



# CLASSICAL ACADEMY OF ARMS PRACTICAL EXAMINATION FOR PROFESSIONAL RANKS METRICS FOR EVALUATION OF CANDIDATE PERFORMANCE

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## INTRODUCTION

In conducting practical examinations for the ranks of Classical Fencing Demonstrator, Classical Fencing Instructor, Classical Fencing Provost, and Classical Fencing Master, it is important that standards of performance be understood by both candidates and examiners. It is equally important that examiners apply these standards uniformly to all candidates without prejudice or favor. The examination is not a right of passage. It is an evaluation of the candidate's knowledge, skills, and abilities as a trainer and his or her suitability to professionally represent the Academy in accordance with its standards.

We believe that the ranks that we credential should require a diligent effort to achieve, but that they represent a normal professional progression that can be completed by most candidates willing to expend the effort. We ask that, at each level, candidates achieve standards which include demonstration of the knowledge, skills, and abilities required of classical fencing trainers, as well as awareness of the scope and context of their practice as trainers.

We believe that the portfolio and examinations required should be a learning process for the candidate that results in a better understanding of his or her strengths and weaknesses as the basis for continual development as a professional. The entry ranks of Classical Fencing Demonstrator and Classical Fencing Instructor provide the basis for fundamental skill development as a trainer. The higher ranks of Classical Fencing Provost and Classical Fencing Master give the

candidate the tools to continue to learn and develop throughout a career as a highly skilled fencing trainer.

The content of the Academy's training and credentialing process is evidence based, and focuses on the fencing techniques and methods of training employed in the period 1880-1939. During this period the full range of practical blade actions and most of the modern footwork actions were developed. All of the lesson models currently used in modern fencing have their origin in the classical period. Although the Classical Academy of Arms credentials classical fencing practitioners, we believe that an understanding of classical fencing and teaching classical fencing is of value to modern coaches.

## GENERAL ASSESSMENT

The examination form provides the following general guidance for evaluators in scoring candidate performance:

5 – Superior performance for this level. Candidate’s performance is smooth and virtually error free. Techniques taught are developed progressively and have a logical tactical relationship. Candidate controls the lesson, projects an image of competence, and uses techniques to fully engage the student in the lesson. Any errors in delivery are self-identified and corrected by the candidate without student questioning or examiner prompting. Candidate’s presentation leads to student learning and proficiency above that expected. Student clearly finds the lesson valuable.

4 – Solid, workmanlike presentation of the lesson that results in student learning the material to the expected standard. Minor errors may be present, but do not impact overall quality. Candidate controls the lesson and projects an image of competence and concern for student success.

3 – Minimum acceptable performance for this level. Candidate teaches a lesson that is structured and that results in student learning. However, noticeable errors are present in the presentation that are only corrected by intervention by the examiners.

2 – Substandard performance for this level. Candidate is unable to effectively structure the lesson and teach the student absent intervention by the examiners. Significant technical errors are present in how the candidate teaches the techniques of the lesson. Student learning is ineffective in improving performance.

1 – Attempts, but is unable to perform the skill to a standard that results in student learning, even with intervention by the examiners.

0 – Not attempted or absent from the candidate’s performance.

Values assigned will be based on the expected level of performance of a typical holder of the rank for which the candidate is testing. Lesson elements with a 10 printed in the scoring block are assessed on a scale of 0 to 10 with the above criteria as a guide. In blocks where multiple criteria apply to the element being evaluated, each criteria should be evaluated based on its contribution to the success of the candidate in performing the element.

This same scale will apply to planning, introductory, documentation, and discussion sections with appropriate modification as follows:

5 – Superior performance for this level. Lesson plan is clear, provides a logical progression of actions, contains all necessary actions, and is neatly prepared and legible. Candidate readily adapts to change the lesson to meet student needs. Introduction covers the lesson topic, identifies its importance, links it to the previous lessons in a clear and tactically or technically correct way, and is concise and quick. Appropriately handles any questions about the introduction. Documentation is completed quickly with the student completely identified should it be necessary to contact him or her, and with notes on student performance. Lesson plan modifications are correct, make sense, clearly improve the lesson, and demonstrate vision. Discussion shows a logical thought process in building the lesson, a clear understanding of the logical prerequisite and following lessons, and ways in which the lesson can be used as a basis for follow-on lessons. Notes are thorough and include additional work the student should do on their own.

4 - Solid, workmanlike performance. Lesson plan is essentially complete and well structured, and the candidate follows it. Candidate is able to deviate from the plan if necessary, but doing so may cause some disruption in the flow of instruction. The introduction covers the topic appropriately in a concise manner. Documentation includes notes on student performance for follow-up focused on the lesson topic. Proposed revisions to the lesson plan are logical and will improve it.

3 - Minimum acceptable performance for this level. Lesson plan is adequate and is generally followed by the candidate. However, if deviation is necessary, the candidate has difficulty adapting to new requirements. The introduction covers all essential elements but may lack some context, originality, and/or enthusiasm, and may be too long. Lesson plan revisions are made but do not materially improve the lesson. Documentation is adequate listing all students, but performance comments are missing or not focused on improvement on the lesson topic. Discussion reveals a good understanding of the lesson, but may lack vision

2 - Substandard performance for this level. Candidate performs the task in a structured way that results in meeting the requirement. Noticeable errors are present in all tasks that are only corrected by intervention by the examiners. Discussion reveals that the candidate knows what he or she taught but does not understand the progression of the lesson, or the lesson in the context of training a

fencer. Attempts to revise the lesson plan, but in doing so does not actually improve it. Attendance data is partial.

1 – Attempts, but is unable to perform the specific task to an acceptable level. Lesson plan is vague and is not followed by the candidate. Introductions and discussion are unfocused. Introduction includes errors that the candidate is unable to correct when prompted. Discussion does not convey an understanding of the lesson the candidate taught. Attempts to revise lesson plans are superficial and only done because the examiners ask for them. Lesson attendance data does not clearly identify the students.

0 – Not attempted or absent from the candidate's performance.

## PART 1 – REQUIRED ITEMS

The standard of performance for these three items is as described in detail in the form. These are “yes” or “no” items. Any “No” recorded on the form is an immediate failure of the examination at the time that the “no” is assessed.

### SAFETY STANDARDS:

Are all appropriate safety standards observed? Including as appropriate:

- (1) student in appropriate, clean, and complete fencing uniform.
- (2) candidate in appropriate, clean, and complete teaching uniform (including as appropriate for the lesson sleeve, leg, and foot).
- (3) masks are worn during all instruction with the potential for a touch.
- (4) all actions are controlled and executed without excessive force (if a student is using excessive force or is making uncontrolled movements, the candidate takes immediate and appropriate steps to correct the performance).
- (5) any safety hazards are recognized and controlled.

Notes: Student uniforms may be either all white or white jacket with black pants or knickers with black stockings. Candidates are expected to be in either all white with an appropriate teaching plastron or in all black. Clean includes the mask bib, glove, and fencing shoes. Wear of a short sleeve teaching jacket is appropriate in foil; in epee or sabre the short sleeve jacket may be worn with a sleeve on the weapon arm – there should be no exposed flesh. Safety hazards include hazards posed by the facility. If, as an example, the floor is slick, student performance of footwork should be controlled to ensure the student does slip and fall or move in an uncontrolled manner. If glare from sunlight is present, the candidate should position the lesson out of the glare.

