Archery Unit Plan

4 Weeks – Years 8-10

# ACARA Content Covered

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| Year 7-8 | Year 9-10 |
| Moving our body: Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)  Assessing: Students listen to feedback and self diagnose their own techniques in order to improve their archery score. | **Moving our body:** Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)  **Assessing:** Students listen to feedback and self diagnose their own techniques in order to improve their archery score. They are able to |
| Understanding movement: Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084) | **Understanding movement:** Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103) |
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# ACARA Achievement Standard being assessed.

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| --- | --- |
| Year 7-8 | Year 9-10 |
| By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others’ and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. | By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.  Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. **They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances**. They work collaboratively to design and apply solutions to movement challenges. |

# Assesment

Archery Skills Improvement Task

* Final Shoot: 30% (excellent grouping as defined by the task)
* Record Keepindsg 20% (all records present).
* Self reflection: 20% (recognition of learning requirements for each lesson). Year 7/8s don’t strictly need to be assessed on this, but it wont hurt.

Class activities

* Safety: 10% (assume safe until shown otherwise. Regular checking of arrows.)
* Sportsmanship: 20% (helping set up, pack up. Year 9/10s need to help refine other’s abilities.

# Delivery Sequence

Items in **bold** refer to an external document.

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| Week | Wednesday (Double Lesson) | Materials on top of regular archery equipment |
| 7 | * Introduce unit and hand out **Archery Skills Improvement Task** * Set out table in books * Hand out **Peer and Self Assessment Criteria Checklist** and stick in books * Safety (bow stringing, dry firing, arrow checking, firing line, entanglement of hair and jewellery) * Expectations (set up and pack up as a team, good sportsmanship) * Demonstrate shooting technique * Demonstrate pulling arrows * Practice shooting with peer assessment * Record scores in test shoot. | * Printed **Archery Skills Improvement Task** * Printed Peer and **Self Assessment Criteria Checklist** |
| 8 | * In classroom, explicit teaching of the technical aspects of a bow, arrow and features. * Mention the archer’s paradox and how the modern recurve fixes it. * Introduce aiming technique * Practice shooting at 20m at targets.   If students are hitting targets well:   * Introduce distance compensation * Talk about olymipic target shooting   + 70m targets   + Best of 5 sets of 3 arrows (First to 6 points wins)   + Winner gets 2 points. Draw is one point each.   + Team events get 6 arrows per set. * Stagger 3 targets to distances out to 70m and see if we can hit them.   Otherwise:   * Play some **Individual Archery Rounds** * Play a game of **Relay Archery** * Record scores in test shoot. | * Recurve Bow |
| 9 | Camp this week, less students than normal.   * Ask a student to explain how to aim. * Explain how to compensate for distance * Do the distance activities from last week * Show the compound bow   + Rear sight gives rear aim point,   + Front sight has multiple pegs for distance compensation.   + Release aid makes a consistent arrow release.   + Cams allow the archer to rest at full draw * Play some kind of made up scenario game where there’s obstacles to hide behind and things to jump over before shooting at different targets. * Play some individual Archery Rounds * Record scores in test shoot. | * Compound bow |
| 10 | * Final shoot * Round robin archery competition with teams seeded from the final shoot. | * Prize for team winners in round robin. |

Notes:

There will be a few students away in week 9 so that is a good week to stretch the skills of the ones who are there. If students are doing well in week 8, stretch the distance then, otherwise do it in week 9.

Caleb can probably participate in all the closer shoots without issues. Watch his draw technique to make sure the arrow doesn’t come off its rest as that’s the likely biggest risk to others.