

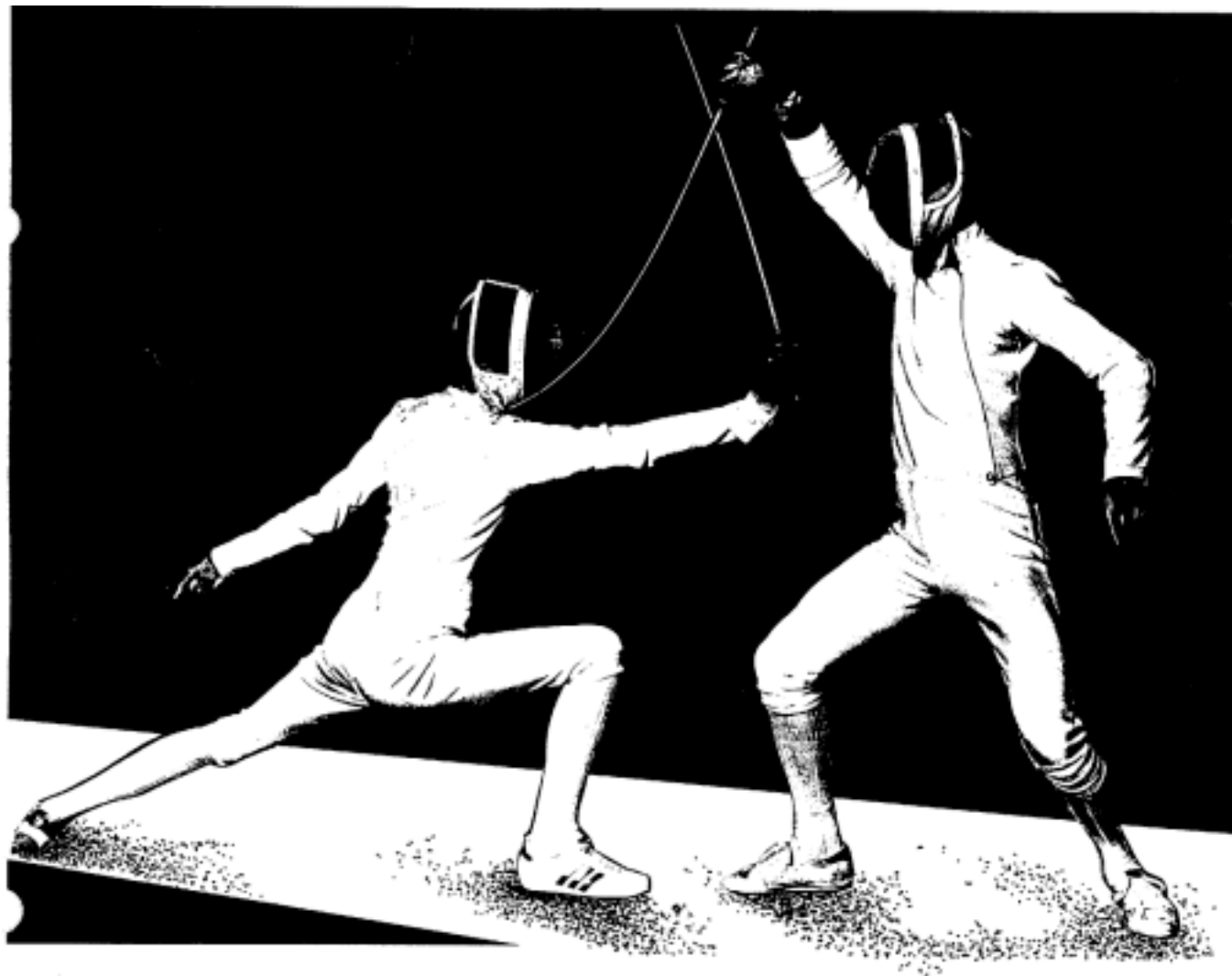
# CANADIAN FENCING ASSOCIATION



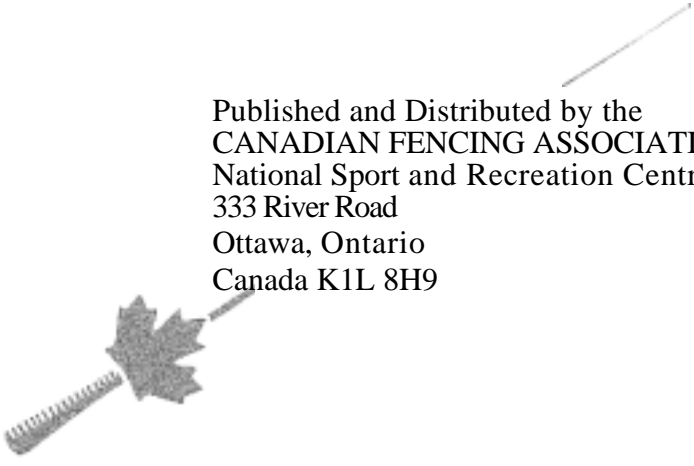
Level 3 Technical Manual



National  
Coaching  
Certification  
Program



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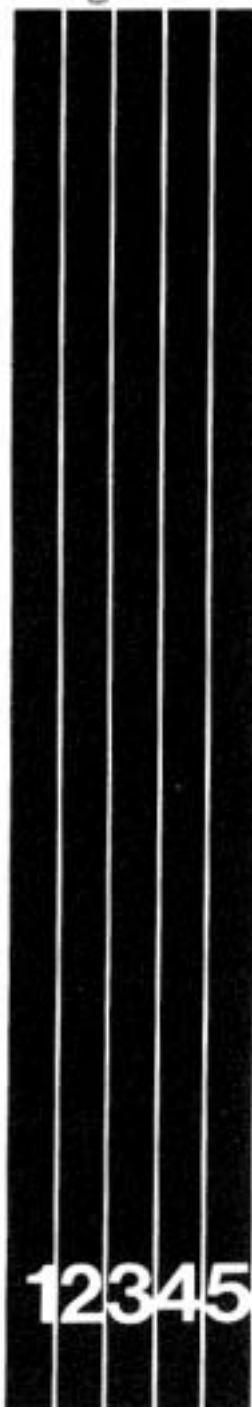
National  
Coaching  
Certification  
Program

Canada's National Coaching Certification Program is designed to meet the needs of practising coaches, male and female, whether they be beginner or experienced. The program is structured on five levels and presents coaches with the Theoretical, Technical and Practical aspects of coaching.

	THEORY	TECHNICAL	PRACTICAL	CERTIFIED
Level One				
Level Two				
Level Three	✓	✓	✓	C
Level Four				
Level Five				

Each coach should participate in all components of the program to develop his/her full potential as a coach. The *Theory* courses are sponsored by the provincial/territorial governments across the country and relate detailed information on such topics as leadership, motivation, training and teaching methods, etc., common to coaches in all sports. The *Technical* courses are offered by the national/ provincial (territorial) sport associations and present the specific skills, drills, tactics of a particular sport in a progressive, logical sequence. The Practical component of the program consists of actual on-the-field coaching where the principles learned in Theory and Technical are practically applied by coaches working with their athletes. When a coach completes all three components of a level, that coach becomes formally certified and receives a national passport booklet.

Therefore, for coaches who want to avail themselves of all aspects of coaching, opportunities are available through the Theory, Technical and Practical components of Canada's National Coaching Certification Program.



This manual has been produced with the co-operation and financial assistance of the Coaching Association of Canada and the Fitness and Amateur Sport Branch, Government of Canada.

The National Coaching Certification Program is developed and implemented through the combined efforts of the Federal/Provincial (Territorial) Governments, the National/Provincial (Territorial) Sport Governing Bodies and the Coaching Association of Canada.



### **C.F.A. Responsibilities to CAC**

The CFA NCC Committee fully appreciate and recognize the funding and support of the Coaching Association of Canada, without which the CFA Certification Program would not be possible.

It is the intention of this committee to recommend to its provincial coaching organizations that the fullest support be given to encouraging the completion of theory, technical and practical at each level of the certification program.

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The C.F.A. N.C.C. Committee wish to record their sincere appreciation to the Federation d'Escrime du Quebec for the use of the course objectives stated in this manual.