### FORMALITY:

Is appropriate formality maintained? Including as appropriate:

- (1) salutes to the examiners and between candidate and student at the start and end of the lesson, with handshakes at the end of the lesson.
- (2) candidate introduces himself/herself and the student.
- (3) candidate’s conversation is moderate and shows appropriate respect for the student.
- (4) candidate maintains self-control throughout the examination.

Notes: The relationship between trainer and student depends on a good understanding of each other built over an extended number of lessons. In many cases this becomes a relationship of friendship and informality. However, it is expected in the examination lesson that the lesson will be delivered in a formal way with appropriate use of forms of address (no first names, use of Mister, Miss, Missus, etc. and the candidates current rank) and language that avoids undue familiarity. Both the candidate and the student should salute the examiners. The candidate should not insult or belittle the student or laugh at the student's efforts.

#### PHYSICAL CORRECTION:

Does the candidate avoid any use of physical punishment as a means of correcting student performance?

Notes: It is perfectly correct for the candidate to hit the student in the same manner an opponent would if the student fails to perform a technique, creating an opportunity that an opponent would take. However, deliberately hitting the student hard or using the blade to whip the student are absolutely inappropriate.

## PART II – THE LESSON

### GENERAL REQUIREMENTS

Specific lessons required at each rank may all be taught in one examination session, or may be taught in separate examination sessions, especially if one required lesson is missed because of facility availability, candidate or student illness, or insufficient performance on that particular lesson.

When multiple lessons are taught in one examination session, only one warm-up at the first lesson and one cool down at the last lesson are required. Each lesson should be planned and have an introduction, but only one of each will be graded, with the selection at random by the examiners.

When a single lesson is taught, the complete process of planning, introduction, warmup, lesson body, and cooldown should be completed, but only the lesson body will be graded.

### LESSON PLANNING

All lessons should be planned. Although it is possible to mentally plan a lesson, the written plan provides documentation of the lesson and encourages a logical progression. Candidates are permitted to refer to their plan during the lesson to ensure that they are meeting their lesson objectives, and doing so is not to be construed as a weakness unless it is obvious by frequent references that the student cannot remember what he or she proposes to teach.

1.1. Techniques to be taught are appropriate for the level of the candidate and the student or students as consistent with the school and weapon being taught.

- Classical Fencing Demonstrator: (a) simple footwork (advance, retreat, lunge), (b) simple attacks, (c) simple defense with direct riposte
- Classical Fencing Instructor: (a) advance, retreat, lunge, appels, appel lunge, balestra lunge, backward jump, (b) compound attacks of two tempos, attacks on the blade, takings of the blade, (c) compound parries with direct and indirect ripostes, (d) direct stop hits and time hits, and points in line.



- Classical Fencing Provost: (a) advance, retreat, lunge, appels, appel lunge, balestra lunge, backward jump, backward lunge, forwards and backwards passes, patinando, raddipopio, (b) prepared attacks with three tempos, (c) compound and ceding parries with one and two tempo ripostes (d) indirect stop and time hits, derobement by points in line (e) second intention and countertime actions.
- Classical Fencing Master: (a) advance, retreat, lunge, appels, appel lunge, balestra lunge, backward jump, backward lunge, forwards and backwards passes, patinando, raddipopio, classical fleche (b) prepared attacks in four tempos (c) composed parries in all lines, flying parries (d) third intention and feint in tempo and counterattack in tempo.

1.2. Method of teaching selected is appropriate for the material, the students, and the requirements for the examination.

- Classical Fencing Demonstrator: the candidate will teach from a standard lesson plan provided from a selection prepared by the Academy. This item is not graded.
- Classical Fencing Instructor: (a) the plan for the individual technical lesson will build from known techniques to learn a new and related technique (b) the plan for the group lesson will build from the student's knowledge to learn a new and related technique.
- Classical Fencing Provost: (a) the candidate will plan to teach a specified technique and the counter to that technique, progressing from teaching each technique to the interactions between those techniques (b) the candidate will plan to teach a single skill in a technical lesson and then to teach the logical range of reactions to the candidate's attempts to defeat the technique.
- Classical Fencing Master: (a) silent lesson is planned to build from simple to advanced techniques in a coherent progression as a choice-reaction lesson (b) blind lesson is planned to teach one, two, and three part exchanges from engagement with a progression from one action to three and an emphasis on the use of sentiment de fer (c) tactical lesson is planned to employ a maximum of three techniques in a combat situation, with answers to the selected technique and release of control to the student.

1.3. Candidate has clear, measurable objectives for the lesson which identify the learning outcomes.

- Classical Fencing Demonstrator: the candidate will use the objectives of the standard lesson plan. This item is not graded.
- Classical Fencing Instructor: Objective or objectives are concise statements that define specific performance by the student that is observable and measurable, that can be achieved in the time allotted for the lesson with the instructional method selected, and that is relevant to classical fencing and the school being taught.
- Classical Fencing Provost: Objective or objectives are concise statements that define specific performance by the student that is observable and measurable, that can be achieved in the time allotted for the lesson with the instructional method selected, and that is relevant to classical fencing and the school being taught.
- Classical Fencing Master: Objective or objectives are concise statements that define specific performance by the student that is observable and measurable, that can be achieved in the time allotted for the lesson with the instructional method selected, and that are relevant to classical fencing and the school being taught.

1.4. Candidate has a metric to identify when the lesson objectives are met.

- Classical Fencing Demonstrator: the candidate will use the metrics of the standard lesson plan.
- Classical Fencing Instructor: Metrics should identify criteria by which lesson success can be observed and measured, possibly including number of correct repetitions, accuracy of performance, smoothness of execution, correct choice of distance, adherence to established form of the school, speed of execution, ability to hit or prevent a hit, etc.
- Classical Fencing Provost: Metrics should identify criteria by which lesson success can be observed and measured, possibly including number of correct repetitions, accuracy of performance, smoothness of execution, correct

choice of distance, adherence to established form of the school, speed of execution, ability to hit or prevent a hit, correct choice of technique, etc,

- Classical Fencing Master: Metrics should identify criteria by which lesson success can be observed and measured, possibly including number of correct repetitions, accuracy of performance, smoothness of execution, correct choice of distance, adherence to established form of the school, speed of execution, ability to hit or prevent a hit, correct choice of technique, correct tactical application, etc,

1.5. Given a period of time the candidate prepares a lesson plan for the lesson. The lesson plan should identify the lesson introduction, warm-up activity, body of the lesson, and cool down; clearly state the objective; and identify how the candidate will measure lesson success. Note that examiners should make no marks on the lesson plan selected for grading for Classical Fencing Instructors and higher ranks, as the candidate will be expected to suggest revisions to this lesson plan in the Documentation section of the examination.

- Classical Fencing Demonstrator: using the standard lesson plan and the evaluator's assignment of sections of the lesson to teach, the student will prepare a short file card plan for the sections he or she will be expected to teach.
- Classical Fencing Instructor: (a) given an assigned action, or approval by the examiners of a proposed action, the candidate prepares a simple lesson plan for a group lesson on one technique, (b) given an assigned action, or approval by the examiners of a proposed action, the candidate prepares a simple lesson plan for an individual technical lesson on one attack and the counter to that attack. Examiners will grade one of the two lesson plans.
- Classical Fencing Provost: (a) given an assigned action, or approval by the examiners of a proposed action, the candidate prepares a file card lesson plan for an individual technical lesson on one attack or counterattack and the counter to that action (b) given an assigned action, or approval by the examiners of a proposed action, the candidate prepares a simple lesson plan for an individual technical lesson for an action and options from that action. Examiners will grade one of the two lesson plans.

