

# Dart Practice Routines

Name of Routine:	<b><u>Bulls-eye</u></b>
Skill(s) Developed:	Proper throwing technique
Skill Level:	Beginner
Objective:	To observe the participant's stance, grip, aim, release and follow-through.
'Fun'damentals:	This is a good starting point for coaches to use to observe the participant's stance, grip, aim, release and follow-through. Since the target is at the centre of the board, a missed shot will likely still hit the board. Choosing another number, participants have a tendency to miss the board entirely, causing discouragement and a lack of self-confidence and interest.
Routine:	Have the participants throw at the centre bulls-eye. Observe their stance, grip, aim, release and follow-through. Provide feedback on the positive things he or she is doing well and explain the changes that need to be made in other areas (e.g. good stance, but no follow-through – provide positive feedback on their stance and demonstrate the proper technique of the follow-through. Repeat.
Performance Indicator:	As this is meant to assess the competitor's technique, the coach's feedback is the most effective measurement tool.

## **Variation**

Skill Level:	Grassroots to high performance
Objective:	The bulls-eye is an integral part of the game, being the desired target for bulling-up, using the 25 or 50 as a strategic set-up or as a double out-shot.
Routine:	Have the participants throw at a predetermined number of darts at the centre bulls-eye (e.g. 21 darts, 30 darts, etc.).
Performance Indicator:	The following scoring device could be used: <ul style="list-style-type: none"><li>○ Count one point for each single bulls-eye achieved.</li><li>○ Count two points for each double bulls-eye achieved.</li></ul> The athlete can log their total score during the routine and measure the improvement of his or her accuracy over time.

Name of Routine:	<b><u>All Around the Clock</u></b>
Skill(s) Developed:	Dartboard familiarization
Skill Level:	Beginner
Objective:	There are many variations of Around the Clock. Since there is no logical sequence for the placement of the numbers around a dartboard, new participants need to become familiar with the location of each number. If you notice someone struggling with locating a number, consider describing a clock to point out its location (e.g. the number 6 is located at 3 o'clock).
'Fun'damentals:	Coaches might use this exercise to evaluate the participant's stance, grip, aim, release and follow-through. Throwing at a single target can become tedious and new participants may lose interest. This exercise will give participants a sense of accomplishing an objective without it being too difficult.
Routine:	Beginning with the number 20, have participants throw 3 darts at the desired number. Each turn at the board, a new target is selected (e.g. 20, then 19, 18, 17, 16 etc., until the participant has reached the number 1).
Performance Indicator:	As this is meant to familiarize competitors with the placement of the numbers around the board, you may wish to exclude a measurement tool for beginner participants.

### **Variation**

Skill Level:	Grassroots to Intermediate
Objective:	To improve accuracy of hitting a large predetermined target
Performance Indicator:	The following scoring device could be used: <ul style="list-style-type: none"> <li>○ Count one point for each single target achieved.</li> <li>○ Count two points for each double target achieved.</li> <li>○ Count three points for each triple target achieved.</li> </ul> <p>The athlete can log their total score during the routine and measure the improvement of his or her accuracy over time.</p>

Name of Routine:	<b><u>Around the Clock – Doubles</u></b>
Skill(s) Developed:	Accuracy of scoring doubles
Skill Level:	Grassroots to intermediate
Objective:	Consistency throwing at the triple-20 may improve accuracy in that area, however, it's the final double out-shot that wins the match. At the same time, practicing on a specific series of favored doubles may also improve accuracy, but invariably a missed shot can leave almost any double.
'Fun'damentals:	Achieving the desired target will provide the participants with a sense of accomplishment.
Routine:	Beginning with the bulls-eye, have participants throw 3 darts at the desired double. Each turn at the board, a new target is selected (e.g. Bulls-eye, then 20, 19, 18, etc., until the participant has reached the number 1).
Performance Indicator:	Count one point for each double achieved. The athlete can log their total score during the routine and measuring the improvement of his or her accuracy over time.

### **Variation**

Skill Level:	Intermediate to high performance
Objective:	In highly competitive matches, the competitor may have only one shot at a double to win the leg. Although there is a higher degree of difficulty with this variation, the routine will bring a level of pressure to practice similar to what might be experienced during competition.
Routine:	Beginning with the bulls-eye, have participants throw 1 dart at each desired double. With each dart, a new target is selected (e.g. Bulls-eye, then 20, 19, 18, etc., until the participant has reached the number 1).
Performance Indicator:	Count the number of successful targets achieved. The athlete can log the number of successes during this routine and measure the improvement of his or her accuracy over time.