Bob Anderson  
Chairman, N.C.C. Committee  
C.F.A. Technical Director



**Get to know your C.F.A.  
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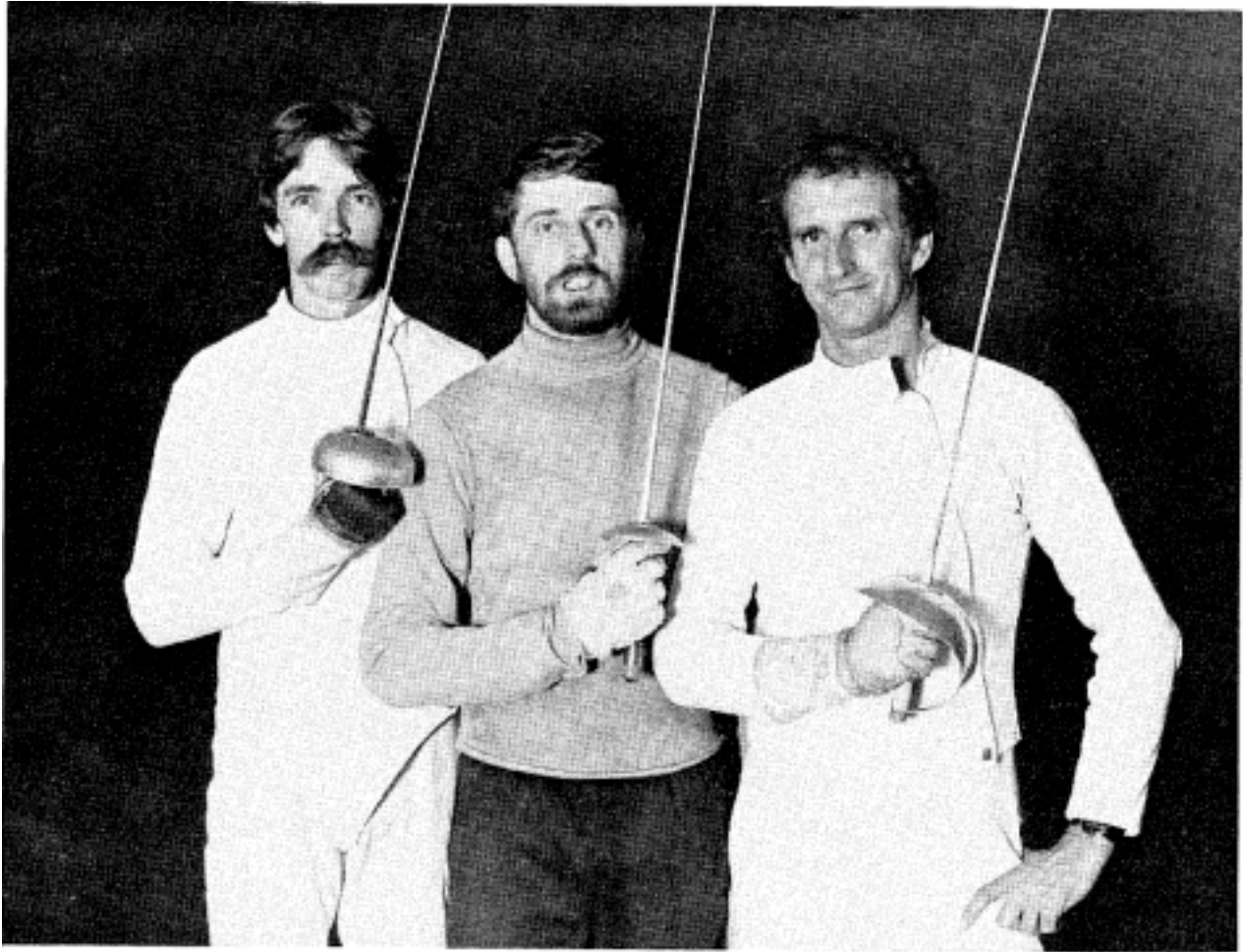


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As the N.C.C. Committee will change from time to time, it is proposed to publish the current committee in each Coaching Manual.