- Classical Fencing Master: (a) given assigned actions, or approval by the examiners of a proposed action, the candidate prepares a file card lesson plan for a silent lesson (b) given assigned actions, or approval by the examiners of a proposed action, the candidate prepares a simple lesson plan for a blind lesson (c) given assigned actions, or approval by the examiners of a proposed action, the candidate prepares a full lesson plan for a tactical lesson. If preapproved by the examiners the full lesson plan may be prepared in advance. Examiners will grade one of the three lesson plans.

## INTRODUCTION:

The Introduction to the lesson is delivered verbally, possibly enhanced with quick demonstration at the Classical Fencing Provost or Classical Fencing Master ranks, to provide the context for the lesson. It is based upon and conforms to the lesson plan. Length 1-2 minutes.

2.1 Candidate clearly identifies the topic of the lesson and provides a quick overview of how the lesson will progress.

- Classical Fencing Demonstrator: The candidate states the name of the technique or techniques to be taught, their relationship to each other, and the general order in which they will be presented.
- Classical Fencing Instructor: The candidate states the name of the technique or techniques to be taught, their relationship to each other, and the general order in which they will be presented.
- Classical Fencing Provost: The candidate states the name of the technique or techniques to be taught, their relationship to each other, and the general order in which they will be presented.
- Classical Fencing Master: The candidate states the name of the technique or techniques to be taught, their relationship to each other, and the general order in which they will be presented.

## 2.2. Candidate links lesson to previous lessons.

- Classical Fencing Demonstrator: The candidate briefly explains how this lesson builds on skills already taught, teaches different applications, or introduces a new skill to expand the student's range of tactical choices.
- Classical Fencing Instructor: The candidate briefly explains how this lesson builds on skills already taught, teaches different applications, or introduces a new skill to expand the student's range of tactical choices.
- Classical Fencing Provost: The candidate briefly explains how this lesson builds on skills already taught, teaches different applications, or introduces a new skill to expand the student's range of tactical choices.
- Classical Fencing Master: The candidate briefly explains how this lesson builds on skills already taught, teaches different applications, or introduces a new skill to expand the student's range of tactical choices.

## 2.3. Candidate identifies the lesson objectives

- Classical Fencing Demonstrator: The candidate correctly and clearly states the lesson objectives as provided in the standard lesson plan.
- Classical Fencing Instructor: The candidate correctly and clearly states the lesson objectives as developed in his or her lesson plan. Objectives should focus on the lesson topic, be observable and measurable, and be achievable within the time allotted for the lesson.
- Classical Fencing Provost: The candidate correctly and clearly states the lesson objectives as developed in his or her lesson plan. Objectives should focus on the lesson topic, be observable and measurable, and be achievable within the time allotted for the lesson.
- Classical Fencing Master: The candidate correctly and clearly states the lesson objectives as developed in his or her lesson plan. Objectives should focus on the lesson topic, be observable and measurable, and be achievable within the time allotted for the lesson.

## WARM-UP

3.1. Candidate uses appropriate known skill drills to bring the students to readiness. Calisthenics, functional exercises, and games are not appropriate to the period, and stretching has no demonstrated value as a warm-up.

- Classical Fencing Demonstrator: Warm-ups should consist of directly fencing related actions, and either review actions known to the student that serve as a foundation for the lesson or be a standard set of actions used for warm-up and familiar to the student.
- Classical Fencing Instructor: Warm-ups should consist of directly fencing related actions, and either review actions known to the student that serve as a foundation for the lesson or be a standard set of actions used for warm-up and familiar to the student.
- Classical Fencing Provost: Warm-ups should consist of directly fencing related actions, and either review actions known to the student that serve as a foundation for the lesson or be a standard set of actions used for warm-up and familiar to the student.
- Classical Fencing Master: Warm-ups should consist of directly fencing related actions, and either review actions known to the student that serve as a foundation for the lesson or be a standard set of actions used for warm-up and familiar to the student.

3.2. Warm-up progresses to a speed and intensity appropriate for the lesson.

- Classical Fencing Demonstrator: Warm-up starts with low speed and low intensity actions and gradually progresses to higher speed and higher difficulty actions. The warm-up should end with the student performing actions at a speed and with a focus appropriate for the instructional body of the lesson.
- Classical Fencing Instructor: Warm-up starts with low speed and low intensity actions and gradually progresses to higher speed and higher difficulty actions. The warm-up should end with the student performing actions at a speed and with a focus appropriate for the instructional body of the lesson.

- Classical Fencing Provost: Warm-up starts with low speed and low intensity actions and gradually progresses to higher speed and higher difficulty actions. The warm-up should end with the student performing actions at a speed and with a focus appropriate for the instructional body of the lesson.
- Classical Fencing Master: Warm-up starts with low speed and low intensity actions and gradually progresses to higher speed and higher difficulty actions. The warm-up should end with the student performing actions at a speed and with a focus appropriate for the instructional body of the lesson.

3.3. Warm-up is limited to a length appropriate for the activity.

- Classical Fencing Demonstrator: Warm-up should be less than 5 minutes in duration.
- Classical Fencing Instructor: Warm-up should be less than 5 minutes in duration.
- Classical Fencing Provost: Warm-up should be less than 5 minutes in duration.
- Classical Fencing Master: Warm-up should be less than 5 minutes in duration.

## LESSON

4.1. Candidate teaches a single skill, command based individual technical lesson in the correct format.

- Classical Fencing Demonstrator: Lesson is conducted to teach a single technique and is taught by commands, which should be progressively combined or chunked to build from step by step to single command execution. Techniques are selected from the following: simple footwork (advance, retreat, lunge), (b) simple attacks, (c) simple defense with direct riposte. At the start each command should represent a single element of the technique, and combinations of elements should be logical from a technical perspective. Commands should be clear, distinctive, and simple to understand. Where both foot and blade action is involved commands should

be properly synchronized. Blade action commands should be accompanied by clear blade cues where appropriate. The lesson should be completed in 10 or fewer minutes. Once the student clearly can execute a part of the lesson correctly, prolonged repetitions are not required.

