

# United States Fencing Coaches Association



# NCDP

National Coaching Development Program

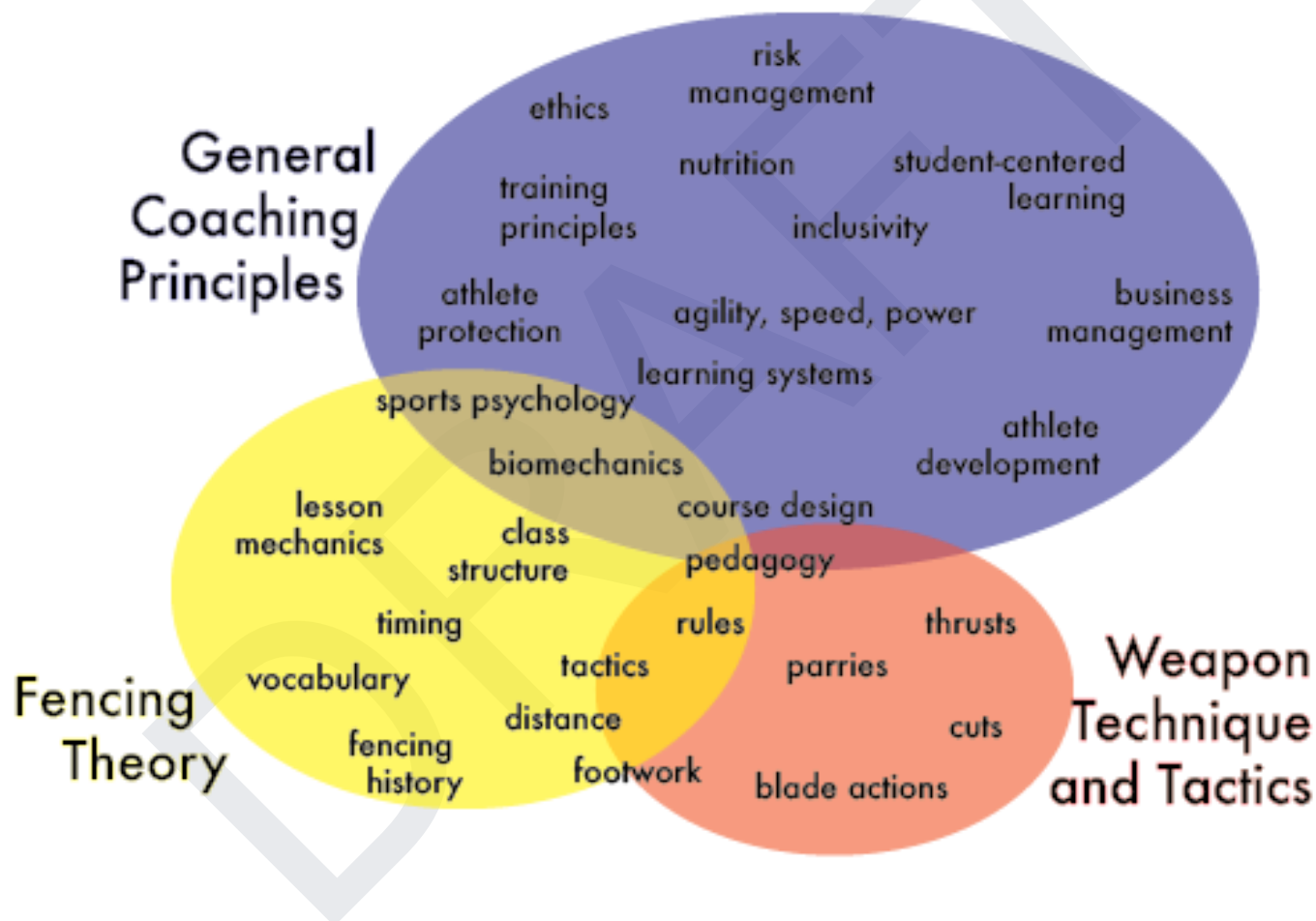
NCDP Curriculum Handbook v 1.0





## About the National Coaching Development Program

Introductory Text





## NCDP External Alignment Standards

AAI: IMAQS



International Master of Arms  
Qualification System

USOPC: ADM



SHAPE: NSSC



National  
Standards  
for Sport  
Coaches



## NCDP Contributors

Group	Members
<b>NCDP Steering Committee</b>	David Sierra (chair), Rob Handelman, Evandro Oliveira, Vinnie Bradford, Nat Goodhartz, Eric Momberg, Ben Bratton, Sandra Marchant, Dan Gorman, Julie Seal, Michael Pederson
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<b>Epee Technique and Tactics</b>	Ro Sobalvarro, Kenny Nopens, Evandro Oliveira, Tommi Hurme, Elsayed Emara, Jacob Wachtel, Gary Copland, Kathy Vail
<b>Saber Technique and Tactics</b>	Christian Rascioni, David Sierra, Eric Momberg, Connie Louie
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## NCDP Learning System Overview

### Summary of Learning Units

Level	Coursework	Coaching Clinic(s)	Logged Hours	Assessments
<b>Level 5</b>	<i>Topics in exercise physiology, sports science, ethics, group and individual instruction methods, business management, program leadership, risk management, program development, coach developer and mentorship formation.</i>	<ul style="list-style-type: none"> <li>•X hours clinics as participant</li> <li>•X hours as a Coach Developer</li> </ul>	<ul style="list-style-type: none"> <li>•Logged hours group instruction</li> <li>•Logged hours individual instruction</li> </ul>	Formative + Summative
<b>Level 4</b>	<i>Topics in exercise physiology, sports science, ethics, vocabulary, group and individual instruction methods, risk management, program development, competitive preparation, electives, working with special needs students.</i>	<ul style="list-style-type: none"> <li>• 48 hours of clinics as a participant</li> </ul>	<ul style="list-style-type: none"> <li>•Logged hours group instruction</li> <li>•Logged hours individual instruction</li> </ul>	Formative + Summative
<b>Level 3</b>	<ul style="list-style-type: none"> <li>•Principles of Fencing Injury Prevention</li> <li>•Principles of Coaching Ethics</li> <li>•Developmental Vocabulary for Fencing Coaches</li> <li>•Principles of Group &amp; Individual Instruction</li> <li>•Principles of Program Management</li> <li>•Elective</li> </ul> <p>Needs Revisions</p>	<ul style="list-style-type: none"> <li>•12 Hour Principles of Offensive Actions Clinic</li> <li>•12 hour Principles of Defensive Actions Clinic</li> </ul>	<ul style="list-style-type: none"> <li>•40 hours logged instruction (group)</li> <li>•32 hours logged instruction (individual)</li> </ul>	Formative
<b>Level 2</b>	<ul style="list-style-type: none"> <li>•Developing a Coaching Career Plan</li> <li>•Foundations of Fencing Safety</li> <li>•Foundational Vocabulary for Fencing Coaches</li> <li>•Foundations in Fencing Instruction</li> </ul> <p>Needs Revisions</p>	<ul style="list-style-type: none"> <li>•12 Hour Foundations of Weapon Instruction Clinic</li> </ul>	<ul style="list-style-type: none"> <li>•20 hours logged instruction</li> </ul>	Formative



## Summary of Weapon Capacity by Level

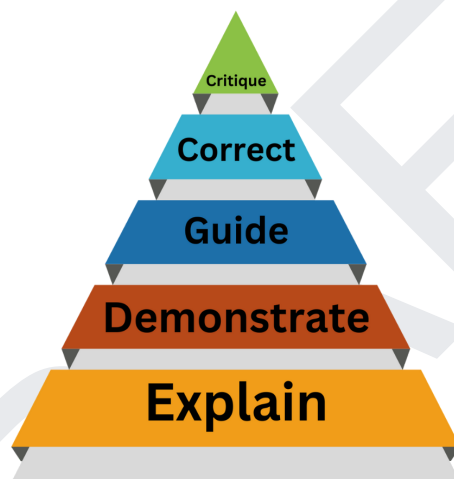
<b>Level</b>	<b><i>Demonstrated Weapon Capacity</i></b>
<b>Level 5</b>	Coach will be able to guide fencer's individualized tactical adjustments.
<b>Level 4</b>	Coach will be able to guide fencer's efforts to incorporate tactical progressions.
<b>Level 3</b>	Coach focuses on mechanics of fencing actions to build technical competency.
<b>Level 2</b>	Coach focuses on clear explanations and demonstrations of foundational fencing actions.