**DEMONSTRATORS**

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# **LEVEL 3 TECHNICAL MANUAL**



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# **PART I**

## **OBJECTIVES**

Introduction  
Outline  
Objectives  
Individual Lesson

## INTRODUCTION

Level 3 is the second half of a technical program covering all three weapons, the basic techniques of which are described in Level 3. It seems appropriate that the introduction to this manual should be wholly confined to comments upon the relationships between basic moves and how they are combined to provide technical/tactical solutions to the competitive action of intermediate and advanced adversaries.

Two simple examples of this process may be found in the Level 2 Manual:

1. Counter Ripostes - the combination of parries and ripostes to develop the fencing phrase.
2. Counter Time - the continuation of a fencing phrase begun by a counter attack or stop hit.

With each weapon in Level 3 this combination of basic moves will continue into the group of offensive actions called '**Renewed Attacks**' which contain the remise, reprise and redoublement. Other new movements will also be learned such as:

- **attacks on the blade** - beats, pressure, froissement, coule
- **prises de fer** - envelopment, bind, croise, opposition

Owing to the complexity of blade movements in the sport of fencing, many combinations of movements are possible in offence, defence and counter offence.

Therefore, to every problem two or more answers may be found. For instance, your opponent parries quarte and ripostes compound by one-two. The two answers to this move are:

1. parry the compound riposte and continue with a 1st counter riposte,

or

2. remise attack on the compound riposte making sure to hit the opponent upon the first movement.

Which of these two answers is the correct one is dependent upon the habit pattern of the adversary. If there is the slightest chance of the opponent riposting directly, then the choice should be a 1st counter riposte. If the adversary is prone to making complicated or delayed ripostes then of course the remise is the better choice.

This tactical use of fencing movements is also affected by the weapon used. In epee fencing, for instance, one would choose a remise or redoublement in preference to a counter riposte due to the priority of chronological time rather than 'right of way'. However, if the use of a renewed attack could possibly result in a 'coup double' then the safest answer is always to parry the riposte and to execute a counter riposte, especially on a deciding hit.

Combinations of preparations of attack, especially if involving movements of the feet and sword hand are called compound or double preparations.

- **PREPARATIONS (hand and feet):**

Compound                      When a foot movement happens at the same time as the blade movement.

Example                         A step forward with an engagement or beat (together).

Double                         When a foot movement precedes the blade movement.

Example                         A step forward first and then an engagement or beat (separated).

**Note:** (The reader will see that this manual will also deal with combinations of some new movements such as prises de fer).

• **Prises de fer:**

Compound	When two prises de fer are taken without loss of the opponent's blade.
Example	One fencer extends the sword arm and the blade is taken by envelopment bind in one action (together).
Double	When two prises de fer are taken but the blade is lost after the first and regained with the second.
Example	One fencer extends the swordarm and the blade is taken by the envelopment. The extended blade slips off and is again taken by the bind (separated).

In the case of a compound prise de fer (envelopment bind) starting in sixte, the blade would be carried into septime before the attack begins.

In the case of a double prise de fer (envelopment bind) starting in sixte, the blade would be carried into octave before the attack begins. This change of finishing line in the preparation is due to the release of blades between the first and second actions in the double prises de fer.

The timing of when to actually make the blade action in a compound preparation is vitally important to the success of the action. For example, if one is going to make a beat attack with a step forward (compound preparation) the beat could be made on the front or rear foot moving forward. Bearing in mind that the attack is to deceive a response to the beat, the only logical time to make the beat is as the rear foot actually lands on the ground on the completion of the step forward. Only at this moment can the attack be launched with the lunge. If the beat is made on the front foot moving forward, there is a fractional period of time delay whilst the rear foot is coming forward before the lunge can be executed.

This beat attack correctly executed using a compound preparation and an indirect attack would be executed as follows:

- start the front foot moving forward for the step.
- bring up the rear foot an equal amount and, as it lands on the floor, make the beat.
- follow immediately with an indirect attack lunging as the opponent returns his blade trying to cover the line which has been opened by the beat.

**Renewed Attacks**

There is a certain amount of controversy between various international fencing academies regarding the definition of these movements.

The N.C.C. Committee recognizes the logic put forward by leading coaches defending their own points of view but have decided to uphold the definitions stated in the F.I.E. Regulations of Competition (1981 edition, page 14) - Varieties of Offensive Actions.