4.2. Candidate teaches a group lesson for 2 or more students in correct format.

- Classical Fencing Demonstrator: Lesson is conducted to teach a single technique selected from the following: simple footwork (advance, retreat, lunge), (b) simple attacks, (c) simple defense with direct riposte. The lesson is taught by commands, which should be progressively combined or chunked to build from step by step to single command execution. At the start each command should represent a single element of the technique, and combinations of elements should be logical from a technical perspective. Commands should be clear, distinctive, and simple to understand. Where both foot and blade action is involved commands should be properly synchronized. Footwork may be a lunge, advance, or retreat as appropriate. Candidate should effectively manage the actions of the attacker and defender so that there is a smooth flow of action. Cues should be taught to and executed by the students as invitations. The lesson should be completed in 10 or fewer minutes. Once the students clearly can execute a part of the lesson correctly, prolonged repetitions are not required.
- Classical Fencing Instructor: Lesson is conducted to teach a single technique selected from the following: (a) advance, retreat, lunge, appels, appel lunge, balestra lunge, backward jump, (b) compound attacks of two tempos, attacks on the blade, takings of the blade, (c) compound parries with direct and indirect ripostes, (d) direct stop hits and time hits, and points in line. The lesson may be taught by a progression from commands to either blocked or exchange drill execution by the students on their own initiation. Footwork should be limited to two tempos. Candidate should effectively manage the actions of the attacker and defender so that there is a smooth flow of action. Cues should be taught to and executed by the students as invitations. Students should be taught how to recognize the action when executed by an opponent. The lesson should be completed in 10 or fewer minutes. Once the students clearly can execute a part of the lesson correctly, prolonged repetitions are not required.



4.3. Candidate teaches an individual technical lesson with an action and its counter in correct format.

- Classical Fencing Instructor: The lesson presents a specific technique in a single line initially as a blocked drill and then with movement. The technique should be selected from the following: (a) compound attacks of two tempos, attacks on the blade, takings of the blade, (b) compound parries with direct and indirect ripostes, (c) direct stop hits and time hits, and points in line. Cues should be clear and represent movements of blade or foot that would be found in an actual bout. The student should be taught how to recognize the action when executed by an opponent and react to it. When the student has demonstrated acceptable technique, the candidate will progress to teach the counter to that technique.
- Classical Fencing Provost: The lesson presents a specific technique in a single line initially as a blocked drill and then with movement. The technique should be selected from the following: (a) compound attacks of two tempos, attacks on the blade, takings of the blade, (b) compound parries with direct and indirect ripostes, (c) direct stop hits and time hits, and points in line. Cues should be clear, smaller than those of the Instructor lesson, and represent movements of blade or foot that would be found in an actual bout. The student should be taught how to recognize the action when executed by an opponent and react to it. When the student has demonstrated acceptable technique, the candidate will progress to teach the counter to that technique, and then drill the student in application of the two.

4.4. Candidate teaches an individual technical lesson for an action and choice-reaction options from that action in correct format.

- Classical Fencing Provost: The lesson is conducted as a choice-reaction lesson in at least two lines with the candidate teaching a technique and expanding the technique with at least two logical responses of an opponent and the appropriate options for the student to deal with those responses. Cues should be clear, smaller than those of the Instructor lesson, and represent movements of blade or foot that would be found in an actual bout. When the student has demonstrated reasonable performance of the technique, and each choice-reaction response, the lesson should continue to random performance of each technique.

4.5. Candidate teaches an individual silent lesson in the correct format.

- Classical Fencing Master: The lesson is conducted as a choice-reaction lesson with the candidate teaching a technique and expanding the technique with at least two logical responses of an opponent and the appropriate options for the student to deal with those responses. No oral instructions are given beyond the name of the technique and those required to demonstrate it. Cues should be small and brief, or presented as deliberate invitations. Corrections are given with the blade. The technique to be taught and the choices explored may be compound or prepared attacks or ripostes, compound counterattacks, and second intention actions. The lesson should be completed in 10 or fewer minutes. Once the student clearly can execute a part of the lesson correctly, prolonged repetitions are not required.

4.6. Candidate teaches an individual tactical lesson in the correct format.

- Classical Fencing Master: The tactical lesson employs a maximum of three techniques (and as appropriate their answers) in a combat situation, with the candidate and student maneuvering on the piste, attacking, defending, and/or counterattacking. Control is released to the student, and the student initiates at his or her discretion or reacts to the cues of blade action and movement actions of the candidate. Candidate's actions are realistic for the school and period. The core techniques of the lesson should be restricted to no more than 3, and should be logically related to either build a progression of actions or to create a balanced capability for any combination of offense, defense, and counteroffense. Cues should be small and brief, or presented as deliberate invitations. The student should be taught how to recognize the action when executed by an opponent. Candidate should enforce the restriction to the chosen techniques, and not allow the lesson to decay into a bout. The lesson should be completed in 10 or fewer minutes.

4.7. Candidate teaches an individual eyes-closed lesson in the correct format.

- Classical Fencing Master: The lesson teaches one, two, and three part exchanges from engagement with a progression from one action to three. Examples include attack-riposte-counterriposte, second intention, composed parries, defensive countertime, etc. The lesson emphasizes the use of sentiment de fer to detect the candidate's blade movement, cues of detachment from engagement, or pressure, and the relative position of the blades. The lesson may be delivered with the student's vision obscured for

the entire lesson, or with an initial sighted demonstration of the technique followed by eyes closed performance. The lesson should be completed in 10 or fewer minutes. Once the student clearly can execute a part of the lesson correctly, prolonged repetitions are not required.

4.8. Candidate teaches an individual corrective lesson in the correct format.

- Classical Fencing Demonstrator: The candidate identifies a student in a group lesson who is not correctly executing a skill. The candidate may keep the student in the drill line, or step away from the drill as appropriate. The candidate demonstrates correct performance of the skill as a quick demonstration, by moving the student's body appropriately, or by modelling correct execution. The candidate then has the student perform the skill with the candidates as opponent 3 times, making interventions as necessary to lead to a final execution that is correct within general parameters. The student is then returned to the drill. The focus of the lesson must be and remain on the core problem that limits the student's performance of the skill being taught. The lesson should not extend beyond 2 minutes in length.
- Classical Fencing Instructor: The candidate identifies a student in a group lesson who is not correctly executing a skill. The candidate may keep the student in the drill line, or step away from the drill as appropriate. The candidate demonstrates correct performance of the skill as a quick demonstration, by moving the student's body appropriately, or by modelling correct execution. The candidate then has the student perform the skill with the candidates as opponent 3 times, making interventions as necessary to lead to a final execution that is correct within general parameters. The student is then returned to the drill. The focus of the lesson must be and remain on the core problem that limits the student's performance of the skill being taught. The lesson should not extend beyond 2 minutes in length.

4.9. Candidate teaches an individual lesson of his or her choice with non-dominant hand (may be one of the required lessons or an added lesson).

- Classical Fencing Provost: The candidate teaches an individual technical lesson with the non-dominant hand in the format of either an action and its counter (item 4.3.) or an action and choice reaction options from that action (item 4.4.). The lesson should be designed to highlight at least one difference in fencing an opponent with a different hand. The lesson may

start with the candidate's dominant hand and then transition to the non-dominant hand.

- Classical Fencing Master: The candidate teaches an individual technical lesson with the non-dominant hand in the format of either an action and choice reaction from that action (item 4.4) or a silent lesson (item 4.5.). The lesson should be designed to highlight at least one difference in fencing an opponent with a different hand. The lesson may start with the candidate's dominant hand and then transition to the non-dominant hand.