## NCDP Methodology

### Introductory Text

### EDGCC Process



Explain	Demonstrate	Guide	Correct	Critique
A clear description and breakdown to correctly describe a fencing action or tactical concept	Ability to integrate explanation with group or individual demonstrations of foundational (to advanced) actions in proper tactical context	Ability to initiate and adjust actions or reactions on the coach or student's part with drills and various cues	Making adjustments of the student's technique with respect to blade position, distance, footwork mechanics or other fundamental skills	Coach or self feedback on technical and tactical choices as well as decisions about what the most effective corrections are to make



## EDGCC Learning Objectives Summary by Level

Level	Types of actions	Tempo breakdown	Fencer vs Coach initiation	Correction Mechanics	Analysis	Tactical Considerations
Level 5	<b>Demonstrate</b> and <b>Guide</b> 1st and 2nd intention actions with separation of hand and foot tempos against varying footwork tempos.	<b>Demonstrate, Guide</b> and <b>Critique</b> actions at any part of a tempo	<b>Guide</b> actions and preparations majority on fencer's initiation against both the dominant and non-dominant hand.	<b>Correct</b> using surprise actions, follow up actions after the hit, and complex tactical progressions to push the fencer's performance.	<b>Critique</b> technical and tactical adjustments.	<b>Critique</b> fencer's tactical choices.
Level 4	<b>Demonstrate</b> and <b>Guide</b> simple and compound 1st intention actions, and simple 2nd intention actions after a simple preparation.	<b>Demonstrate, Guide</b> and <b>Critique</b> actions in the beginning, middle, and end of a tempo.	<b>Guide</b> actions and preparations on coach or training partner's initiation and fencer's initiation split evenly.	<b>Correct</b> using surprise actions and follow up actions after the hit to engage student's attention.	<b>Critique</b> technical capacity for preparations and actions.	<b>Guide</b> fencer's to make actions within their proper tactical context.
Level 3	<b>Demonstrate</b> and <b>Guide</b> movement at one tempo distance to make a 1st intention action.	<b>Demonstrate, Guide</b> and <b>Correct</b> actions at the beginning or end of a tempo.	<b>Guide</b> actions on the coach or training partner's initiation with occasional fencer controlled movement.	<b>Correct</b> by holding the hit on target until the coach or training partner releases and is ready for a follow up action.	<b>Correct</b> simple errors of mechanics and distance.	<b>Explain</b> and <b>Demonstrate</b> foundational tactical components.
Level 2	<b>Explain</b> and <b>Demonstrate</b> coordinated, one tempo foundational fencing actions starting from a stationary position.	<b>Demonstrate</b> and <b>Guide</b> actions at the beginning of a tempo.	<b>Guide</b> actions on the coach or training partner's initiation.	<b>Correct</b> by holding the on target after the hit until the coach or training partner releases.	<b>Explain</b> and <b>Demonstrate</b> foundational positions and movements.	<b>Demonstrate</b> foundational actions within their proper tactical context.





## NCDP Level 2 Overview

Level 2 clinics are designed for Assistant Moniteur level candidates and consist of 12 hours of instruction under a Coach Developer, plus online coursework and logged instructional hours. Level 2 clinics cover foundational principles and mechanics of instructing fencing utilizing the Explain, Demonstrate, Guide, Correct, Critique (EDGCC) process and are a component of a USFCA Level 2 Coaching License.

### Foundational EDGCC (Level 2) Principles

Focus on clear explanations and demonstrations of foundational fencing actions.
<b>Explain</b> and <b>Demonstrate</b> coordinated, one tempo foundational fencing actions starting from a stationary position.
<b>Demonstrate</b> and <b>Guide</b> actions at the beginning of a tempo.
<b>Guide</b> actions on the coach or training partner's initiation.
<b>Correct</b> by holding the on target after the hit until the coach or training partner releases.
<b>Explain</b> and <b>Demonstrate</b> foundational positions and movements.
<b>Demonstrate</b> foundational actions within their proper tactical context.



## NCDP Level 2 Methodology Components

Resources to come here about using the EDGCC Process as an assistant in group classes

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## NCDP Level 2 Clinic Curriculum by Weapon

Level 2 organizing philosophy statement

### Level 2 Learning Objectives

The Coach-In-Training will learn to:

1. Instruct fencers using the “Explain, Demonstrate, Guide, Correct, Critique” progression at the foundational level.
2. Instruct fencers in foundational positions and footwork.
3. Instruct fencers in foundational blade actions.
4. Demonstrate foundational tactical components.

### Level 2 Skill Checkoff Lists

Skill Checkoff lists - <https://www.usfca.org/index.php/files/184/NCDP-Files/298/Skill-Check-off-List--NCDP-Level-2-Clinic.pdf>



## Level 2 Foil Curriculum Standards

Topic	Standards
<b>Foundational positions and footwork</b>	<ul style="list-style-type: none"><li>•First position, how to hold the foil (demonstrate both french and pistol grip), and how to salute.</li><li>•Foundational on guard position</li><li>•Advance and Retreat</li><li>•Lunge &amp; Recover back</li><li>•Advance Lunge &amp; Recover back</li><li>•Introduce change of direction into footwork</li></ul>
<b>Foundational Offensive Actions</b>	<ul style="list-style-type: none"><li>•Proper extension of the arm (and coordination of handwork and footwork using a developing extension</li><li>•Coordination between hand and leg with lunge</li><li>•Thrust to high inside target, low inside target, high outside target, low inside target</li><li>•Simple disengages with thrust</li></ul>
<b>Foundational blade control actions from engagement</b>	<ul style="list-style-type: none"><li>•Engagements in 6, 4, 7, 8 as a teaching tool for hand position</li><li>•Engagements in 6, 4, 7, 8 as a teaching tool for foundational actions from one tempo distance</li></ul>
<b>Foundational defensive actions</b>	<ul style="list-style-type: none"><li>•Hand Positions: 6,4,7,8</li><li>•Parries: 6,4,7,8</li><li>•Defending with Distance</li><li>•Lateral, diagonal, semi-circular blade movements</li><li>•Direct ripostes from 6,4,7,8 parries to appropriate lines</li></ul>
<b>Foundational tactical components</b>	<ul style="list-style-type: none"><li>•Components of an offensive action</li><li>•Components of a defensive action</li><li>•Components of a counter-offensive action</li></ul>