**1. Remise:**

"... a simple and immediate offensive action which follows the original attack, without withdrawing the swordarm, after the opponent has parried or retreated, when the latter has either released the attacking blade without riposting or has made a riposte which is delayed, indirect or compound." (Art. 13(a))

Note: One should add to this definition that the remise will only be considered valid if made on a riposte providing it precedes that riposte by one period of fencing time.

**2. Redoublement:**

"...a new action, either simple or compound, made on an opponent who has parried without riposting or who has merely avoided the first action by retreating or displacing the target." (Art. 13(b)).

### 3. **Reprise:**

"... a new attack executed immediately after a return to the en garde position." (Art. 13(c))

**Note:** The return to the en garde position after the initial attack can be made either forwards or backwards.

#### **OUTLINE**

- The Level 3 Manual will comprise the second half of the technical syllabus in each of the three weapons. Having completed Level 2 and 3 in one weapon, the coach is qualified as a provincial coach (foil, epee or sabre). Refer to the charts in Level 2 Manual, page 9, for further information.
- Having learned about group practice and whole-part-whole in Level 2, the coach may now assimilate part-whole learning in the form of the individual lesson in Level 3.
- The basic technical skills outlined in Level 2 are now combined to form technical/tactical skills such as renewed attacks, prises de fer, etc.
- Levels 3, 4 and 5 will be common certification programs for the C.F.A. and C.F.M.A.
- In 1984 the National Coaching Certification Committee will review Levels 1, 2, and 3. Alterations may be made to conform to curriculum design principles.
- Levels 4 and 5 will follow in co-operation with the Coaching Association of Canada and the Canadian Fencing Masters Academy.
- Level 4 will be available in 1986.
- In this manual, each part will contain its own evaluation which must be completed by potential Level 3 coaches before attending the certification course. This must be handed in to the course conductor at the beginning of the course.
- The evaluation procedure for Level 3 will be identical to Level 2, using the new Level 3 technical syllabus. Refer to Level 2 pages 124-126. The practical examination however will be on the individual lesson rather than group as in Level 2.

## **COURSE OBJECTIVES**

### **COGNITIVE (THEORY)**

#### **Final Objective**

The candidate must acquire the necessary theoretical knowledge for teaching at intermediate level the skills of the chosen weapon (foil, sabre or epee) according to the following intermediate objectives.

1. Intermediate (Technical/Tactical):

Learn the technical/tactical concepts applicable to the chosen weapon explained in this manual.

2. Intermediate (Terminology):

Learn the correct vocabulary for the teaching of an intermediate fencer in an individual lesson.

3. Intermediate (Strategy):

Learn the teaching methods and strategies applicable to an individual lesson in the chosen weapon.

4. Intermediate (Competition):

Learn the rules and method for organizing a club competition in the chosen weapon.

5. Intermediate (Fitness):

Learn the theory of circuit training and interval training as explained in this manual.

### **MOTOR LEARNING (PRACTICAL)**

#### **Final Objective**

The candidate must be able to apply the motor functions necessary for the teaching of an individual lesson, the maintenance of personal equipment and a fitness program, in the chosen weapon (Foil, Sabre or Epee).

1. Intermediate (Equipment):

To be able to maintain and repair the personal equipment of a fencer (electrical foil and epee, page 172).

2. Intermediate (Demonstration):

- be able to demonstrate the movements of the chosen weapon.

3. Intermediate (Teaching):

- be able to conduct an individual lesson in the chosen weapon.

4. Intermediate (Fitness):

- be able to participate in and conduct a fitness program as explained in this manual.

### **SOCIO EFFECTIVE (GROUP INTERACTION)**

#### **Final Objective**

The candidate must be able to develop the necessary enthusiasm and personality for the teaching of fencing to intermediate fencers in the chosen weapon (foil, sabre or epee).

1. Intermediate (Safety):

To represent and demand respect of the safety precautions in fencing as described in the Level I Manual (pages 64-65).

## 2. Intermediate (Ethics):

To adopt a code of ethics at all times in a coaching and combat situation by:

- observation of the F.I.E. rules
- courteous attitude in the fencing salle and at tournaments
- respect for the opponent and decisions made by fencing officials.