Name of Routine: **25**

Skill(s) Developed: Accuracy of scoring doubles

Skill Level: High performance

Objective: To practice doubles with a degree of competitiveness.

Routine: Beginning with the number one, throw 3 darts at each double from 1 to 20 and bulls-eye.

Performance Indicator: Start with 25 points. If the required double is hit with one or more darts, add the total value of the attained doubles to the score. If a required double is not achieved with all three darts, subtract the double's value from the score. If the score falls below 0, the routine is over.

Scoring example:

- 1<sup>st</sup> throw, double-1 – D1 hit once:  $25 + 2 (D1) = 27$
- 2<sup>nd</sup> throw, double-2 – D2 missed:  $27 - 4 (D2) = 23$
- 3<sup>rd</sup> throw, double-3 – D3 missed:  $23 - 6 (D3) = 17$
- 4<sup>th</sup> throw, double-4 – D4 hit twice:  $17 + 16 (2 \times D4) = 33$ , and so on.

The athlete can log the score achieved at the end of the routine and measure the improvement of his or her accuracy over time.

**Variation #1** Start with 50 points.

**Variation #2** Continue the routine even if there is a drop below zero, keeping track of minus points.

Name of Routine: **Parcheesi Singles**

Skill(s) Developed: Accuracy of scoring singles

Skill Level: Intermediate to high performance

Objective: How many times has a competitor scored the dreaded triple or double creating a bust shot (e.g. starting with 15 and scoring 14 or 21)? Because competitors are constantly aiming at the triples to lower their score in as few darts as possible, it is inevitable that an occasional miss will hit the triple. Although this may seem like a relatively easy exercise, it is much more challenging than expected.

Routine: Begin with the number 1. If the single-1 is hit with the first dart, move on to the number 2. If the single-2 is hit with the second dart, move on to the number 3 and so on. If a missed shot occurs, hitting the triple, double or an incorrect number, the athlete must return to the start (number 1) with the next dart. The routine is complete when the participant has scored a single-20.

Performance Indicator: At the beginning, it may be easier to measure the amount of time it takes to go from 1 to 20, rather than counting the number of darts required, provided the speed of the throw is consistent. The athlete can log the time it takes to successfully complete the routine and measure the improvement of his or her accuracy over time.

### **Variation**

Objective: To successfully complete the routine before the opponent.

Routine: Begin with the number 1. If the single-1 is hit with the first dart, move on to the number 2 and so on. If a successful single is achieved with the last dart, continue in numerical sequence on the next turn. If a missed shot occurs during the turn, start over at the target number used at the start of that turn. If a missed shot occurs on the last dart, start at that number of the next turn. The routine is complete when the first participant has successful scored a single-20.

Name of Routine: **Parcheesi Odd Singles**

Skill(s) Developed: Accuracy of scoring single 'odd' numbers

Skill Level: Intermediate to high performance

Objective: It is a single 'odd' number that is most often required. This routine will assist the participant with improving his or her accuracy of hitting single odd numbers.

Routine: The routine is the same as Around the Clock – Singles, only using single 'odd' numbers. Begin with the number 1 and go in sequential order skipping the even numbers (e.g. 1, 3, 5, 7 and so on).

As with its predecessor, this routine can be used as a solitaire routine or a competitive game. The routine is complete when the participant or the first competitor has successfully scored a single-19.

Performance Indicator: This routine lends itself better to logging the number of darts used rather than the time it takes. The athlete can log the number of darts required to successfully complete the routine and measure the improvement of his or her accuracy over time.

Name of Routine:	<b><u>170-Out</u></b>
Skill(s) Developed:	Out-shot strategy
Skill Level:	Grassroots to high performance
'Fun'damentals:	As this is a shortened version of 501, it is a fast-paced and would be an ideal routine for any level of competitor.
Objective:	This routine will primarily provide participants with practicing their out-shot strategies. At a lower skill level, it provides the opportunity for some scoring, combined with basic out-shot strategies. For the intermediate to high performance competitor, it is an ideal routine to practice complex out-shot strategies.
Routine:	The routine is played the same as 501 – straight in, double out, only with the starting point of 170. The routine is complete when the participant or the first competitor has successfully achieved the out-shot.
Performance Indicator:	<p>For group practice, the coach's observation is an effective measurement tool. For grassroots to intermediate level competitors, observe the strategies used and provide the appropriate feedback (e.g. a participant throws at the triple-20 area when he or she has 119 remaining).</p> <p>For solitary practice, the athlete can log the number of darts required to successfully complete the routine and measure the improvement of his or her accuracy over time.</p>

Name of Routine: **Scorekeeper**

Skill(s) Developed: Mathematical skills, including multiplication, addition and subtraction and scorekeeping / player etiquette

Skill Level: Beginner to grassroots

'Fun'damentals: Games of 101 or 170-Out are ideal routines to use for this exercise. As these are faster-paced routines, it will take less time to score the match. It is often easier to score a match when you are not one of the competitors. This creates less pressure on someone not completely comfortable with scoring. This routine also allows involvement by all participants if the quantity of dartboards is limited.