## Level 2 Epee Curriculum Standards

Topic	Standards
<b>Foundational positions and footwork</b>	<ul style="list-style-type: none"><li>•First position, how to hold the epee (demonstrate both french and pistol grip), and how to salute.</li><li>•Foundational on guard position</li><li>•Advance and Retreat</li><li>•Lunge &amp; Recover back</li><li>•Introduce change of direction into footwork</li></ul>
<b>Foundational Offensive Actions</b>	<ul style="list-style-type: none"><li>•Proper extension of the arm (and coordination of handwork and footwork using a developing extension)</li><li>•Coordination between hand and leg with lunge</li><li>•Thrust to high inside target, low inside target, high outside target, low outside target</li><li>•Simple disengages with thrust</li></ul>
<b>Foundational blade control actions from engagement</b>	<ul style="list-style-type: none"><li>•Engagements in 6, 4, 7, 8 as a teaching tool for hand position</li><li>•Engagements in 6, 4, 7, 8 as a teaching tool for foundational actions from one tempo distance</li></ul>
<b>Foundational defensive actions</b>	<ul style="list-style-type: none"><li>•Hand Positions: 6,4,7,8</li><li>•Parries: 6,4,7,8</li><li>•Defending with Distance</li><li>•Lateral, diagonal, semi-circular blade movements</li><li>•Direct ripostes from 6,4,7,8 parries to appropriate lines</li></ul>
<b>Foundational tactical components</b>	<ul style="list-style-type: none"><li>•Components of an offensive action</li><li>•Components of a defensive action</li><li>•Components of a counter-offensive action</li></ul>



## Level 2 Saber Curriculum Standards

Topic	Standards
<b>Foundational positions and footwork</b>	<ul style="list-style-type: none"> <li>•First position, how to hold the saber, and how to salute.</li> <li>•Foundational on guard position</li> <li>•Advance and Retreat</li> <li>•Lunge &amp; Recover back</li> <li>•Advance Lunge &amp; Recover back</li> <li>•Introduce change of direction into footwork</li> </ul>
<b>Foundational Offensive Actions</b>	<ul style="list-style-type: none"> <li>•Proper extension of the arm (and coordination of handwork and footwork using a developing extension)</li> <li>•Coordination between hand and leg with lunge</li> <li>•Cut to head, flank, chest</li> <li>•Point thrust to Chest</li> <li>•Simple disengages with cut</li> <li>•Simple coupé with cut</li> </ul>
<b>Foundational blade control actions from engagement</b>	<ul style="list-style-type: none"> <li>•Engagements in 3 and 4 as a teaching tool for hand position</li> <li>•Engagements in 3 and 4 as a teaching tool for foundational actions from one tempo distance</li> </ul>
<b>Foundational defensive actions</b>	<ul style="list-style-type: none"> <li>•Hand Positions: 3,4,5</li> <li>•Parries: 3,4,5</li> <li>•Defending with Distance</li> <li>•Lateral, vertical (3 to 5), and diagonal blade movements</li> <li>•Direct ripostes from 3,4,5 parries to appropriate lines</li> </ul>
<b>Foundational tactical components</b>	<ul style="list-style-type: none"> <li>•Components of an offensive action</li> <li>•Components of a defensive action</li> <li>•Components of a counter-offensive action</li> </ul>



## NCDP Level 3 Overview

Level 3 clinics are designed for Moniteur level candidates and consist of 24 hours of instruction under a Coach Developer, plus online coursework and logged instructional hours. Level 3A clinics cover developmental principles and mechanics of instructing offensive fencing actions utilizing the Explain, Demonstrate, Guide, Correct, Critique (EDGCC) process. Level 3B clinics cover developmental principles and mechanics of defensive actions. Level 3A & 3B clinics do not have to be taken in consecutive order, but both must be completed along with required coursework to fulfill the requirements of a Level 3 Coaching License.

### Developmental EDGCC (Level 3) Principles

Focus on clear explanations and demonstrations of fencing actions to build technical competency.
<b>Demonstrate</b> and <b>Guide</b> movement at one tempo distance to make a 1st intention action.
<b>Demonstrate</b> , <b>Guide</b> and <b>Correct</b> actions at the beginning or end of a tempo.
<b>Guide</b> actions on the coach or training partner's initiation with occasional fencer controlled movement.
<b>Correct</b> by holding the hit on target until the coach or training partner releases and is ready for a follow up action.
<b>Correct</b> simple errors of mechanics and distance.
<b>Explain</b> and <b>Demonstrate</b> foundational tactical components.



## NCDP Level 3 Methodology Components

Resources to come here about using the EDGCC Process as in group classes and basic individual lessons

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## NCDP Level 3A (Offensive Mechanics) Clinic Curriculum by Weapon

Level 3A organizing philosophy statement

### Level 3A Learning Objectives

The Coach-In-Training will learn to:

1. Instruct fencers using the “Explain, Demonstrate, Guide, Correct, Critique” progression at the developmental level.
2. Instruct fencers in developmental footwork mechanics.
3. Instruct fencers to make 1st intention offensive actions in one tempo distance.

### Level 3A Skill Checkoff Lists

<https://www.usfca.org/index.php/files/184/NCDP-Files/299/Skill-Check-off-List---NCDP-Level-3A-Clinic.pdf>



## Level 3A Foil Curriculum Standards: Offensive Mechanics

Topic	Standards
<b>Developmental footwork mechanics for offense</b>	<ul style="list-style-type: none"><li>•How to vary the size and speed of footwork in order to keep the distance to make one tempo offensive actions.</li><li>•Intermediate footwork concepts (such as: Cross forward and back, Jump and Ballestra, Redouble)</li><li>•Footwork of different size and speed for offense</li><li>•Combinations of footwork actions useful for offense</li><li>•Awareness of position on the strip</li><li>•Keeping the fencing line</li></ul>
<b>Offensive targets and mechanics</b>	<ul style="list-style-type: none"><li>•Proper extension of the arm (and coordination of handwork and footwork using a developing extension</li><li>•Coordination with hand and leg advance lunge - start tip with front foot, and then changing rhythm on back leg of advance with direct thrust, completing extension as the lunge finishes</li><li>•Review foundational offensive blade actions and targets:<ul style="list-style-type: none"><li>-thrust to high inside target, low inside target, high outside target, low inside target</li><li>-simple disengages with thrust</li></ul></li><li>•Coupé in high line</li></ul>
<b>1st intention offensive actions in one tempo distance</b>	<ul style="list-style-type: none"><li>•Review using Engagements in 6, 4, 7, 8 as a teaching tool for foundational offensive actions from one tempo distance</li><li>•Direct and indirect simple attacks with thrust, disengage, and coupe</li><li>•Indirect attacks into opening lines (not opened line)</li><li>•Disengage and deceives from all lines to other lines up to multiple disengages</li></ul>



## Level 3A Epee Curriculum Standards: Offensive Mechanics

Topic	Standards
<b>Developmental footwork mechanics for offense</b>	<ul style="list-style-type: none"> <li>•How to vary the size and speed of footwork in order to keep the distance to make one tempo offensive actions.</li> <li>•Intermediate footwork concepts (such as: Cross forward and back, Jump and Ballestra, Redouble)</li> <li>•Footwork of different size and speed for offense</li> <li>•Combinations of footwork actions useful for offense</li> <li>•Awareness of position on the strip</li> <li>•Keeping the fencing line</li> </ul>
<b>Offensive targets and mechanics</b>	<ul style="list-style-type: none"> <li>•Proper extension of the arm (and coordination of handwork and footwork using a developing extension)</li> <li>•Coordination with hand and leg advance lunge - start tip with front foot, and then changing rhythm on back leg of advance with direct thrust, completing extension as the lunge finishes</li> <li>•Review foundational offensive blade actions and targets: <ul style="list-style-type: none"> <li>-thrust to high inside target, low inside target, high outside target, low inside target</li> <li>-simple disengages with thrust</li> </ul> </li> <li>•Recognition of different target depths: <ul style="list-style-type: none"> <li>-advanced = wrist and foot</li> <li>-mid = elbow/upper arm and thigh</li> <li>-deep = body</li> </ul> </li> <li>•A variety of thrusts to different targets <ul style="list-style-type: none"> <li>-shoulder, inside elbow, forearm, thigh, foot</li> </ul> </li> <li>•Simple attack with opposition 6,4,7,8 to deep target</li> </ul>
<b>1st intention offensive actions in one tempo distance</b>	<ul style="list-style-type: none"> <li>•Review Engagements in 6, 4, 7, 8 as a teaching tool for foundational offensive actions from one tempo distance</li> <li>•Direct and indirect simple attacks with thrust and disengage</li> <li>•Indirect attacks into opening lines (not opened line)</li> <li>•Disengage and deceives from all lines to other lines up to multiple disengages</li> <li>•Straight thrust with remise/continuation: <ul style="list-style-type: none"> <li>-same target, different targets, and different depths as appropriate</li> </ul> </li> </ul>