4.10. Oral communication with student is at an appropriate level.

- Classical Fencing Demonstrator: Communication by the candidate is professional, is appropriate, and does not belittle the student. The candidate maintains a professional attitude toward the student, even if the student has difficulty understanding even simple concepts. The emphasis is on minimizing conversation and maximizing performance time.
- Classical Fencing Instructor: Communication by the candidate is professional, is appropriate, and does not belittle the student. The candidate maintains a professional attitude toward the student, even if the student has difficulty understanding even simple concepts. The emphasis is on minimizing conversation and maximizing performance time.
- Classical Fencing Provost: Communication by the candidate is professional, is appropriate, and does not belittle the student. The candidate maintains a professional attitude toward the student, even if the student has difficulty understanding even simple concepts. The emphasis is on minimizing conversation and maximizing performance time.
- Classical Fencing Master: Communication by the candidate is professional, is appropriate, and does not belittle the student. The candidate maintains a professional attitude toward the student, even if the student has difficulty understanding even simple concepts. The emphasis is on minimizing conversation and maximizing performance time.

#### 4.11. Lessons move from known to unknown in technique

- Classical Fencing Demonstrator: Lessons move from known material and technique (even if this is only conveyed in warm-up or introduction) to the previously unknown material of the lesson.
- Classical Fencing Instructor: Lessons move from known material and technique (even if this is only conveyed in warm-up or introduction) to the previously unknown material of the lesson.
- Classical Fencing Provost: Lessons move from known material and technique (even if this is only conveyed in warm-up or introduction) to the previously unknown material of the lesson.
- Classical Fencing Master: Lessons move from known material and technique (even if this is only conveyed in warm-up or introduction) to the previously unknown material of the lesson.

#### 4.12. Lessons move from simple to complex in technique

- Classical Fencing Demonstrator: Lessons move from simple material and technique, such as focused execution of footwork or blade work, to more complex technique integrating offense and defense or footwork and blade action in the lesson.
- Classical Fencing Instructor: Lessons move from simple material and technique to more complex compound attacks of two tempos, attacks on the blade, takings of the blade, compound parries with direct and indirect ripostes, direct stop hits and time hits, and points in line in the lesson.
- Classical Fencing Provost: Lessons move from simple and two tempo actions to prepared attacks with three tempos, compound and ceding parries with one and two tempo ripostes, indirect stop and time hits, derobement by points in line, second intention, and countertime actions.
- Classical Fencing Master: Lessons move from prepared actions to prepared attacks in four tempos, composed parries in all lines, flying parries, third intention, feint in tempo, and counterattack in tempo.

#### 4.13. Lessons progress from slow to fast in execution as appropriate

- Classical Fencing Demonstrator: Warm-ups should start with slow execution and gradually increase in speed to lesson speed. Lessons should start with slow execution during the multiple command portion and gradually increase to medium speed as elements of techniques are chunked.
- Classical Fencing Instructor: Warm-ups should start with slow execution and gradually increase in speed to lesson speed. Lessons should start with slow execution during initial technique acquisition and gradually increase to medium speed as performance improves.
- Classical Fencing Provost: The speed and acceleration of technique in the lesson should vary from slow to fast depending upon the technique being taught, the application being taught, the skill level of the student, and the readiness or fatigue of the student. In general warm-up, initial executions of new material, and corrections should be slow to medium, and training in execution of understood material from medium to fast.
- Classical Fencing Master: The speed and acceleration of technique in the lesson should vary from slow to fast depending upon the technique being taught, the application being taught, the skill level of the student, and the readiness or fatigue of the student. In general warm-up and initial executions of new material, and corrections should be slow to medium, and training in execution of understood material from medium to fast.

#### 4.14. Lesson is adjusted to ability of student

- Classical Fencing Demonstrator: The candidate adjusts explanations, instructions, and corrections to student language skills, physical skills, intellectual capacity, motivation, and experience and training as required.
- Classical Fencing Instructor: The candidate adjusts explanations, instructions, and corrections to student language skills, physical skills, intellectual capacity, motivation, and experience and training as required.
- Classical Fencing Provost: The candidate adjusts technical and tactical training to the physical capability, energy and fatigue level, set of already known technical and tactical skills, and training schedule of the student.

- Classical Fencing Master: The candidate adjusts technical and tactical training to the physical capability, energy and fatigue level, set of already known technical and tactical skills, and training schedule of the student.

4.15. Control is released to the student as appropriate.

- Classical Fencing Provost: The candidate selectively releases control of one or more parts of the student's performance in decisions as to whether to attack, whether to initiate movement, and technical/tactical decisions of how to attack, defend, riposte, or counterattack when presented with alternatives.
- Classical Fencing Master: For the silent lesson, the candidate selectively releases control of one or more parts of the student's performance in decisions as to whether to attack, whether to initiate movement, and technical/tactical decisions of how to attack, defend, riposte, or counterattack when presented with alternatives. In the tactical lesson, the candidate allows the student full freedom to attack, defend, or counterattack within the set of the techniques to be used in the lesson

4.16. Skills to be performed are properly demonstrated.

- Classical Fencing Demonstrator: Demonstrations will include a 1 to 2 sentence explanation of the technique and its application, demonstration of the whole technique, demonstration of the parts of the technique in an appropriate sequence, and the technique once again demonstrated as a whole, followed by opportunity for questions. Candidate must control the demonstration and ensure that the demonstration partner understands his or her role, and how to play that role. Candidate must adjust the speed of the demonstration and his or her position so that students can see the skill and be able to understand it. When demonstrating a technique to a single student, the candidate must be able to lead the student through the technique and adopt teaching approaches to increase understanding.
- Classical Fencing Instructor: Demonstrations will include a 1 to 2 sentence explanation of the technique and its application, demonstration of the whole technique, demonstration of the parts of the technique in an appropriate sequence, and the technique once again demonstrated as a whole, followed by opportunity for questions. Candidate must control the demonstration and



ensure that the demonstration partner understands his or her role, and how to play that role. Candidate must adjust the speed of the demonstration and his or her position so that students can see the skill and be able to understand it. When demonstrating a technique to a single student, the candidate must be able to lead the student through the technique and adopt teaching approaches to increase understanding.

- Classical Fencing Provost: Demonstrations will include a 1 to 2 sentence explanation of the technique and its application, demonstration of the whole technique, demonstration of the parts of the technique in an appropriate sequence, and the technique once again demonstrated as a whole, followed by opportunity for questions. Candidate must control the demonstration and ensure that the demonstration partner understands his or her role, and how to play that role. Candidate must adjust the speed of the demonstration and his or her position so that students can see the skill and be able to understand it. When demonstrating a technique to a single student, the candidate must be able to lead the student through the technique and adopt teaching approaches to increase understanding.
- Classical Fencing Master: Demonstrations will include a 1 to 2 sentence explanation of the technique and its application, demonstration of the whole technique, demonstration of the parts of the technique in an appropriate sequence, and the technique once again demonstrated as a whole, followed by opportunity for questions. Candidate must control the demonstration and ensure that the demonstration partner understands his or her role, and how to play that role. Candidate must adjust the speed of the demonstration and his or her position so that students can see the skill and be able to understand it. When demonstrating a technique to a single student, the candidate must be able to lead the student through the technique and adopt teaching approaches to increase understanding.

#### 4.17. Candidate selects appropriate drills for the activity

- Classical Fencing Demonstrator: Normally the candidate will be assigned a drill from a provided lesson plan. If, however, this does not occur, the candidate will select a drill that can be performed safely in the available space, is appropriate for the number of fencers, allows the candidate to effectively manage the drill, is relevant to the technique being taught, is in keeping with the school and period, and result in student learning.