### **Note**

The candidate must be able to convey to the student a correct understanding of the regulations as applied to his/her weapon(s). For this reason a Level 3 coach must have a good theoretical knowledge of the F.I.E. "Regulations of Competition", the ability to apply this knowledge to the combat situation and, for the foil and sabre, the ability to correctly analyze a phrase of conventional fencing. Qualification as a D-class President de Jury represents the minimum acceptable level.

## **THE INDIVIDUAL LESSON**

### **General**

The Level 1 and 2 coaching manuals have concentrated mainly on the coach conducting fencing instruction in groups. There is no doubt that most of the elementary movements in fencing can be learned in groups under one coach, the beginners working and practising with each other. This method will produce a certain level of mechanical ability and understanding, but once this level has been reached, the fencer must move on to the individual lesson to gain more advanced knowledge and ability concerning distance, timing, tactics, mobility and speed. These are the factors which will transform mechanical technique into effective combat technique.

The individual lesson is a one on one relationship between the fencing coach and the pupil. The coach passing on his/her knowledge and ability through constant repetition of movements:

- done at the correct distance
- using changes in timing
- applied under varying tactical conditions
- and so on, increasing the awareness of the fencer to the varying conditions of the bout and the different types of adversary encountered during a competition.

The influence the coach has over the fencer during the early stages of individual lessons is considerable, with the fencer acting virtually as a puppet carrying out every command given by the coach. Very gradually, the coach strives to reduce the coach dominated learning situation by encouraging the fencer to make decisions and to take initiatives. Eventually, if the coach is to be successful in his/her task, the lesson must be a fencer dominated learning situation, with the fencer and coach between them deciding upon the lesson content. Decision-making (choice reaction exercises) and increased fencer's initiatives (the fencer starting the action and creating the environmental condition for the movement to be practiced) will play a more dominant part. Instead of the coach contributing the main mental and physical components of the lesson, he/she will play a subordinate role, providing the necessary components for the fencer to complete the tasks in the lesson successfully. However, the coaching factors will still exist, and corrections, encouragement, explanations, etc., will continue, developing the fencers' awareness and potential. This process should only reach a conclusion when the coach is unable to give more. This situation can exist and it is hoped that it can be recognized by the coach that the time has come to pass the pupil on to a more skilled coach. Aging processes are the greatest problem. Pupils are eternally young whereas the coach gradually finds that he/she cannot move at the right speed or react to situations fast enough, or lacks mobility to match that of the more advanced fencer. Fortunately with age comes experience, allowing the coach to continue coaching at an advanced level long after competitive abilities have failed.

Each weapon section will contain detailed instruction on the individual lesson. It is only necessary here to explain the general format of an individual lesson.

### **Duration of an Individual Lesson**

The lesson may last for any period between 10 minutes to half an hour depending upon the type of lesson.

A 10 minute lesson may be used:

- to warm up prior to a competition
- to concentrate upon a particular movement
- to deal with a problem of timing or distance
- to give beginners a number of lessons in a limited space of time.

Individual lessons may then increase in time and difficulty, depending upon the standard and ability of the fencer, to a full lesson of half an hour. This longer lesson will usually conform to the following general format:

- general warm-up - 5 minutes,
- main part of lesson - 20 minutes,
- ease off and cool down - 5 minutes.

### **Warm Up**

The warm up part should contain:

- easy movements understood by the fencer so that no correction nor instruction is needed,
- easy stretching actions such as short lunges,
- gradually increasing ability without concentrating upon speed,
- frequent short rest periods to relax and loosen up.

### **Main Part of Lesson**

The main lesson should concentrate upon the following principles:

- particular technical or tactical faults found in combat,
- problems of distance or timing,
- footwork or mobility faults,
- actions to develop endurance under pressure.

### **Ease Off and Cool Down**

Should concentrate on:

- slow easy movements requiring more concentration than effort,
- easy footwork avoiding lunges.

### **General Lesson Principles:**

The following points should be remembered when giving an individual lesson:

- maintain correct fencing distance at all times for attacks and ripostes.
- give the proper openings for attacks and take correct parries if the attack is compound.
- when making the pupil parry, make sure that the attack or riposte is in line with the target and not aiming off in anticipation of the parry. Because the coach is usually standing up and is therefore higher than the pupil, the swordarm should be extended below the shoulder so that the pupil can meet the blade forte to foible in the parry.
- If you intend to place the pupil back to a specific en garde position with your sword, do so gently and in rhythm with the recovery. There is nothing worse than a coach who hits the blade hard every time he/she wishes a quick recovery.