## Level 3A Sabre Curriculum Standards: Offensive Mechanics

Topic	Standards
<b>Developmental footwork mechanics for offense</b>	<ul style="list-style-type: none"> <li>•How to vary the size and speed of footwork in order to keep the distance to make one tempo offensive actions.</li> <li>•Intermediate footwork concepts (such as: Cross back, Jump and Ballestra, Redouble)</li> <li>•Footwork of different size and speed for offense</li> <li>•Combinations of footwork actions useful for offense</li> <li>•Awareness of position on the strip</li> <li>•Keeping the fencing line</li> </ul>
<b>Offensive targets and mechanics</b>	<ul style="list-style-type: none"> <li>•Proper extension of the arm (and coordination of handwork and footwork using a developing extension</li> <li>•Coordination with hand and leg advance lunge - start tip with front foot, and then changing rhythm on back leg of advance with direct cut or thrust, completing extension as the lunge finishes</li> <li>•Review foundational offensive blade actions and targets: <ul style="list-style-type: none"> <li>-cut to head, flank, chest, point thrust to chest</li> <li>-simple disengages with cut</li> <li>simple coupé with cut</li> </ul> </li> <li>•Simple disengages with point</li> <li>•Recognition of different target depths: <ul style="list-style-type: none"> <li>-advanced = wrist</li> <li>-deep = body/head</li> </ul> </li> <li>•A variety of cuts to different targets: <ul style="list-style-type: none"> <li>-outside/inside shoulder, cheek, above/, below, inside/outside hand</li> <li>-draw cut/banderole</li> </ul> </li> </ul>
<b>1st intention offensive actions in one tempo distance</b>	<ul style="list-style-type: none"> <li>•Review Engagements in 3 and 4 as a teaching tool for foundational offensive actions from one tempo distance</li> <li>•Direct and indirect simple attacks with cuts, thrust, disengage, and coupe</li> <li>•Indirect attacks into opening lines (not opened line)</li> <li>•Disengages and deceives from all lines to other lines up to multiple disengages</li> </ul>



## NCDP Level 3B (Defensive Mechanics) Clinic Curriculum by Weapon

Level 3B organizing philosophy statement

### Level 3B Learning Objectives

The Coach-In-Training will learn to:

1. Instruct fencers using the “Explain, Demonstrate, Guide, Correct, Critique” progression at the developmental level.
2. Instruct fencers in developmental footwork.
3. Instruct fencers to make 1st intention defensive actions in one tempo distance.
4. Instruct fencers to make 1st intention counter-offensive actions in one tempo distance
5. Explain and Demonstrate Tactical Components

### Level 3B Skill Checkoff Lists

<https://www.usfca.org/index.php/files/184/NCDP-Files/300/Skill-Check-off-List---NCDP-Level-3B-Clinic.p>



## Level 3B Foil Curriculum Standards: Defensive and Counter-Offensive Mechanics

Topic	Standards
<b>Developmental footwork mechanics for defense</b>	<ul style="list-style-type: none"> <li>•Instruct how to vary the size and speed of footwork in order to keep the distance to make one tempo defensive actions.</li> <li>•Intermediate footwork concepts (such as: Cross forward and back, Jump and Ballestra, Redouble)</li> <li>•Footwork of different size and speed for defense</li> <li>•Combinations of footwork actions useful for defense</li> <li>•Variety of recovery mechanics out of the lunge</li> <li>•Awareness of position on the strip</li> <li>•Keeping the fencing line</li> </ul>
<b>Developmental blade control actions from engagement</b>	<ul style="list-style-type: none"> <li>•Review engagements in 6, 4, 7, 8 as a teaching tool for hand position</li> <li>•Engagement and change of engagement (with circle) in 6, 4, 7, and 8</li> <li>•Multiple Engagement as a teaching tool for hand position to develop parries and preparations</li> </ul>
<b>1st intention defensive actions from one tempo distance</b>	<ul style="list-style-type: none"> <li>•Hand Positions: Supinated (4,6,7,8) and pronated (1,2,3,5)</li> <li>•Lateral, diagonal, semi-circular and circle parries (6,4,7,8)</li> <li>•Defending with Distance (Extension vs Lunge distances)</li> <li>•Difference between the different types of parries/blade actions based upon intensity of blade meeting (light, medium, strong) and what is most effective for this weapon.</li> <li>•Direct and indirect riposte from 6,4,7,8 parries to appropriate targets: <ul style="list-style-type: none"> <li>-high inside target, low inside target, high outside target, low inside target</li> <li>-direct thrust, simple disengage and coupé as appropriate</li> </ul> </li> <li>•Counter-riposte from all appropriate parries</li> </ul>
<b>One tempo counteroffensive targets and mechanics</b>	<ul style="list-style-type: none"> <li>•Counter-attack: Simple stop-thrust to the body followed by parry</li> </ul>
<b>Developmental tactical components</b>	<ul style="list-style-type: none"> <li>•Differentiate between attack and a counter-attack</li> <li>•Differentiate between a parry and a beat</li> <li>•Differentiate between 1 tempo and 2 tempo distance</li> <li>•The context for making an offensive action vs a defensive action</li> </ul>



## Level 3B Epee Curriculum Standards: Defensive and Counter-Offensive Mechanics

Topic	Standards
<b>Developmental footwork mechanics for defense</b>	<ul style="list-style-type: none"> <li>•Instruct how to vary the size and speed of footwork in order to keep the distance to make one tempo defensive actions.</li> <li>•Intermediate footwork concepts (such as: Cross forward and back, Jump and Ballestra, Redouble)</li> <li>•Footwork of different size and speed for defense</li> <li>•Combinations of footwork actions useful for defense</li> <li>•Variety of recovery mechanics out of the lunge</li> <li>•Awareness of position on the strip</li> <li>•Keeping the fencing line</li> </ul>
<b>Developmental blade control actions from engagement</b>	<ul style="list-style-type: none"> <li>•Review engagements in 6, 4, 7, 8 as a teaching tool for hand position</li> <li>•Engagement and change of engagement (with circle) in 6, 4, 7, and 8</li> <li>•Multiple Engagement as a teaching tool for hand position to develop parries and preparations</li> <li>•Recognition of different target depths: <ul style="list-style-type: none"> <li>-advanced = wrist and foot</li> <li>-mid = elbow/upper arm and thigh</li> <li>-deep = body</li> </ul> </li> </ul>
<b>1st intention defensive actions from one tempo distance</b>	<ul style="list-style-type: none"> <li>•Hand Positions: Supinated (4,6,7,8) and pronated (1,2,3,5)</li> <li>•Lateral, diagonal, semi-circular and circle parries (6,4,7,8)</li> <li>•Defending with Distance (Extension vs Lunge multiple distances)</li> <li>•Difference between the different types of parries/blade actions based upon intensity of blade meeting (light, medium, strong) and what is most effective for this weapon.</li> <li>•Direct and indirect riposte from 6,4,7,8 parries to deep targets: <ul style="list-style-type: none"> <li>-high inside target, low inside target, high outside target, low inside target</li> <li>-direct thrust and simple disengage with thrust as appropriate</li> </ul> </li> <li>•Riposte with opposition from 6,4,7,8 parries to advanced and middle targets</li> <li>•Remise/continuation after riposte: <ul style="list-style-type: none"> <li>-same target, different target, and different depths as appropriate</li> </ul> </li> </ul>
<b>One tempo counteroffensive targets and mechanics</b>	<ul style="list-style-type: none"> <li>•Counter-attack: Simple stop-thrust to the body</li> <li>•Counter-attack: Simple stop-thrust to advanced target (arm) <ul style="list-style-type: none"> <li>-above, below, inside, outside</li> </ul> </li> <li>•Counter-attack: Simple remise as a counter-attack action</li> </ul>
<b>Developmental tactical components</b>	<ul style="list-style-type: none"> <li>•Differentiate between attack and a counter-attack</li> <li>•Differentiate between a parry and a beat</li> <li>•Differentiate between 1 tempo and 2 tempo distance</li> <li>•The context for making an offensive action vs a defensive action</li> </ul>