Objective: To gain experience at the scoreboard, to achieve maximum participant involvement and to instill proper scorekeeper and player etiquette.

Routine: Allocate three participants and one coach or assistant per board. Have two participants complete the routine, with the third participant scoring the match.

**SAFETY TIP:**  
When utilizing this routine, it is even more important to ensure that there is a safe distance between each dartboard set-up and an adequate distance between the dartboard and the scoreboard.

Continue the routine by rotating scorekeepers until each participant has participated as a player and as a scorekeeper.

This is a good opportunity to enforce proper scorekeeper etiquette (e.g. not fidgeting at the scoreboard, etc.) and to instill proper player etiquette (e.g. competitors shake the hand of the scorekeeper at the end of each match).

Performance Indicator: The coach's observation is an effective measurement tool. Although you will be providing feedback to all participants, it is important to also remember to provide positive feedback to the scorekeeper. Also remember to provide positive feedback to the competitors on their etiquette (e.g. not having to remind them to thank the scorekeeper, etc.).



Name of Routine:	<b><u>Cut-In-Half</u></b>
Skill(s) Developed:	Accuracy of hitting a series of predetermined targets.
Skill Level:	Grassroots to intermediate
'Fun'damentals:	Although this routine can be performed in solitaire, this is a fun routine for group practice and will provide a degree of competitiveness in a safe learning environment. During group practice, this is an ideal routine for coaches to use to observe and provide feedback. The routine is simple enough so that the coach can concentrate on observing the participants and providing feedback on stance, grip, aim, release, follow-through and their mathematical aptitude at the oche and the scoreboard.
Objective:	This routine will primarily provide participants with practicing their aim at a series of targets. It is excellent 'triples' practice as most participants will try to achieve the maximum points possible. This also provides scoreboard practice for grassroots level participants.
Routine:	<p>You can utilize any numbers on the board. A series of targets and a scoreboard has been included as an example. It is suggested that numbers be located in various quadrants of the board. You can use as few or as many numbers as time and participants will allow.</p> <p>Each participant will throw three darts at the desired target. Record the actual score attained by each dart that achieved the target (e.g. the target was 20 and a single-20, triple-20 and single-1 is achieved – the score would be 80).</p> <p>At the start of the next round, each participant will throw at the next desired target. Add the total of the achieved targets to the previous score.</p> <p>If at any time the target is missed by all three darts, the participant's score is 'cut in half' (e.g. the participant's score is 80 and the desired target is missed, his or her score is reduced to 40).</p> <p>If the previous score is odd, the participant always receives the benefit (e.g. the starting score is 83, a missed shot would reduce his or her score to 42). A participant's score will never go below zero.</p> <p>The routine is complete when all participants have completed each round.</p>

Cut-in Half sample targets and scoreboard:

	Player 1	Player 2	Player 3	Player 4
20	(miss) 0	(miss) 0	(S) 20	(S-T) 80
11	(S) 11	(Sx2) 22	(S) 31	(miss) 40
Double <sup>1</sup>	(D20) 51	(miss) 11	(D8) 47	(D20, D1) 82
13	(Sx3) 90	(miss) 6	(S) 60	(Sx3) 121
19	(miss) 45	(Sx2-D) 82	(T) 117	(S) 140
47 <sup>2</sup>	(15-20-12) 92	(miss) 41	(25-19-3) 164	(miss) 70
12	(miss) 46	(S) 53	(miss) 82	(miss) 35
10	(S-Tx3) 116	(T) 83	(S-D) 112	(S) 45
Bowtie <sup>3</sup>	(miss) 58	(miss) 42	(9-50-15) 186	(miss) 23
14	(Sx2) 86	(S-T) 98	(miss) 93	(S) 37
17	(S) 103	(miss) 49	(S) 110	(miss) 19
Bulls-eye	(S) 128	(miss) 25	(miss) 55	(S-D) 94

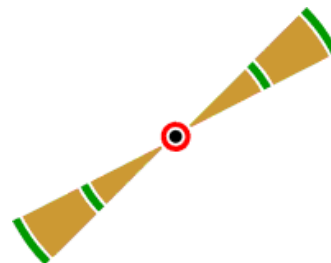
Performance Indicator: For one-on-one or group practice, the coach can observe and provide feedback as an effective measurement tool. For grassroots level participants, the coach might focus on each participant's technique and abilities at the scoreboard. For intermediate level participants, the focus might be on accuracy or the mathematical equations (e.g. when using a number like 47).