- Classical Fencing Instructor: The candidate will select a drill that can be performed safely in the available space, is appropriate for the number of fencers, allows the candidate to effectively manage the drill, is relevant to the technique being taught, is in keeping with the school and period, and result in student learning.

#### 4.18. Drills to be performed are properly demonstrated

- Classical Fencing Demonstrator: Candidate explains the drill, demonstrates the complete drill (one repetition if the drill will be performed in a set number for one fencer followed by a set number for the other in a pair, one repetition for both fencers if it will be performed as an exchange drill), demonstrates each fencer's role in the drill, and then demonstrates the complete drill again. If there is any doubt or question the candidate repeats the process.
- Classical Fencing Instructor: Candidate explains the drill, demonstrates the complete drill (one repetition if the drill will be performed in a set number for one fencer followed by a set number for the other in a pair, one repetition for both fencers if it will be performed as an exchange drill), demonstrates each fencer's role in the drill, and then demonstrates the complete drill again. If there is any doubt or question the candidate repeats the process.

#### 4.19. Candidate uses correct teaching position and blade presentation

- Classical Fencing Demonstrator: Candidate properly positions himself or herself to be visible to students and circulates through the drill formation. When demonstrating or giving individual instruction the candidate stands relaxed with chest exposed to allow the student to arrest with the hit. The rear arm is hanging downward on the rear margin of the torso to reduce the potential for confusion until the arm and non-weapon hand are needed for a specific task. The weapon arm and blade are positioned at a level equivalent to that of a fencer on guard, and maintain a threat to the student. The feet may be relaxed from the traditional right angle alignment with the toe of the rear foot more toward the front.
- Classical Fencing Instructor: Candidate properly positions himself or herself to be visible to students and circulates through the drill formation. When demonstrating or giving individual instruction the candidate stands relaxed

with chest exposed to allow the student to arrest with the hit. The rear arm is hanging downward on the rear margin of the torso to reduce the potential for confusion until the arm and non-weapon hand are needed for a specific task. The weapon arm and blade are positioned at a level equivalent to that of a fencer on guard, and maintain a threat to the student. The feet may be relaxed from the traditional right angle alignment with the toe of the rear foot more toward the front.

- Classical Fencing Provost: When demonstrating or giving individual instruction the candidate stands relaxed with chest exposed to allow the student to arrest with the hit. The rear arm is hanging downward on the rear margin of the torso to reduce the potential for confusion until the arm and non-weapon hand are needed for a specific task. The weapon arm and blade are positioned at a level equivalent to that of a fencer on guard, and maintain a threat to the student. The feet may be relaxed from the traditional right angle alignment with the toe of the rear foot more toward the front.
- Classical Fencing Master: When demonstrating or giving individual instruction the candidate stands relaxed with chest exposed to allow the student to arrest with the hit. The rear arm is hanging downward on the rear margin of the torso to reduce the potential for confusion until the arm and non-weapon hand are needed for a specific task. The weapon arm and blade are positioned at a level equivalent to that of a fencer on guard, and maintain a threat to the student. The feet may be relaxed from the traditional right angle alignment with the toe of the rear foot more toward the front.

#### 4.20. Cueing and timing are correct for techniques and are realistic

- Classical Fencing Demonstrator: Cueing in group and individual lessons will be consistent with standard invitations for the school, with or without footwork. Cueing should be relatively broad and executed at slow or medium speed. The candidate ensures that in group lessons the students providing cues understand that tactically they are making invitations and that they would in a bout take advantage of the opponent who responded to their cues.
- Classical Fencing Instructor: Cueing in group and individual lessons will be consistent with standard invitations for the school, with or without footwork. Cueing should be reduced in depth and width from that of the Demonstrator lesson and be executed at medium speed. The candidate links the cue to the action to defeat the action being taught in the lesson.

- Classical Fencing Provost: Cuing will be consistent with opponent invitations and errors seen in a bout and may involve pressure on the blade, removal of engagement, forward, backward, lateral, circular, vertical, etc. movement of the blade, attempts to take or attack the blade, movements to close the line or open it, footwork movements, changes in timing and cadence, broken tempo, etc.
- Classical Fencing Master: Cuing in the tactical and silent lessons will be consistent with opponent invitations and errors seen in a bout and may involve pressure on the blade, removal of engagement, forward, backward, lateral, circular, vertical, etc. movement of the blade, attempts to take or attack the blade, movements to close the line or open it, footwork movements, changes in timing and cadence, broken tempo, etc.

#### 4.21. Candidate corrects individual performance

- Classical Fencing Demonstrator: Candidate uses oral corrections, demonstrations including modeling, guided performance, and repetition to improve student performance. Interventions to correct performance should allow sufficient number of repetitions for the student to auto-correct. Corrections should focus on elements central to the performance of the technique being taught, show correct performance and not incorrect, be limited to one at a time, and be completed quickly.
- Classical Fencing Instructor: Candidate uses oral corrections, demonstrations including modeling, guided performance, and repetition to improve student performance. Errors may be corrected by blade action by the candidate to show the fault while the student is performing the technique. Interventions to correct performance should allow sufficient number of repetitions for the student to auto-correct. Corrections should focus on elements central to the performance of the technique being taught, show correct performance and not incorrect, be limited to one at a time, and be completed quickly.
- Classical Fencing Provost: Candidate uses oral corrections, demonstrations including modeling, guided performance, questioning, and repetition to improve student performance. Errors may be corrected by blade action by the candidate to show the fault while the student is performing the technique.

Interventions to correct performance should allow sufficient number of repetitions for the student to auto-correct. Corrections should focus on elements central to the performance of the technique being taught, show correct performance and not incorrect, be limited to one at a time, and be completed quickly.

- Classical Fencing Master: Candidate uses oral corrections, demonstrations including modeling, guided performance, questioning, and repetition to improve student performance. Errors may be corrected by blade action by the candidate to show the fault while the student is performing the technique. Interventions to correct performance should allow sufficient number of repetitions for the student to auto-correct. Corrections should focus on elements central to the performance of the technique being taught, show correct performance and not incorrect, be limited to one at a time, and be completed quickly.

#### 4.22. Candidate corrects group performance

- Classical Fencing Demonstrator: Candidate uses oral corrections, individual demonstrations including modeling, group demonstrations, and individual corrective lessons to improve student performance. Corrections should focus on elements central to the performance of the technique being taught, show correct performance and not incorrect, be limited to one or at most two in number, and be completed quickly.
- Classical Fencing Instructor: Candidate uses oral corrections, individual demonstrations including modeling, group demonstrations, and individual corrective lessons to improve student performance. Corrections should focus on elements central to the performance of the technique being taught, show correct performance and not incorrect, be limited to one or at most two in number, and be completed quickly.

#### 4.23. Candidate manages distance correctly or has students take appropriate distance.

- Classical Fencing Demonstrator: Candidate adjusts distance to ensure the student can correctly complete the technique. Candidate has actions performed at short and medium distance.

