

Key terms

Key Word	Definition
Ability	The qualities and characteristics a person is born with, such as speed, agility, coordination, flexibility, balance, reaction time, that allow a person to learn or acquire skills
Skill	A learned and practiced ability that brings about the result that you want to achieve with maximum certainty and efficiency
Accurate	Achieving precise, reliable movements
Consistent	Performing to a high level every time with control and quality
Fluent	Using movements that are quick, smooth and flowing, without hesitation or stumbling
Coordinated	Moving different parts of the body together with efficiency and control
Aesthetically pleasing	A display that looks good to the eye of the spectator, judge or coach
Goal directed	Focusing performing on a specific target and being determined to achieve that target
Basic skills	Simple skills such as throwing, catching, hitting a ball and running
Complex skills	More difficult skills that require a higher level of coordination and concentration
Closed skills	Skills that are not affected by the environment or the performers within it
Open skills	Skills that are affected by the environment; the performer has to react and adjust to the situation and this will constantly change
Fine skills	Precise movements that require high levels of accuracy and technique; they are often small movements that require small groups of muscles such as in the fingers
Gross skills	Movements that use large muscle groups to produce big, powerful movements; gross skills are usually performed by the arms and legs
Information-processing model	The four-stage process that a performer goes through to make a decision and act upon it
Short-term memory (STM)	System for storing a small amount of information for a brief period; STM can hold up seven pieces of information for 60 seconds
Long-term memory (LTM)	Memory store that can hold vast amounts of information for a long period
Rehearse	Repeat information over and over in order to get the information processed and stored as a memory
Intrinsic feedback	Information that comes from within, concerning the feel of a movement, such as what it feels like to balance
Extrinsic feedback	Information that comes from an external source, for example, a teacher or coach or the response of the crowd/teammates
Limited-channel capacity	The idea that our brains can only process a certain amount of information at once; too much information results in overload
Single-channel hypothesis	The theory that when receiving many stimuli from the environment, the brain can only deal with one stimulus at a time
Multi-channel hypothesis	The theory that the brain can process different types of information at the same time by using different channels for different stimuli
Feedback	The information that a performer receives about their performance
Extrinsic feedback	Information that comes from an external source: for example, a teacher or a coach
Intrinsic feedback	Information that comes from within, to do with emotions, thoughts and muscles (the feel of a movement, such as what it feels like to balance)
Guidance	Help and instruction given to guide learners through movement patterns, skills and techniques, and so help them acquire skills