## Level 3B Sabre Curriculum Standards: Defensive and Counter-Offensive Mechanics

Topic	Standards
<b>Developmental footwork mechanics for defense</b>	<ul style="list-style-type: none"> <li>•Instruct how to vary the size and speed of footwork in order to keep the distance to make one tempo defensive actions.</li> <li>•Intermediate footwork concepts (such as: Cross back, Jump and Ballestra, Redouble)</li> <li>•Footwork of different size and speed for defense</li> <li>•Combinations of footwork actions useful for defense</li> <li>•Variety of recovery mechanics out of the lunge</li> <li>•Awareness of position on the strip</li> <li>•Keeping the fencing line</li> </ul>
<b>Developmental blade control actions from engagement</b>	<ul style="list-style-type: none"> <li>•Review engagements in 3 and 4 as a teaching tool for hand position</li> <li>•Engagement and change of engagement (with circle) in 3, 4, 5*, and 2 (*cementing the parry position)</li> <li>•Multiple Engagement as a teaching tool for hand position to develop parries and preparations</li> <li>•Recognition of different target depths: <ul style="list-style-type: none"> <li>-advanced = wrist</li> <li>-deep = body/head</li> </ul> </li> </ul>
<b>1st intention defensive actions from one tempo distance</b>	<ul style="list-style-type: none"> <li>•Lateral, diagonal, semi-circular and circle parries (3,4,5,2)</li> <li>•Defending with Distance (Extension vs Lunge multiple distances)</li> <li>•Difference between the different types of parries/blade actions based upon intensity of blade meeting (light, medium, strong) and what is most effective for this weapon.</li> <li>•Direct and indirect riposte from 3,4,5,2 parries to deep targets: <ul style="list-style-type: none"> <li>-cut to head, flank, chest, point thrust to chest</li> <li>-direct cut and thrust, simple disengage and coupé with cut, simple disengage with thrust as appropriate</li> </ul> </li> <li>•Counter-riposte from all appropriate parries</li> </ul>
<b>One tempo counteroffensive targets and mechanics</b>	<ul style="list-style-type: none"> <li>•Counter-attack: Simple stop-cut to deep target followed by parry</li> </ul>
<b>Developmental tactical components</b>	<ul style="list-style-type: none"> <li>•Differentiate between attack and a counter-attack</li> <li>•Differentiate between a parry and a beat</li> <li>•Differentiate between 1 tempo and 2 tempo distance</li> <li>•The context for making an offensive action vs a defensive action</li> </ul>





## NCDP Level 4 Overview

Level 4 clinics are designed for Prevot level candidates and consist of 48 hours of instruction under a Coach Developer, plus online coursework and logged instructional hours. Level 4A clinics cover teaching preparations with and without the blade utilizing the Explain, Demonstrate, Guide, Correct, Critique (EDGCC) process. Level 4B clinics focus on blade and distance control techniques. Level 4C Clinics present a tactical framework for action and response. Level 4D work on tying the entire framework together and presenting a summative evaluation. Level 4A, 4B, and 4C clinics make most sense if taken together in order, but may be taken in any order. Level 4D clinics may only be taken after the successful completion of the previous clinics and required coursework to fulfill the requirements of a Level 4 Coaching License.

### Advanced EDGCC (Level 4) Principles

Coach will be able to guide fencer's efforts to incorporate tactical progressions into their fencing.
<b>Demonstrate</b> and <b>Guide</b> simple and compound 1st intention actions, and simple 2nd intention actions after a simple preparation.
<b>Demonstrate</b> and <b>Guide</b> actions at the beginning, middle and end of a tempo.
<b>Guide</b> actions and preparations on coach or training partner's initiation and fencer's initiation split evenly.
<b>Correct</b> using surprise actions and follow up actions after the hit to engage student's attention.
<b>Critique</b> technical capacity for preparations and actions.
<b>Guide</b> fencers to make actions within their proper tactical context.



## NCDP Level 4 Methodology Components

Resources to come here about using the EDGCC Process as in advanced group classes and various types of individual lessons

- Coach initiated actions: Fencer reacts to coach's change of timing, distance, speed, and/or presentation of blade. (e.g. counter-attack, attack in the wrong distance/time, present/remove blade, full extension vs. partial extension)
- Student initiated actions: Coach reacts to fencer's variations of footwork, change of timing, tempo (rhythm changes) distance, speed and/or presentation of blade.

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## NCDP Level 4A Clinic Curriculum by Weapon

Level 4A organizing philosophy statement

### **Level 4A Learning Objectives**

In progress

### **Level 4A Skill Checkoff Lists**

To be published

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## Level 4A Foil Curriculum Standards: Preparations with and without the blade

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"> <li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li> <li>•Add new footwork components to facilitate preparations and tactical changes (e.g. inverse advance/ retreat, inverse half advance/ retreat, cross forward/ backward, appel, jump forward/backward, check forward/ backward, double check, fleche, backward lunge, different recoveries, redoublement)</li> <li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li> <li>•Collapsing the distance vs keeping the distance</li> <li>•Keeping the rhythm vs breaking the rhythm</li> </ul>
<b>Offense from one tempo and two tempo distance</b>	<ul style="list-style-type: none"> <li>•Review foundational offensive blade actions and targets:               <ul style="list-style-type: none"> <li>-thrust to high inside target, low inside target, high outside target, low inside target</li> <li>-simple disengages with thrust</li> <li>-simple coupé with thrust</li> </ul> </li> <li>•Simple attack with opposition (6,4,7,8)</li> <li>•Feints from targets to other targets as with single change of line</li> <li>•Direct and indirect simple attacks with straight thrusts in various lines (high line, low line, etc), disengages, and coupe from 1 tempo distance against the various parries and blade takes as appropriate</li> <li>•Compound attacks with a preparation from 2 tempo distance</li> </ul>
<b>Engagements and beats</b>	<ul style="list-style-type: none"> <li>•Review engagement and change of engagement (with circle) in 6, 4, 7, and 8</li> <li>•Engagement in 2 as a different option</li> <li>•Multiple Engagement as a teaching tool for hand position to develop parries and preparations</li> <li>•Actions on the blade: Attack au fer (Beat Direct and Indirect, Beat Coupe, Pressure)</li> </ul>
<b>Defense from one and two tempo distance</b>	<ul style="list-style-type: none"> <li>•Review of basic lateral, diagonal, semi-circular and circle parries (6,4,7,8)</li> <li>•Parry (1, 2, 3, 5)</li> <li>•Yielding/Ceding parries, Shielding parries, Beat parries</li> <li>•Direct and indirect riposte from all parries to appropriate targets</li> <li>•Defensive preparation - Invitation, parry-riposte</li> </ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"> <li>•Guided discussion about tactics of blade vs absence of blade</li> </ul>



