PROGRESSION SKILLS MATRIX

BIG MOUNTAIN FREESTYLE 12+ | PARENT & ATHLETE REFERENCE | 2026-27

All-mountain development, terrain decisions and transfer of established freestyle skills to suitable natural features. Athletes develop at different rates across skill areas. Coaches may progress, hold or step back a skill based on prerequisites, readiness, conditions and the training environment. Facility-based work applies where scheduled and available.

TRAINING AREA	PROGRAM DEVELOPMENT FOCUS	EVIDENCE OF PROGRESS
ALL-MOUNTAIN SKIING	• Consolidate centred parallel skiing, separation, edging and pressure control in varied terrain. • Adapt turn shape, rhythm and speed to powder, tracked snow, bumps and changing visibility. • Build controlled short turns and balanced transitions on progressively steeper suitable terrain.	• Maintains control and can change turn shape or stop at an agreed point. • Adjusts stance and pressure when snow or slope changes. • Selects a manageable route with the coach and stays within the group plan.
MOGULS AND TERRAIN ABSORPTION	• Use moguls and rollers to build absorption, extension, pole timing and upper-body stability. • Practise speed control and rhythm through uneven terrain and changes of pitch. • Transfer these movements to natural terrain while retaining clear options to slow, stop or change line.	• Keeps skis in useful contact with terrain and remains balanced through transitions. • Links controlled turns rather than relying on speed to get through a section. • Resets or chooses an easier line when rhythm or visibility is lost.
NATURAL FEATURES AND LANDINGS	• Inspect coach-selected natural features, including approach, take-off, landing and run-out. • Establish controlled straight airs and balanced landings on suitable small natural features. • Transfer established grabs or rotations from controlled settings only when the coach confirms readiness for the specific feature.	• Explains the intended speed, take-off, landing zone and alternative route. • Repeats balanced take-offs and landings before the feature or skill becomes harder. • Chooses to bypass a feature when the landing, conditions or readiness are unsuitable.
PARK FOUNDATIONS AND SKILL TRANSFER	• Use suitable park jumps and airbag sessions to consolidate take-off, air position, grabs and landing mechanics. • Develop rotation in both directions through individual progressions while preserving basic skiing quality. • Use boxes or rails as supporting balance tasks where appropriate; prioritize skills that support mountain skiing.	• Repeats the movement in a controlled setting before discussing natural-terrain transfer. • Identifies how a natural feature differs from a shaped park jump. • Accepts a smaller feature or prerequisite when consistency is not yet reliable.
TERRAIN ASSESSMENT AND LINE CHOICE	• Read coach-selected in-bounds terrain for slope, snow, visibility, hazards, landing zones and run-out. • Plan manageable linked turns and features, with regroup points and alternatives. • Follow closures, boundaries and coach directions; build mountain awareness through supervised decisions.	• Describes the chosen line and an easier option before starting. • Adjusts the plan when snow, visibility, traffic or the landing changes. • Stops at agreed points, maintains group awareness and communicates uncertainty.
TRAMPOLINE AND ACROBATICS	• Consolidate balanced bouncing, stop-bounce control, vertical take-offs and vision. • Practise grabs, spins in both directions and linked skills with stable body position. • Develop individual on-axis or off-axis progressions with qualified coaching, mats and spotting where required.	• Repeats the prerequisite with control before linking skills or adding rotation. • Explains the take-off, visual cue and intended finish position. • Uses the coach-approved progression and stops when quality or readiness changes.
WATER RAMP AND AIRBAG	• Where scheduled and available, consolidate facility-specific approaches, take-offs and landing or water-entry technique. • Build repeatable straight airs, grabs and individual rotation progressions in a controlled environment. • Transfer established movement to snow only after coach review of prerequisites, readiness and conditions.	• Follows facility, equipment, waiting-area and boundary instructions. • Repeats the approach and take-off without rushing or losing alignment. • Understands that success on trampoline, ramp or airbag does not by itself establish snow readiness.
PHYSICAL CAPACITIES	• Develop strength, core control, landing mechanics, balance and mobility with sound technique. • Build aerobic fitness, repeated short efforts, coordination and changes of direction. • Adjust training to growth, fatigue and individual readiness; maintain sleep, fueling, hydration and recovery habits.	• Maintains alignment and control during warm-ups, movement tasks and landings. • Recognizes when fatigue changes technique and communicates before quality falls. • Arrives prepared and recovers between efforts and training days.
PSYCHOLOGICAL SKILLS	• Set personal process goals with the coach and use simple visualization and breathing routines. • Build confidence through achievable steps, useful feedback and positive self-talk. • Practise attention, decision making and resetting after mistakes without pressure to match another athlete.	• Names a session focus and describes evidence of improvement. • Communicates fear or uncertainty and chooses an appropriate next step with the coach. • Accepts a hold or step back and returns to the task when ready.
LIFE SKILLS AND ATHLETE HABITS	• Take increasing responsibility for equipment, punctuality, preparation and recovery. • Support teammates, respect shared spaces and mountain users, and contribute to a positive group. • Balance skiing with school and other activities; communicate pain, fatigue, health changes or concerns early.	• Arrives organized, manages belongings and follows the group plan. • Offers encouragement, respects boundaries and asks for help when needed. • Reflects on learning and takes an active role in choosing the next focus.