



**WORLD ARCHERY BEGINNERS MANUAL**

**Black**



**Arrow**



## WORLD ARCHERY BEGINNERS MANUAL

### CURRICULUM FOR THE WA BLACK ARROW AWARD.

#### PERFORMANCE:

*Shooting distance:* 14 meters  
*Minimum required score:* 115 points

#### SKILLS – Your shooting sequence should include the following:

**Draw process:** See chapter "Top Body" of the "Skills" from the Gold Arrow curriculum.

#### **Full draw** (the hold)

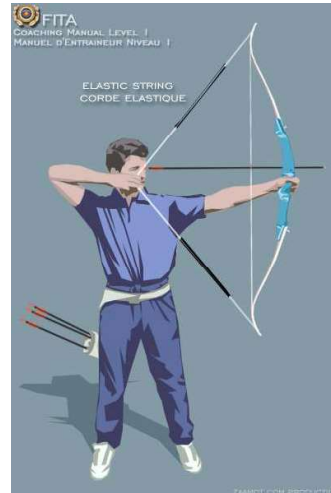
- **Objective:**  
Body and equipment stability for effective aiming. Holding the bow at full draw without collapsing from the bow's weight.
- **Form:**  
The torso is immobile. The body is in an up-right position. The chest and shoulders exert a constant pressure towards the ground while seeking to spread out the shoulders. Spine and head are erect. A balance must be found between the push and pull forces. These efforts are supported by the legs, causing a slight compression of the abdominal area. The constants are:
  - the spacing between the arrow and the bow shoulder, in the horizontal plane;
  - the distance between the chin and bow shoulder;
  - the height difference between the arrow and the bow shoulder (hence vertical plan);
  - the height of the shoulders;
  - the bow's vertical position;
  - the torso, and the head.
- **Rationale:**  
Reduces the spring effect of the bow, may cause the archer to collapse. Draws-in the chest, facilitating string displacement. Avoids asymmetrical form. The production effort is not centralized, but dispersed, facilitating symmetrical form, reduce local fatigue effects, and minimizes the risk of injury. Moreover, major muscles are trained to generate this production. Stretching the spine helping to stay erect and vertical. Flattening the chest and lowering the shoulders lower the centre of gravity, making the body more stable. The combination of the above actions contributes to maintaining the draw length and helps to keep the head, and the aiming eye at a constant level. A weak muscle is likely to collapse under the spring effect. This is why muscle tone is necessary.

#### **Learning tools**

It would be difficult to list all the usable archery teaching tools since their usefulness varies depending on the theme and teaching method used. However, below are two tools that we suggest to your learning:

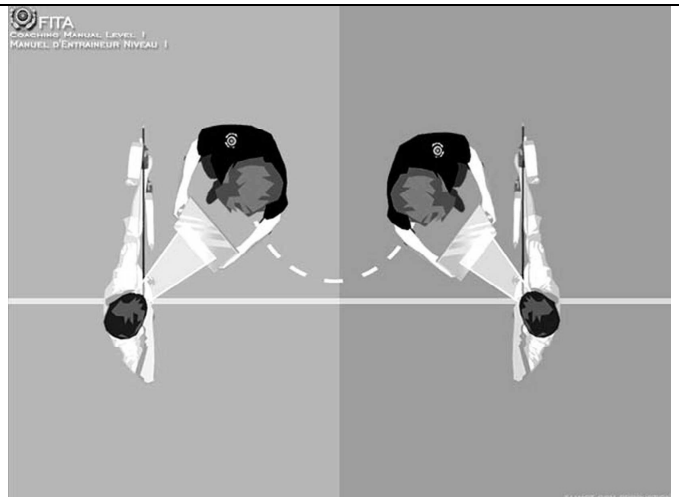
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- a bow strung with an elastic string to give the archers a chance to execute an action with greater ease. You even can release the string without harming the bow.

