

Command Style-A

Description of a Command Style*



What classroom image would you see between the teacher and learners that would indicate the structure of the Command Style?

In the Command Style the teacher makes all task decisions and the learners practice/perform in unison, in a choreographed, precision performance on cue following the exact pace and rhythm set by the teacher.

* Teaching Styles A-E engage the learners in practicing tasks that rely on reproduction cognitive operations. The content in these styles may be new to the learner, a review, a practice or a test of previously experienced content.

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Learning Focus

The learning focus of the Command Style is precision performance — reproducing a predicted response, practice or performance on cue following a set pace and rhythm.



* All subject matter has content that is appropriate for the different teaching styles. Physical activities were selected to more visually convey the decision-making concept of each style.

The Anatomy

In the Command Style the role of the teacher (T) is to make all decisions in each set of the anatomy. The role of the learner (L) is to follow (to implement) the decisions on cue to achieve precision performance.

Pre-Impact (planning)	(T)
Impact (implementation)	(T)
Post Impact (feedback and assessment)	(T)

Style Summary

In the Command Style, the teacher makes the maximum number of decisions while the learner makes the minimum number of decisions. Hence, all decisions such as subject matter, location, posture, starting time, pace and rhythm, stopping time, duration, feedback, etc. are made by the teacher. The learner's role is to reproduce a precision performance that follows the cues, pace and rhythm that has been established for practicing the content. The goal of this experience is for learners to reproduce and learn to perform the content in a very precise and synchronized manner in a short amount of time so that the specific Command Style learning objectives can be reached.

Subject Matter Objectives

When the Command Style is achieved, the following subject matter objectives are reached:

- ▶ To reproduce a model by immediate performance
- ▶ To achieve accuracy and precision of performance
- ▶ To achieve immediate results
- ▶ To achieve a synchronized performance
- ▶ To adhere to a predetermined model
- ▶ To master subject matter skills
- ▶ To perpetuate cultural traditions and rituals
- ▶ To use time efficiently
- ▶ To cover more material
- ▶ Others

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Behavior Objectives

When the Command Style is achieved, the following behavioral objectives are reached:

- ▶ To socialize the individual into the norms of the group
- ▶ To achieve conformity and uniformity
- ▶ To build group identity and pride
- ▶ To enhance the esprit de corps
- ▶ To follow directions on cue
- ▶ To achieve specific aesthetic standards
- ▶ To develop habits and routines
- ▶ To perpetuate cultural traditions, ceremonies, and rituals
- ▶ To control groups or individuals
- ▶ To instill safety procedures
- ▶ To establish the power of the group rather than the individual
- ▶ To adhere to a particular kind of discipline
- ▶ Others