PROGRESSION SKILLS MATRIX

PARK RIDERZ 12+ | PARENT & ATHLETE REFERENCE | 2026-27

Park-focused freestyle development with all-mountain, mogul and transition foundations. 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 parallel skiing, edging, carving, pressure control and upper/lower-body separation. • Adapt turn shape, stance and speed to groomers, variable snow and changing terrain. • Develop parallel switch skiing on suitable terrain, with awareness over both shoulders.	• Controls speed and direction before entering a park or adding a new task. • Links balanced turns and adapts to snow changes without losing control. • Maintains a clear view of the route and other mountain users while skiing switch.
MOGULS AND TURN DEVELOPMENT	• Use moguls and rollers to refine timing, absorption, extension and pole plants. • Build consistent rhythm and speed through an appropriate mogul line. • Apply terrain-management skills to all-mountain skiing while retaining a broad freestyle foundation.	• Maintains balance and rhythm across several turns. • Adjusts range of motion and line to terrain rather than accelerating out of control. • Repeats the task with fewer prompts and resets when the line breaks down.
JUMPS, AIRTIME AND LANDINGS	• Consolidate feature inspection, speed selection, take-off pop, vision and balanced landings. • Build varied grabs and repeatable 180 and 360 progressions in both directions. • Progress to switch take-offs, additional rotation or individual off-axis skills only when prerequisites and venue support them.	• Repeats a controlled approach and lands balanced in the intended landing zone. • Maintains the planned grab or body position without sacrificing take-off quality. • Chooses an appropriate jump with the coach and holds difficulty when consistency drops.
PARK FEATURES AND SLIDING	• Progress from controlled 50-50s on suitable boxes to side slides and appropriate rail or tube tasks. • Develop sliding in both orientations, forward and switch exits, then individual entry or exit variations. • Link suitable features using a planned route, clear spacing and park etiquette.	• Names the approach, contact, slide, exit and landing zones before starting. • Maintains centred balance and a predictable exit across repeated attempts. • Checks that the feature is clear and changes the plan when conditions or confidence change.
PIPE AND TRANSITION SKILLS	• Use edging, pressure and pumping to manage speed through rollers, quarter pipe or halfpipe where available. • Develop a consistent line, balanced take-offs and controlled landings through linked transitions. • Introduce grabs and individual spin progressions only after the line and landing are repeatable.	• Maintains body position as the slope angle changes. • Links transitions with purposeful pressure and consistent direction. • Builds amplitude gradually without losing control or awareness.
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.