## Level 4A Epee Curriculum Standards: Preparations with and without the blade

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"> <li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li> <li>•Add new footwork components to facilitate preparations and tactical changes (e.g. inverse advance/ retreat, inverse half advance/ retreat, cross forward/ backward, appel, jump forward/backward, check forward/ backward, double check, fleche, backward lunge, different recoveries, redoublement)</li> <li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li> <li>•Collapsing the distance vs keeping the distance</li> <li>•Keeping the rhythm vs breaking the rhythm</li> </ul>
<b>Offense from one tempo and two tempo distance</b>	<ul style="list-style-type: none"> <li>•Review foundational offensive blade actions and targets: <ul style="list-style-type: none"> <li>-thrust to high inside target, low inside target, high outside target, low inside target</li> <li>-simple disengages with thrust</li> <li>-simple coupé with thrust</li> </ul> </li> <li>•Recognition of different target depths: <ul style="list-style-type: none"> <li>-advanced = wrist and foot</li> <li>-mid = elbow/upper arm and thigh</li> <li>-deep = body</li> </ul> </li> <li>•Simple attack with opposition (6,4,7,8) to advanced, middle, and deep target</li> <li>•Feints from targets to other targets as with single change of line</li> <li>•Direct and indirect simple attacks with straight thrusts in various lines (high line, low line, etc), disengages, and coupe from 1 tempo distance against the various parries and blade takes as appropriate</li> <li>•Compound attacks with a preparation from 2 tempo distance</li> </ul>
<b>Engagements and beats</b>	<ul style="list-style-type: none"> <li>•Review engagement and change of engagement (with circle) in 6, 4, 7, and 8</li> <li>•Engagement in 2 as a different option</li> <li>•Multiple Engagement as a teaching tool for hand position to develop parries and preparations</li> <li>•Actions on the blade: Attack au fer (Beat Direct and Indirect, Beat Coupe, Expulsion) to advanced, middle and deep target</li> </ul>
<b>Defense from one and two tempo distance</b>	<ul style="list-style-type: none"> <li>•Review of lateral, diagonal, semi-circular and circle parries (6,4,7,8)</li> <li>•Parry (1, 2, 3, 5)</li> <li>•Yielding/Ceding parries, Shielding parries, Beat parries</li> <li>•Direct and indirect riposte from all parries to appropriate targets</li> <li>•Defensive preparation - Invitation, parry-riposte</li> </ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"> <li>•Guided discussion about tactics of blade vs absence of blade</li> </ul>



## Level 4A Sabre Curriculum Standards: Preparations with and without the blade

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"> <li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li> <li>•Add new footwork components to facilitate preparations and tactical changes (e.g. inverse advance/ retreat, inverse half advance/ retreat, cross backwards, appel, jump forward/backward, check forward/ backward, double check, flunge, different recoveries, redoublement)</li> <li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li> <li>•Collapsing the distance vs keeping the distance</li> <li>•Keeping the rhythm vs breaking the rhythm</li> <li>•Being able to match and break rhythms and tempo off the line to achieve a simultaneous action, simple attack, or simple defense</li> </ul>
<b>Offense from one tempo and two tempo distance</b>	<ul style="list-style-type: none"> <li>•Review foundational offensive blade actions and targets: <ul style="list-style-type: none"> <li>-cut to head, flank, chest, outside/inside shoulder, cheek, above/, below, inside/outside hand</li> <li>-point thrust to chest</li> <li>-draw cut/banderole</li> <li>-simple disengages with cut and thrust</li> <li>simple coupé with cut</li> </ul> </li> <li>•Recognition of different target depths: <ul style="list-style-type: none"> <li>-advanced = wrist</li> <li>-deep = body/head</li> </ul> </li> <li>•Simple attack with opposition (3,4,5,2)</li> <li>•Feints from targets to other targets as with single change of line</li> <li>•Direct and indirect simple attacks with cuts and thrusts, disengages and coupe from 1 tempo distance against the various parries and blade takes as appropriate</li> <li>•Compound attacks with a preparation from 2 tempo distance</li> </ul>
<b>Engagements and beats</b>	<ul style="list-style-type: none"> <li>•Engagement and change of engagement (with circle) in 3, 4, 5*, and 2 (*cementing the parry position)</li> <li>•Engagement in 2 as a different option</li> <li>•Multiple Engagement as a teaching tool for hand position to develop parries and preparations</li> <li>•Actions on the blade: Attack au fer (Beat Direct and Indirect, Beat Coupe, Pressure for point-in-line) advanced and deep target</li> </ul>
<b>Defense from one and two tempo distance</b>	<ul style="list-style-type: none"> <li>•Review of lateral, diagonal, semi-circular and circle parries (3,4,5,2)</li> <li>•Parry 1</li> <li>•Shielding parries, Beat parries</li> <li>•Direct and indirect riposte from all parries to appropriate targets</li> <li>•Defensive preparation - Invitation, parry-riposte</li> </ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"> <li>•Guided discussion about tactics of blade vs absence of blade</li> </ul>



## NCDP Level 4B Clinic Curriculum by Weapon

Level 4B organizing philosophy statement

### **Level 4B Learning Objectives**

In progress

### **Level 4B Skill Checkoff Lists**

To be published

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## Level 4B Foil Curriculum Standards: Controlling distance and the blade

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"> <li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li> <li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li> <li>•Collapsing the distance vs keeping the distance</li> <li>•Keeping the rhythm vs breaking the rhythm</li> </ul>
<b>Manipulating the distance for offensive actions</b>	<ul style="list-style-type: none"> <li>•Recognition of different target depths:               <ul style="list-style-type: none"> <li>-back, shoulder, bib</li> </ul> </li> <li>•Coupé and cutover with simple flick</li> <li>•Making a fient to draw a parry</li> <li>•Angulated thrusts to appropriate targets with and without blade control</li> <li>•All simple direct and indirect thrusts as infighting actions at close distance</li> <li>•Direct and indirect simple attacks with straight thrusts in various lines (high line, low line, etc), disengages, and coupe from 1 tempo distance against the various parries and blade takes as appropriate</li> <li>•Compound attacks utilizing a blade control action from 2 tempo distance</li> </ul>
<b>Controlling the opponents blade</b>	<ul style="list-style-type: none"> <li>•Prise de Fer: Envelopment (6, 4, 8, 7) as a blade control fundamental</li> <li>•Prise-de-fer: Transports to (6-7,6-8, 4-2, 4-8, 6-1)</li> <li>•Parries as infighting actions at close distance</li> <li>•Blade control (beat, opposition, transport) at close distance</li> </ul>
<b>Defense at different distances</b>	<ul style="list-style-type: none"> <li>•Compound riposte from 4,6,7,8 parries to appropriate targets</li> <li>•Riposte with opposition from 4,6,7,8 parries</li> <li>•Remise/continuation after riposte:               <ul style="list-style-type: none"> <li>-same target, different target, and different depths as appropriate</li> </ul> </li> <li>•Parries as infighting actions at close distance</li> <li>•Defensive preparation - on the blade and false blade takes</li> <li>•Counter time: Defense with distance (time to take the parry or escape)</li> </ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"> <li>•Guided discussion about tactical paradigm of offense vs defense</li> </ul>