- Classical Fencing Instructor: Candidate should ensure the student adjusts guard position to maintain or achieve the correct distance, including short, medium, and long. As the lesson progresses the candidate should shift from a fixed distance to changing distance, changing by advance or retreat, requiring continual student adjustment for each repetition.
- Classical Fencing Provost: Candidate should ensure the student adjusts guard position to maintain or achieve the correct distance. As the lesson progresses the candidate should shift from a fixed distance to changing distance, changing by advance or retreat, requiring continual student adjustment for each repetition. As appropriate candidate uses distance to cue student actions, including attacks and counterattacks, and retreats against the attack to open distance.
- Classical Fencing Master: Candidate should ensure the student adjusts guard position to maintain or achieve the correct distance. As the lesson progresses the candidate should shift from a fixed distance to changing distance, changing by advance or retreat, requiring continual student adjustment for each repetition. As appropriate candidate uses distance to cue student actions, including attacks and counterattacks, and retreats against the attack to open distance.

#### 4.24. Candidate requires realistic blade action in offense and defense.

- Classical Fencing Demonstrator: Candidate requires student to deliver attacks as an actual attempt to hit during drills and to maintain the point (or edge in sabre) as a threat when in a guard position. Candidate requires parries to protect the target but not to protect empty space around the body.
- Classical Fencing Instructor: Candidate requires student to deliver attacks as an actual attempt to hit and feints as an actual threat and to maintain the point (or edge in sabre) as a threat when in a guard position. Candidate requires parries to protect the target but not to protect empty space around the body. Candidate emphasizes the execution of attacks, counterattacks, and defense in keeping with the school and period, in general with small actions and the use of fingerplay.
- Classical Fencing Provost: Candidate uses active teaching measures (ignoring or counterattacking against wide feints or blade actions, deceiving

actions that involve excess motion, attacking without warning against poorly assumed guards, etc.) to highlight deficiencies in student blade actions, and requires students to correct the underlying faults. Candidate emphasizes sentiment de fer and fingerplay.

- Classical Fencing Master: Candidate uses active teaching measures (ignoring or counterattacking against wide feints or blade actions, deceiving actions that involve excess motion, attacking without warning against poorly assumed guards, etc.) to highlight deficiencies in student blade actions, and requires students to correct the underlying faults. Candidate emphasizes sentiment de fer and fingerplay.

4.25. Candidate requires correct synchronization of blade and foot as appropriate.

- Classical Fencing Demonstrator: Candidate corrects synchronization for correct timing of blade and footwork in attacks from an advance, counterattacks from a retreat, the lunge, and the parry with a step and riposte with a step or lunge.
- Classical Fencing Instructor: Candidate corrects synchronization for correct timing of blade and footwork in all blade actions logically conducted with footwork.
- Classical Fencing Provost: Candidate corrects synchronization for correct timing of blade and footwork in all blade actions logically conducted with footwork.
- Classical Fencing Master: Candidate corrects synchronization for correct timing of blade and footwork in all blade actions logically conducted with footwork.

4.26. Footwork is used appropriately – ranging from static to mobile – for the subject and for period practice

- Classical Fencing Demonstrator: Depending on the weapon, action being taught, and the school, the candidate progresses from static execution to execution with the advance, retreat, and lunge. The candidate is expected to cue student footwork by command, his or her movement, or blade action based on the selected distance.

- Classical Fencing Instructor: Depending on the weapon, action being taught, and the school, the candidate progresses from static execution to execution with a selection of the advance, retreat, lunge, appels, appel lunge, balestra lunge, backward jump. The candidate is expected to cue student footwork by his or her movement or blade action based on the selected distance.
- Classical Fencing Provost: Depending on the weapon, action being taught, and the school, the candidate progresses from static execution to execution with a selection of the advance, retreat, lunge, appels, appel lunge, balestra lunge, backward jump. The candidate is expected to cue student footwork by his or her movement or blade action based on the selected distance.
- Classical Fencing Master: (a) for the silent lesson depending on the weapon, action being taught, and the school, the candidate progresses from static execution to execution with a selection of the advance, retreat, lunge, appels, appel lunge, balestra lunge, backward jump, backward lunge, forwards and backwards passes, patinando, raddipopio, and classical fleche (b) for the silent lesson the candidate selects 3 to 5 footwork techniques the student should use and ensures that the student employs them in the lesson (c) for the blind lesson the candidate limits the footwork to the advance, retreat, and lunge.

#### 4.27. Candidate maintains control of the student and the lesson

- Classical Fencing Demonstrator: Candidate uses appropriate formations and commands, short corrective lessons, and proper movement and observation to supervise and direct student activity in drills and the individual lesson.
- Classical Fencing Instructor: Candidate establishes the pace and intensity of the lesson through the introduction and warm-up, structures and supervises instruction to assure learning in both the individual and group lesson. The candidate maintains control through instructions, cues, and movement. Student actions are in response to instructor initiative.
- Classical Fencing Provost: Candidate establishes the initial pace and intensity of the lesson through the warm-up and the initial technical work. The candidate selectively releases control of parts of the student's



performance in decisions as to whether to attack, whether to initiate movement, and technical/tactical decisions of how to attack, defend, riposte, or counterattack. The candidate reestablishes trainer control for new material or for the cool down process.

- Classical Fencing Master: Candidate establishes the initial pace and intensity of the lesson through the warm-up and the initial technical work. For the silent lesson, the candidate selectively releases control of parts of the student's performance in decisions as to whether to attack, whether to initiate movement, and technical/tactical decisions of how to attack, defend, riposte, or counterattack. In the tactical lesson, the candidate shares control with the student by defining the actions to be practiced and serving as a realistic opponent. For the eyes closed lesson, the candidate maintains full control with the student's actions being based entirely on candidate cues.

#### 4.28. Technique as taught is appropriate for the weapon, period, and school.

- Classical Fencing Demonstrator: The technique as taught must be a reasonably accurate representation of the technique for the foil, epee (dueling sword), or sabre, as taught in a specific national or regional school (as an example, French, Spanish, Northern Italian, Neapolitan, mixed Italian, Hollandische Methode, Kreusslerian Thrust Fencing, Hungarian Sabre, Terrone's Left and Right Handed Fencing, Patton's Thrust Fencing, etc.) during a specific period.
- Classical Fencing Instructor: The technique as taught must be a reasonably accurate representation of the technique for the foil, epee (dueling sword), or sabre, as taught in a specific national or regional school (as an example, French, Spanish, Northern Italian, Neapolitan, mixed Italian, Hollandische Methode, Kreusslerian Thrust Fencing, Hungarian Sabre, Terrone's Left and Right Handed Fencing, Patton's Thrust Fencing, etc.) during a specific period. The candidate should be able to describe the key and distinctive elements of the school.
- Classical Fencing Provost: The technique as taught must be a reasonably accurate representation of the technique for the foil, epee (dueling sword), or sabre, as taught in a specific national or regional school (as an example, French, Spanish, Northern Italian, Neapolitan, mixed Italian, Hollandische Methode, Kreusslerian Thrust Fencing, Hungarian Sabre, Terrone's Left and Right Handed Fencing, Patton's Thrust Fencing, etc.) during a specific



period. The candidate should be able to describe the key and distinctive elements of the school and be familiar with the names of noted masters of the school.

- Classical Fencing Master: The technique as taught must be a reasonably accurate representation of the technique for the foil, epee (dueling sword), or sabre, as taught in a specific national or regional school (as an example, French, Spanish, Northern Italian, Neapolitan, mixed Italian, Hollandische Methode, Kreusslerian Thrust Fencing, Hungarian Sabre, Terrone's Left and Right Handed Fencing, Patton's Thrust Fencing, etc.) during a specific period. The candidate should be able to describe the key and distinctive elements of the school, be familiar with the names of noted masters of the school, be able to identify the source from which he or she is teaching.