- • Develop the pupil's mobility as an automatic reaction to your movements forwards and backwards. It should not be necessary to give commands after the first few lessons.
- When giving commands, make them as clear and concise as possible.
- Commands should be given before the action begins - not at the same time. Sometimes a command requires a mental analysis before initiating the action.
- Generally, the coach's movements throughout the lesson should be well formed and under control. Blade and foot actions should be unhurried and rhythmic, developing a similar response in the pupil.
- Variable signals in movements requiring choice reaction on the part of the pupil should be understood and practiced slowly at first. Once all of the conditions are clear, speed can then be applied.
- Jerky actions on the part of the coach will produce contractions or tight responses from the pupil.
- Variations of time, speed and rhythm must be a part of all lessons. Fencing at the same rhythm will develop a regular, fixed tempo in the pupils. Show them when to speed up or slow down and how to use this change of rhythm to their advantage.
- Blade movements may be made in rhythm with footwork but the two can also be disassociated. Example: compound attack with a step forward and lunge, and compound attack preceded by a step forward. In the first instance the feint is made with the step forward and the second blade movement with the lunge. In the second instance the step forward is made first whilst maintaining the en garde position, then the two blade movements are made with the lunge.
- When the pupil is attacking or riposting by prises de fer the coach's arm must be straight and point in line with the target and held firmly so that the blade can be taken.
- If the prise de fer is to finish in the high line, the coach's arm must be held low. If it finishes in the low line the arm must be held high. It is not necessary to exaggerate these high and low lines, the position of the coach's arm should be such as to allow just sufficient target to be hit.
- If the coach is concentrating upon rhythm or timing when practicing counter ripostes, it may be necessary to remain at riposting distance. However, 1st counter ripostes should begin at correct fencing distance and the fencer lunges on the initial attack. 2nd counter riposte should start when the coach steps in on the attack. Application of this correct distance is essential when developing competitive counter ripostes.

Counter offensive actions, particularly the remise and reprise, are usually developed as premeditated actions. It is therefore unrealistic to include these actions together with others in choice reaction exercises. To do so would create confusion and frustration in the pupil. For instance, to put together a remise and a counter riposte as a choice reaction exercise is an impossible task.

- Great judgement of distance is required by the coach when dealing with attacks or ripostes en fleche. The coach should move away precisely at the same time as the pupil, allowing only a hit with the full extension of the fleche. If the coach moves too slowly or too late, the distance will shorten rapidly resulting in a possible broken blade. If the coach moves away too soon or early, the pupil is left hanging in mid-air with a movement well short of the target.

## **THE INDIVIDUAL LESSON**

The following is a summary of the movements which could be used in a general individual lesson. These are group headings, some have three or four different movements under each heading. Some apply to sabre only. They are listed in order of progression and alternate between offensive and defensive actions.

Simple Attacks

Parries and Ripostes

Compound Attacks

Counter Ripostes

Attacks preceded by Preparations

Successive Parries and Riposte

Attacks on the Blade

Counter Attacks

Counter Time

Prises de Fer

Ceding and Opposition Parries and Ripostes

Stop Cuts, Parries and Ripostes

Renewed Attacks

Derobement

### **General Notes**

- Do give frequent periods of rest
- do alternate between attacks and ripostes to ease work on legs
- do give commands before openings - not at the same time
- all commands must be clear and concise
- it is not necessary to give commands for stepping forward and backward
- do give openings with ease and control
- do start and finish the lesson with a salute.

## **NEED TO KNOW**

The following sections, Parts II, III and IV, covers the technical syllabus for Foil, Sabre and Epee and are considered `need to know' information for the successful completion of the Level III course, written paper and practical examination.

Each part fully covers the technical syllabus, gives information upon the individual lesson and has its own evaluation (pink sheets).

This evaluation forms the pre-course study for the student and must be completed and handed in to the course conductor on the first day of the course.