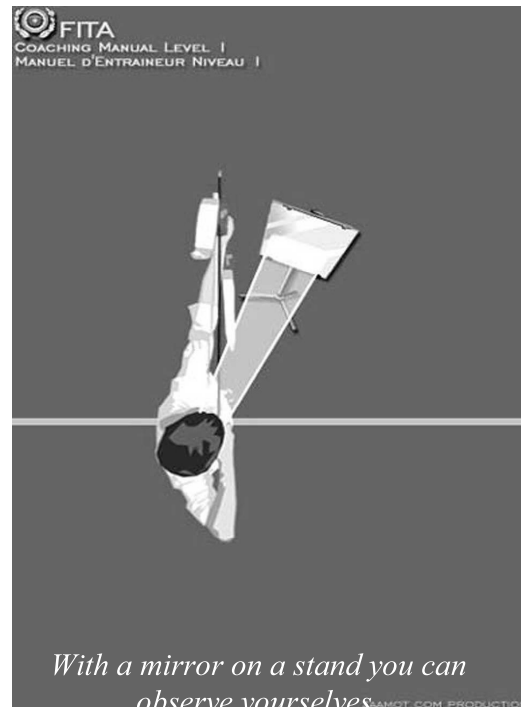
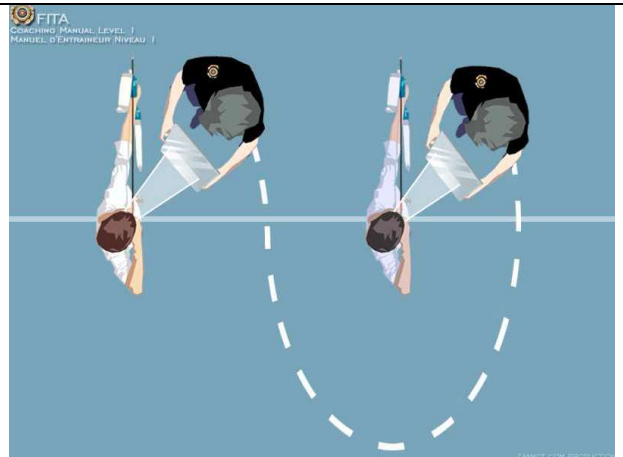


- a mirror, to see your form during execution, or your position in comparison to the demonstration.

If using a portable mirror, work with the grouping illustrated on the right. It allows two archers to alternate. One archer shoots an arrow while watching in the mirror while the other gets ready.



If grouping a left-hander with a right-hander is not possible, additional travel, as shown in the illustration beside, is required.



### **Shooting rhythm** and shooting lines

Try not to organize two distinct lines since this would involve too much downtime between lines. Promote shooting in one line to maximize the time allocated to your practice. If several lines are needed, do something when you are not shooting. For example, chose a partner and hold the mirror so that the other can see his/her reflection, then change roles (see the above illustrations).

### **Shooting rhythm** and equipment rotation

If your club has not one equipment set per beginner, then two archers have to share the same equipment set and shoot at different times, forming lines A and B



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(even C, if three beginners share the same equipment kit). Even though this situation is to be avoided, it happens.

When there are not enough arrows to equip everyone in the class, it's preferable for the shooter to retrieve the arrows, giving opportunity to see the arrow grouping first-hand, while allowing the other archer the chance to prepare to shoot.

In all other situations (one bow for two archers, for instance), it's preferable for all the archers to shoot before retrieving the arrows. Then everyone goes to the targets together.

### **Shooting line and target face changes**

Still to protect your practice time, keep shooting line movements to a minimum. Try to regroup the exercises near the targets, and all shots at the designated distances. Lines marked on the ground guarantee easy, quick, and safety conscious archer alignment. Mark a second line 3 m to 5 m behind the shooting line, creating a secure zone. You should stay behind it when you have finished shooting.

Target faces should not be handled too often because of the time lost in putting up and taking down

### **Equipment moving**

Bow stands are usually placed behind the shooting line. When shooting at a shorter distance than usual, these stands will may not be so close; hence you will be allowed to lay your bows on the floor, 3 m behind the shooting line.

### **Archer groupings**

There are some basic grouping rules to take in consideration for the exercises to be performed in pairs:

- by similar height in order to work at your height;
- by level of performance or development, allowing understandable exchanges for both of you.
- by age, if the two above criteria allow it;
- local social sensitivities could sometimes be taken in consideration.

<b>KNOWLEDGE&amp;/OR KNOW-HOW</b>
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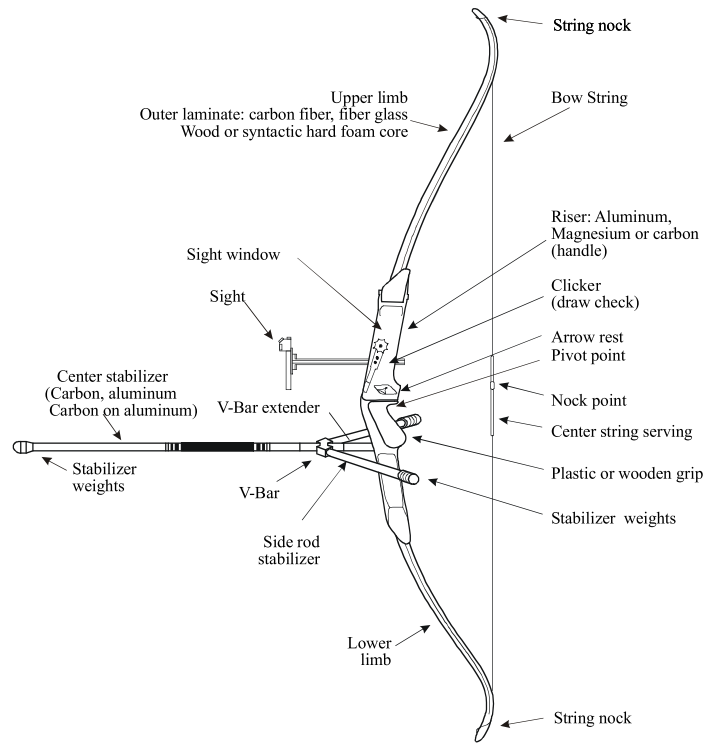
### **Equipment terminology**