## Level 4B Epee Curriculum Standards: Controlling distance and the Blade

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"> <li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li> <li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li> <li>•Collapsing the distance vs keeping the distance</li> <li>•Keeping the rhythm vs breaking the rhythm</li> </ul>
<b>Manipulating the distance for offensive actions</b>	<ul style="list-style-type: none"> <li>•Recognition of different target depths:               <ul style="list-style-type: none"> <li>-advanced = wrist and foot</li> <li>-mid = elbow/upper arm and thigh</li> <li>-deep = body</li> </ul> </li> <li>•Coupé and cutover with simple flick to advanced target</li> <li>•Making a fient to draw a parry</li> <li>•Angulated thrusts to appropriate targets with and without blade control</li> <li>•All simple direct and indirect thrusts as infighting actions at close distance</li> <li>•Direct and indirect simple attacks with straight thrusts in various lines (high line, low line, etc), disengages, and coupe from 1 tempo distance against the various parries and blade takes as appropriate</li> <li>•Compound attacks utilizing a blade control action from 2 tempo distance</li> </ul>
<b>Controlling the opponents blade</b>	<ul style="list-style-type: none"> <li>•Prise de Fer: Envelopment (6, 4, 8, 7) as a blade control fundamental</li> <li>•Prise-de-fer: Transports to (6-7,6-8, 4-2, 4-8, 6-1)</li> <li>•Parries as infighting actions at close distance</li> <li>•Blade control (beat, opposition, transport) at close distance</li> </ul>
<b>Defense at different distances</b>	<ul style="list-style-type: none"> <li>•Compound riposte from 4,6,7,8 parries to appropriate targets</li> <li>•Riposte with opposition from 6,4,7,8 parries to advanced and middle targets</li> <li>•Remise/continuation after riposte:               <ul style="list-style-type: none"> <li>-same target, different target, and different depths as appropriate</li> </ul> </li> <li>•Parries as infighting actions at close distance</li> <li>•Defensive preparation - on the blade and false blade takes</li> <li>•Counter time: Defense with distance (time to take the parry or escape)</li> </ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"> <li>•Guided discussion about tactical paradigm of offense vs defense</li> </ul>



## Level 4B Sabre Curriculum Standards: Controlling distance and the blade

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"><li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li><li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li><li>•Collapsing the distance vs keeping the distance</li><li>•Keeping the rhythm vs breaking the rhythm</li><li>•Being able to match and break rhythms and tempo in mobile offense to finish with simple or compound attack as appropriate</li><li>•Being able to match and break rhythms and tempo in mobile defense to finish set up distance defense, parry-riposte, and simple counter-attack as appropriate</li></ul>
<b>Manipulating the distance for offensive actions</b>	<ul style="list-style-type: none"><li>•Recognition of different target depths:<ul style="list-style-type: none"><li>-advanced = wrist</li><li>-deep = body/head</li></ul></li><li>•Making a feint to draw a parry</li><li>•Direct and indirect simple attacks with cuts and thrusts, disengages and coupe from 1 tempo distance against the various parries and blade takes as appropriate</li><li>•Compound attacks utilizing a blade control action from 2 tempo distance</li></ul>
<b>Defense at different distances</b>	<ul style="list-style-type: none"><li>•Compound riposte from 3,4,5 parries to appropriate targets</li><li>•Riposte with opposition from 3,4,2 to deep targets</li><li>•Defensive preparation - on the blade and false blade takes</li><li>•Counter time: Defense with distance (time to take the parry or escape)</li></ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"><li>•Guided discussion about tactical paradigm of offense vs defense</li></ul>



## NCDP Level 4C Clinic Curriculum by Weapon

Level 4C organizing philosophy statement

### Level 4C Learning Objectives

In progress

### **Level 4C Skill Checkoff Lists**

To be published

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## Level 4C Foil Curriculum Standards: Preparation and Response

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"><li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li><li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li><li>•Actions with the opponent's preparation vs against the opponent's preparation</li></ul>
<b>Offensive Preparations</b>	<ul style="list-style-type: none"><li>•Difference between advance-lunge (starting to "present the blade towards the target" and a preparation-lunge (stepping forward with invitation and finishing with a blade control action)</li><li>•Attacks on preparation with footwork (check step), blade invitations, or engagements - emphasis on timing</li></ul>
<b>Defensive Preparations</b>	<ul style="list-style-type: none"><li>•2nd intention simple action defense: Invitation as setup for parry or distance defense</li><li>•2nd intention simple action defense: False attack or counter attack as setup for parry or distance defense</li></ul>
<b>Point in line mechanics and tactics</b>	<ul style="list-style-type: none"><li>•Point-in-line position, Point-in-line followed by advance. Point-in-line followed by lunge.</li><li>•Point-in-line: response to engagement with derobement</li><li>•Point-in-line: response to beat with counter-beat</li><li>•Point-in-line: response to attack from engagement with parry</li><li>•Point-in-line: response to beat attack with distance</li></ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"><li>•Guided discussion about long tactical wheel</li><li>•Counter-time vs compound attack off a preparation depending upon opponents response</li></ul>



## Level 4C Epee Curriculum Standards: Preparation and Response

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"><li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li><li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li><li>•Actions with the opponent's preparation vs against the opponent's preparation</li></ul>
<b>Offensive Preparations</b>	<ul style="list-style-type: none"><li>•Difference between advance-lunge (starting to "present the blade towards the target" and a preparation-lunge (stepping forward with invitation and finishing with a blade control action)</li><li>•Attacks on preparation with footwork (check step), blade invitations, or engagements - emphasis on timing</li></ul>
<b>Defensive Preparations</b>	<ul style="list-style-type: none"><li>•Counter-riposte from all appropriate parries</li><li>•2nd intention simple action defense: Invitation as setup for parry or distance defense</li><li>•2nd intention simple action defense: False attack or counter attack as setup for parry or distance defense</li></ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"><li>•Guided discussion about long tactical wheel</li><li>•Counter-time vs compound attack off a preparation depending upon opponents response</li></ul>



## Level 4C Sabre Curriculum Standards: Preparation and Response

Topic	Standards
<b>Advanced footwork mechanics and preparations</b>	<ul style="list-style-type: none"><li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li><li>•Simple combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes</li><li>•Actions with the opponent's preparation vs against the opponent's preparation</li><li>•Preparations off the line with open eyes to judge the response of the opponent (e.g. simple attack, distance defense, long attack, parry, beat, etc)</li></ul>
<b>Offensive Preparations</b>	<ul style="list-style-type: none"><li>•Difference between advance-lunge (starting to "present the blade towards the target" and a preparation-lunge (stepping forward with invitation and finishing with a blade control action)</li><li>•Attacks on preparation with footwork (check step), blade invitations, or engagements - emphasis on timing</li></ul>
<b>Defensive Preparations</b>	<ul style="list-style-type: none"><li>•2nd intention simple action defense: Invitation as setup for parry or distance defense</li><li>•2nd intention simple action defense: False attack or counter attack as setup for parry or distance defense</li></ul>
<b>Point in line mechanics and tactics</b>	<ul style="list-style-type: none"><li>•Point-in-line position, Point-in-line followed by advance. Point-in-line followed by lunge.</li><li>•Point-in-line: response to engagement with derobement</li><li>•Point-in-line: response to beat with counter-beat</li><li>•Point-in-line: response to attack from engagement with parry</li><li>•Point-in-line: response to beat attack with distance</li></ul>
<b>Advanced Tactical Components</b>	<ul style="list-style-type: none"><li>•Guided discussion about long tactical wheel</li><li>•Counter-time vs compound attack off a preparation depending upon opponents response</li></ul>