For solitary practice, the athlete can log the score achieved at the end of the routine and measure the improvement of his or her accuracy over time. If the end score is used, consistency of the targets and the order of the targets are essential to provide an accurate comparison of statistics.

<sup>1</sup>Any doubles segments.

<sup>2</sup>Any score that adds up to 47 and must include all 3 darts scoring.

<sup>3</sup>This shot requires an inner or outer bulls-eye and two of the same colour scoring segments on opposite sides of the bulls-eye.



Name of Routine:	<b><u>501 Solitaire</u></b>
Skill(s) Developed:	Competition skills including bulling-up, scoring, out-shot strategies, out-shots.
Skill Level:	Intermediate to high performance
Objective:	This routine will provide a well-rounded practice at each aspect of the game, including practicing the bull-up, scoring, out-shot strategies and doubles. Limiting the number of darts available to finish the leg will add the necessary competitiveness to the routine. Adding the element of the bull-up reinforces the advantage of winning the start of the match during competition.
Routine:	<p>Start by bulling-up. The accuracy on the bulls-eye will determine the number of darts available to win the leg. If an inner bulls-eye (50) is achieved, 24 darts are available to win the leg. If an outer bulls-eye (25) is achieved, 21 darts are available. If the bulls-eye is missed entirely – 18 darts.</p> <p>Play several legs of 501, straight-in, double-out. If the participant completes the out-shot within the required number of darts, he or she wins the leg.</p>
Performance Indicator:	<p>This is an ideal pre-competition practice routine or as part of a practice regimen.</p> <p>The athlete can log the wins and losses to determine a percentage of wins and measure the improvement of his or her accuracy over time.</p>
<b><u>Variation</u></b>	Depending on the skill level of the athlete, the number of darts may need to be adjusted – higher or lower. As the athlete improves over time (e.g. consistently winning a high percentage of the legs), reducing the number of required darts will keep the routine challenging and competitive.

Name of Routine:	<b><u>Ghost Cricket</u></b>
Skill(s) Developed:	Competition skills including bulling-up, accuracy of hitting a desired target.
Skill Level:	Intermediate to high performance
Objective:	This routine will provide a well-rounded practice at each aspect of the game of cricket, including practicing the bull-up, scoring predetermined targets and triples. If the scoring variation is played, this provides an opportunity to practice cricket strategies.
Routine:	<p>Start by bulling-up. If the inner bulls-eye is achieved, the participant starts first. Play the game of cricket. The ghost never misses the target, but never hits a double or triple (e.g. the ghost will always hit three singles per turn), creating the need to score at least 3 counts on every turn.</p> <p>The routine for the athlete is complete when all numbers are closed by either the participant or the ghost – 20, 19, 18, 17, 16, 15, Bulls-eyes.</p>
Performance Indicator:	The athlete can log the wins and losses to determine the percentage of wins and measure the improvement of his or her accuracy over time.

**Variation #1**

Depending on the skill level of the athlete, you might want to vary the number of the targets achieved by the ghost per turn – higher or lower. For a lower skilled competitor you might have the ghost achieve only two single counts per turn (e.g. single-single-miss). Therefore, his 1<sup>st</sup> turn would be 20-20, 2<sup>nd</sup> turn 20-19, 3<sup>rd</sup> turn 19-19, 4<sup>th</sup> turn 18-18, 5<sup>th</sup> turn 18-17 and so on.

As the athlete improves over time (e.g. consistently winning a high percentage of the legs), increasing the number of ghost counts per turn will keep the routine challenging and competitive (e.g. ghost achieves 4/5 counts per turn).

**Variation #2**

Consider counting points to add a degree of cricket strategy to the match. The athlete can score, as usual, on any open number. The ghost can only score on bulls-eyes. Just remember, if three counts per turn, the ghost will score 75 points per turn until the bulls-eyes are closed or the ghost achieves more points, whichever comes first. If the participant closes the bulls-eye before the ghost starts scoring, use the participant's highest open number for scoring.

**Variation #3**

The game of tactics can be used instead of cricket, using 20, 19, 18, 17, 16, 15, 14, 13, Triples, Doubles, Bull-eyes.