You should know the names designating the various parts of your equipment. During the evaluation you will have to name five parts or components of the bow.

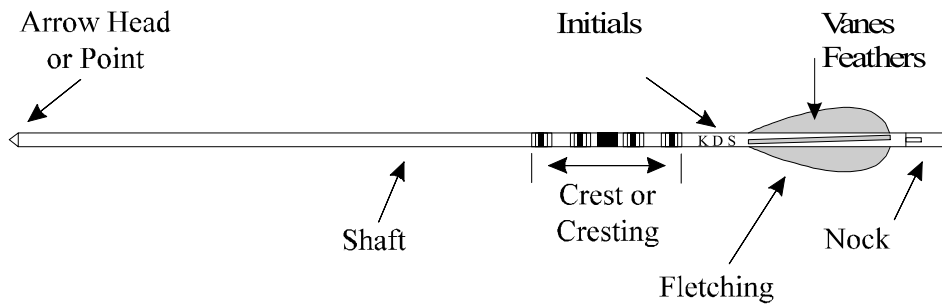
- 1) Recurve bow:



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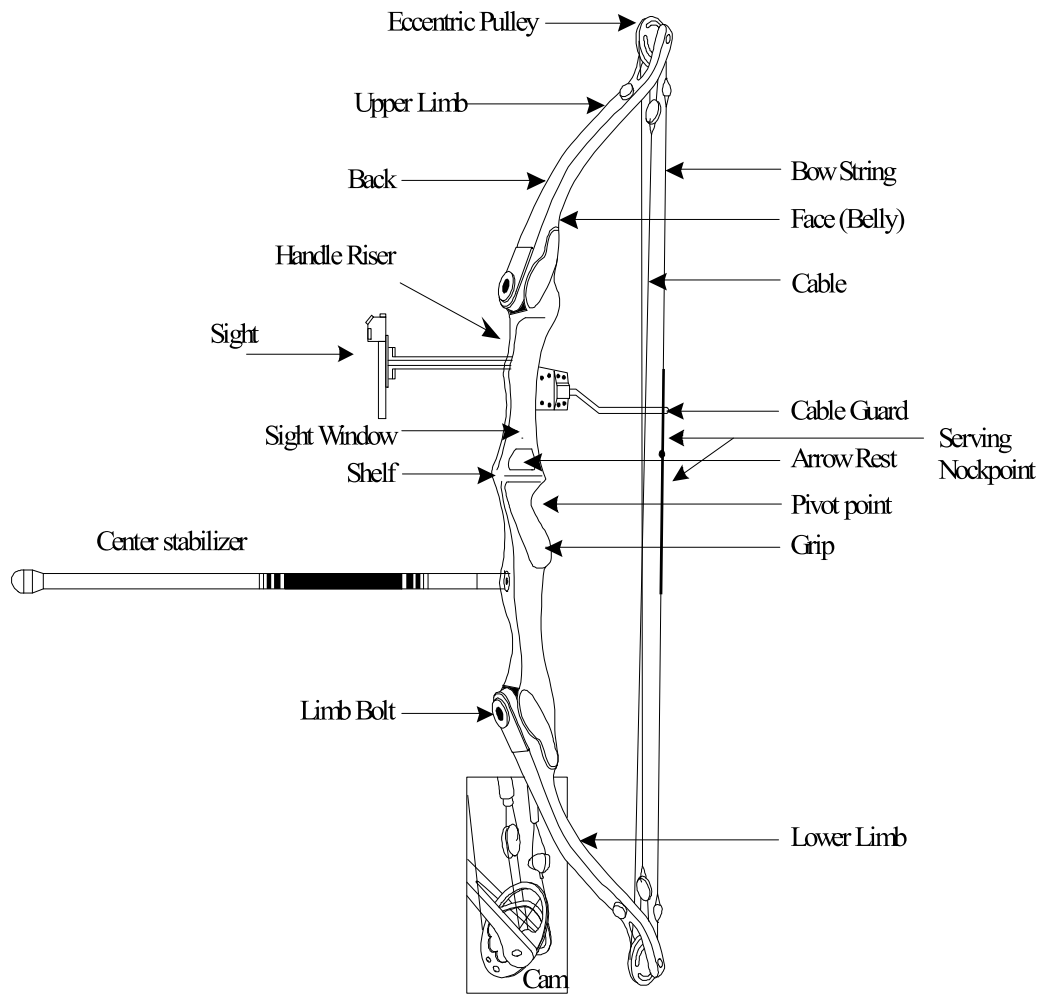
## 2) Arrow



