Abstract
This paper aims to discuss the key milestones in Observational Methodology in Aucouturier Psychomotor Practice (APP); specifically, with the use of the field format observational tool, "jumping in psychomotor education at the age of three." Both complement each other two-fold. On the one hand, observational methodology is the only tool to evaluate and explain, not just describe the complex flow of activity in childhood psychomotor education and expressiveness, while this expressiveness, the aim of APP, fulfils the optimal profile of the observational methodology. The observational methodology imposes, with its systematised conditions as an observational tool, what begins to be a system of categories of the observational proposal of the APP itself, and ends up being a sort of dialectic field of psychomotor activity at the service of the initial research aim, which is to evaluate childhood psychomotor behaviour.

Keywords
Psychomotor education, observational methodology, field format, automatism.