## COOL DOWN

5.1. Candidate uses a lower intensity, well-known drill to end lesson,

- Classical Fencing Demonstrator: The candidate will conduct the cool down drill as specified in the lesson plan.
- Classical Fencing Instructor: The drill selected should use some element of the technique taught in the lesson and be designed to reduce the intensity of work, reducing speed, the number of footwork steps, and the number of blade actions progressively.
- Classical Fencing Provost: The drill selected should use some element of the technique taught in the lesson and may start with random or sequential execution of techniques simplifying to a single technique reducing speed, the number of footwork steps, and the number of blade actions progressively.
- Classical Fencing Master: The drill selected should use some element of the technique taught in the lesson and may start with random or sequential execution of techniques simplifying to a single technique reducing speed, the number of footwork steps, and the number of blade actions progressively. It may be delivered with either hand, or both, and with eyes closed progressing to eyes opened.

## 5.2. Candidate summarizes and assesses lesson and answers student questions

- Classical Fencing Demonstrator: The candidate provides an one to two minute summary of the key elements of the lesson just completed. The candidate assesses student performance by suggesting areas of improvement or by soliciting student responses as to what they should work to improve. The candidate solicits student questions, and answers them to the best of his or her ability. If the candidate does not know the answer to the question, he or she will promise to find the answer by the next class. This element should take no more than 3 to 5 minutes to complete based on the number of students.
- Classical Fencing Instructor: The candidate provides a one to two minute summary of the key elements of the lesson just completed. The candidate assesses student performance by suggesting areas of improvement or by soliciting student responses as to what they should work to improve. The candidate solicits student questions, and answers them to the best of his or her ability. If the candidate does not know the answer to the question, he or she will promise to find the answer by the next class. In addition, the candidate may assign practice topics prior to the next lesson to either solidify the lesson just given or to prepare for the next lesson. This element should take no more than 3 to 5 minutes to complete based on the number of students.
- Classical Fencing Provost: The candidate provides a one to two minute summary of the key elements of the lesson just completed. The candidate assesses student performance by suggesting areas of improvement or by soliciting student responses as to what they should work to improve. The candidate solicits student questions, and answers them to the best of his or her ability. If the candidate does not know the answer to the question, he or she will promise to find the answer by the next class. In addition, the candidate may assign practice topics prior to the next lesson to either solidify the lesson just given or to prepare for the next lesson. This element should take no more than 3 to 5 minutes to complete based on the number of students.
- Classical Fencing Master: The candidate provides a one to two minute summary of the key elements of the lesson just completed. The candidate assesses student performance by suggesting areas of improvement or by

soliciting student responses as to what they should work to improve. The candidate solicits student questions, and answers them to the best of his or her ability. If the candidate does not know the answer to the question, he or she will promise to find the answer by the next class. In addition, the candidate may assign practice topics prior to the next lesson to either solidify the lesson just given or to prepare for the next lesson. This element should take no more than 3 to 5 minutes to complete based on the number of students.

5.3. Candidate informs the students of the next lesson in the sequence.

- Classical Fencing Demonstrator: Candidate informs the student of the next lesson in the instructional sequence and states how it relates to the lesson just completed.
- Classical Fencing Instructor: Candidate informs the student of the next lesson in the instructional sequence and states how it relates to the lesson just completed.
- Classical Fencing Provost: Candidate informs the student of the next lesson in the instructional sequence and states how it relates to the lesson just completed.
- Classical Fencing Master: Candidate informs the student of the next lesson in the instructional sequence and states how it relates to the lesson just completed.

## DOCUMENTATION

6.1. Candidate notes any changes to the lesson plan. Almost any lesson plan will require some changes either during the lesson because of student performance or afterwards based on the experience. Examiners should expect that changes will be suggested, but in the event that the lesson plan is virtually perfect and tracks exactly with candidate performance, they may ask the candidate what he or she would have changed if a logically possible event could have occurred to make a change necessary.

- Classical Fencing Demonstrator: the candidate will review the lesson plan selected by the examiners for grading, identify any changes he or she made during the lesson, and make changes based on his or her experience.
- Classical Fencing Instructor: the candidate will review the lesson plan selected by the examiners for grading, identify any changes he or she made during the lesson, and make changes based on his or her experience.
- Classical Fencing Provost: the candidate will review the lesson plan selected by the examiners for grading, identify any changes he or she made during the lesson, and make changes based on his or her experience.
- Classical Fencing Master: the candidate will review the lesson plan selected by the examiners for grading, identify any changes he or she made during the lesson, and make changes based on his or her experience.

6.2. Candidate records written assessment of student performance.

- Classical Fencing Demonstrator: Candidate records the names of fencers attending the lesson and whether their performance was satisfactory.
- Classical Fencing Instructor: Candidate records the names of fencers attending the lesson and identifies areas for improvement of their performance.
- Classical Fencing Provost: Candidate records the names of fencers attending the lesson and identifies areas for improvement of their performance as well as areas of good performance that should be maintained and strengthened. Candidate notes any assigned or recommended work before the next lesson.
- Classical Fencing Master: Candidate records the names of fencers attending the lesson and identifies areas for improvement of their performance as well as areas of good performance that should be maintained and strengthened. Candidate notes any assigned or recommended work before the next lesson.

## DISCUSSION

7.1. Candidate discusses with the examiners the intent and structure of the lesson.

- Classical Fencing Demonstrator: The Candidate will identify the lesson objectives and main elements and discuss why he or she chose the instructional methods to reach these objectives.
- Classical Fencing Instructor: The Candidate will identify the lesson objectives and main elements and discuss why he or she chose the instructional methods to reach these objectives. In addition, the candidate will identify where this lesson fits in a program of instruction and correctly classify the actions being taught.
- Classical Fencing Provost: The Candidate will identify the lesson objectives and main elements and discuss why he or she chose the instructional methods to reach these objectives. In addition, the candidate will identify where this lesson fits in a program of instruction, correctly classify the actions being taught, and identify other choices for options not included in the lesson.
- Classical Fencing Master: The Candidate will identify the lesson objectives and main elements. The candidate will describe the proper uses of the lesson type taught (silent, eyes closed, or tactical) along with those of the lesson with the non-dominant hand, and suggest when the lesson could be used most effectively in developing the fencer.

7.2. Candidate discusses with the examiners lessons he or she learned in teaching the lesson.

- Classical Fencing Demonstrator: Candidate discusses with the examiners a lesson he or she learned in teaching the lesson. As a minimum the lesson should address either an improved understanding of teaching or of the specific technique taught.
- Classical Fencing Instructor: Candidate discusses with the examiners lessons he or she learned in teaching the lesson. As a minimum the lesson should

address either an improved understanding of teaching, of the specific technique taught, or of class management.

- Classical Fencing Provost: Candidate discusses with the examiners lessons he or she learned in teaching the lesson. As a minimum the lesson should address either the selection of teaching methods, the differences between individual and group instruction, of the development of choice reaction options, correction of individual student performance, or of management of the individual lesson.
- Classical Fencing Master: Candidate discusses with the examiners a significant lesson learned during the examination process leading to the Classical Fencing Master examination. The candidate should demonstrate an understanding of the purposes and standards of the various ranks.