## 3) Compound Bow



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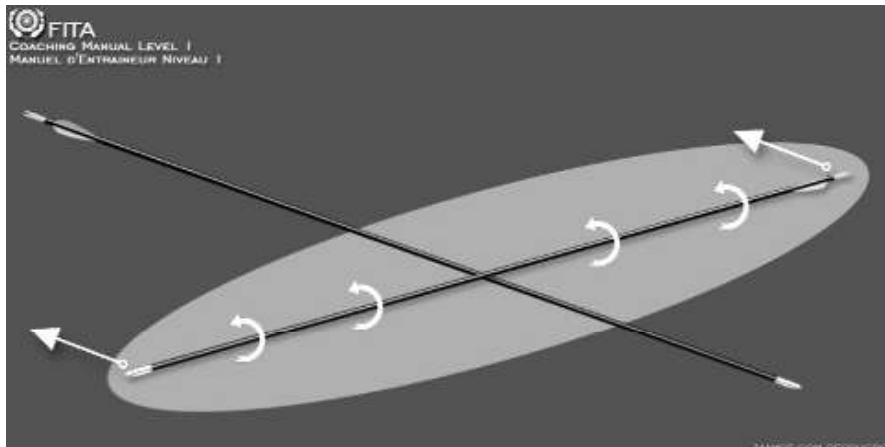




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### Arrow safety and checking:

- When shooting, an arrow may not fully stick into the target and may hang loose from the point of the arrow and lay down along the target face. If shooting continues before the arrow is retrieved other arrows may hit this arrow causing damage to either the hanging arrow or the one that strikes it. The striking arrow may also ricochet off the hanging arrow;
- Arrows should always be straight. Usually small bends in aluminum arrows do not affect a beginner's accuracy. Check by eye, down the shaft, or rotate and note wobble or vibration. Rolling the shaft along a table can also be used to check straightness.



Always check shafts for damage such as splits, chips or compression lines as these make the arrows dangerous to use and inaccurate.



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If there are no splits in a wooden or aluminum shaft, a shaft straightening tool can be used. Straightening can be done by hand, but requires much experience. Be careful because sometimes a shaft can break during the process.





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### EVALUATION FORM FOR BLACK ARROW CANDIDATES.

Name of the beginner: \_\_\_\_\_ Form D

Date: \_\_\_\_ / \_\_\_\_ / 200\_\_ Make up date: \_\_\_\_ / \_\_\_\_ / 200\_\_

Shooting distance for score evaluation	Required minimum score	Achieved *	*Not yet achieved	Final number of hits.
<b>14 meters</b>	115 points			
SKILLS	Key elements (What should be done)	Achieved *	*Not yet achieved	References to the WA Level 1 Coaching manual
<b>Draw process</b>	Done with two hands always at the same level (or arrow always parallel to floor)			#7.1.2.7
	Draw in shooting plane			#7.1.2.7
<b>Main action</b>  (What is happening at full draw).	<i>Stationary arrow point (no draw creeping) - or better - arrow point constantly moving back</i>			#7.1.2.9
	<i>Consistent distances between arrow and bow shoulder (vertically and horizontally).</i>			#7.1.2.9
<b>Visual attention</b>	Can observe himself (or herself) in a mirror while releasing			#9.1 teaching tools and end of #9.2
Subjects 3 evaluations	Required knowledge or know-how's	Achieved *	*Not yet achieved	Comments &/or references
Equipment terminology	Can name 5 parts or components of the bow.			C&R Appendix2 Book 2
<b>Arrow safety and checking</b>	Know what to do in the case of a hanging arrow on the target.			#3.4 Point 1
	Can check the straightness of an aluminum arrow or the integrity of a carbon arrow.			#11.4.2
<b>TOTAL</b>	<b>9 positive evaluations are required</b>			** Awarded ____ or Not awarded yet

\* Checkmark if the score / skill / knowledge is positively evaluated (Achieved) or not (Not yet achieved). Write in the TOTAL row of these two columns the accumulated number of checkmarks.

\*\* Just checkmark the final result of this evaluation.

Name and signature of the assessor/evaluator: \_\_\_\_\_



*Black Arrow award*