus 0.5 for obviously wiping hands on costume</li> </ul>	-0.5 -0.5	Disqualified for full exposure
<b>CONTACT WITH RIGGING</b> <ul style="list-style-type: none"> <li>- Minus 1 for contact with floor rigging / stage equipment</li> </ul>	-1	Disqualified for touching top rigging
<b>FALL</b> <ul style="list-style-type: none"> <li>- Minus 1 for each Obvious Fall from pole / floor move</li> </ul>	-1	

### Scoring Guide

- 9-10: Exceptional; Flawless; High Level of Expertise  
 7-8: Very Good; Above average with Minimal faults or errors.  
 5-6: Satisfactory, competent skill level ; Some faults or errors.  
 3-4: Lower Level of Proficiency and / or Regularly faults or errors.  
 1-2: Minimal or No skills performed in this criteria and / or Many faults or errors.