## NCDP Level 4D Clinic Curriculum by Weapon

Level 4C organizing philosophy statement

### Level 4D Learning Objectives

In progress

### Level 4D Skill Checkoff Lists and Summative Presentation Rubric

To be published

### Level 4D All weapon Curriculum Standards: Putting it all Together

Topic	Standards
Special topics in footwork mechanics and preparations	<ul style="list-style-type: none"><li>•Adjusting size and speed of footwork components to facilitate preparations and tactical changes</li><li>•Adjustments to on guard position based upon student's body type</li></ul>
Multi-tempo offense	<ul style="list-style-type: none"><li>•Combinations of attacks with 2 tempos with beats, disengages, and coupes</li></ul>
Multi-tempo defense	<ul style="list-style-type: none"><li>•Combinations of defense with 2 tempos</li></ul>
Advanced Tactical Components	<ul style="list-style-type: none"><li>•Guided Tactical Discussions</li></ul>
Coach-in-Training presentations	<ul style="list-style-type: none"><li>•Preparing for and presenting the summative lesson presentations</li></ul>



## NCDP Level 5 Overview

Text

### Expert EDGCC (Level 5) Principles

Coach will be able to guide fencer's individualized tactical adjustments based upon the specifics of their opponent.
<b>Demonstrate</b> and <b>Guide</b> 1st and 2nd intention actions with separation of hand and foot tempos against varying footwork tempos.
<b>Demonstrate</b> , <b>Guide</b> and <b>Critique</b> actions at any part of a tempo
<b>Guide</b> actions and preparations majority on fencer's initiation against both the dominant and non-dominant hand.
<b>Correct</b> using surprise actions, follow up actions after the hit, and complex tactical progressions to push the student's performance.
<b>Critique</b> technical and tactical adjustments.
<b>Critique</b> fencer's tactical choices.

### NCDP Level 5 EDGCC Learning Outcomes

Chart

### NCDP Level 5 Methodology Components

Resources to come here about using the EDGCC Process as in advanced group classes and various types of individual lessons





## NCDP Level 5 Clinic Curriculum by Weapon

Level 5 organizing philosophy statement

### Level 5 Learning Objectives

In Development

### Level 5 Skill Checkoff Lists

To be published

DRAFT



## Level 5 Foil Curriculum Standards - Organization in to clinics forthcoming

Adjustments to on guard position based upon tactical game	Different types of footwork components for compound preparations	Complex combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes
Additional technical and tactical options based upon where on the strip the action is taking place	Additional technical and tactical options based upon the handedness of the opponent.	Commitment vs no commitment
Offensive technical and tactical applications against different dominant hands and degree of force	Riposte with opposition as appropriate for handedness and relative size of the fencers	Counter-offensive technical and tactical applications against different dominant hands and degree of force
Compound attacks more than 2 tempos with disengages and coupes	Feints from targets to other targets as with multiple changes of line	Feints in varying parts of a tempo
Compound feints	Tactical adaptations of feints (i.e. making a feint to draw a counter-attack)	Coule/glide/glize as a teaching tool
Different ways of making beats (e.g., beat through as a cut-over, beat with different types of intensity, beats using different types of the blade)	Tactical adaptations of beats (i.e. different pressures of beat for tactical adaptations)	Actions on the blade: Attack au fer (Expulsion)
Actions on the blade at collapsed distance	Multiple options at collapsed distance	Tactical counter riposte
Body feints	Various times to extend the arm during the attack	Sweep - false blade take
Compound second intention actions	2nd intention compound action defense	Reprise with and without the blade
Flicks to multiple targets and with tactical adjustments	Advanced evasion techniques	Defense against remise
Point-in-line: response to beat with attack in preparation	Point-in-line: response to beat with counter-attack	Point-in-line: response to beat with attack in preparation
Attack in the preparation (AIP) as both a premeditated action and a drawn action - emphasis on tactical progression	False attack as set up for AIP	Feint-in-time/Attack Composé



## Level 5 Epee Curriculum Standards - Organization in to clinics forthcoming

Adjustments to on guard position based upon tactical game	Different types of footwork components for compound preparations	Complex combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes
Additional technical and tactical options based upon where on the strip the action is taking place	Additional technical and tactical options based upon the handedness of the opponent.	Commitment vs no commitment
Offensive technical and tactical applications against different dominant hands and degree of force	Riposte with opposition as appropriate for handedness and relative size of the fencers	Counter-offensive technical and tactical applications against different dominant hands and degree of force
Compound attacks more than 2 tempos with disengages and coupes	Feints from targets to other targets as with multiple changes of line	Feints in varying parts of a tempo
Compound feints	Tactical adaptations of feints (i.e. making a feint to draw a counter-attack)	Coule/glide/glize as a teaching tool
Different ways of making beats (e.g., beat through as a cut-over, beat with different types of intensity, beats using different types of the blade)	Tactical adaptations of beats (i.e. different pressures of beat for tactical adaptations)	Actions on the blade: Attack au fer (Pressure)
Actions on the blade at collapsed distance	Multiple options at collapsed distance	Tactical counter riposte
Body feints	Various times to extend the arm during the attack	Sweep - false blade take
Compound second intention actions	2nd intention compound action defense	Reprise with and without the blade
Flicks to multiple targets and with tactical adjustments	Advanced evasion techniques	Defense against remise
Attack in the preparation (AIP) as both a premeditated action and a drawn action - emphasis on tactical progression	False attack as set up for AIP	Feint-in-time/Attack Composé



## Level 5 Sabre Curriculum Standards - Organization in to clinics forthcoming

Adjustments to on guard position based upon tactical game	Different types of footwork components for compound preparations	Complex combinations of footwork actions in order manipulate distance and timing to facilitate preparations and tactical changes
Additional technical and tactical options based upon where on the strip the action is taking place	Additional technical and tactical options based upon the handedness of the opponent.	Commitment vs no commitment
Starting out of distance and using preparation to find the distance/time to make a compound offensive and defensive actions	Provoke by closing distance with and without false blade actions to make active blade actions, counter-attack, beat, parry	Being able to match and break rhythms and tempo off the line to achieve complex offense or defense
Offensive technical and tactical applications against different dominant hands and degree of force	Riposte with opposition as appropriate for handedness and relative size of the fencers	Counter-offensive technical and tactical applications against different dominant hands and degree of force
Compound attacks more than 2 tempos with disengages and coupes	Feints from targets to other targets as with multiple changes of line	Feints in varying parts of a tempo
Premeditating the preparation - aware of what is working, changing the preparation to reinforce the beginning of what is not working	Tactical adaptations of feints (i.e. making a feint to draw a counter-attack)	Compound feints
Different ways of making beats (e.g., beat through as a cut-over, beat with different types of intensity, beats using different types of the blade)	Tactical adaptations of beats (i.e. different pressures of beat for tactical adaptations)	Actions on the blade: Attack au fer (Expulsion)
Simple attacks with opposition	Advanced evasion techniques	Tactical counter riposte
Attack in the preparation (AIP) as both a premeditated action and a drawn action - emphasis on tactical progression	Various times to extend the arm during the attack	Angulated cuts to deep target
Compound second intention actions	2nd intention compound action defense	Reprise with and without the blade
Point-in-line: response to beat with attack in preparation	Point-in-line: response to beat with counter-attack	Point-in-line: response to beat with attack in preparation
Ceeding parries as a teaching tool for timing	Hand position 6	Defense against remise

development		
Counter-time: parry against a stop-cut (as a provoked action)	Counter-time: parry against an attack on preparation (as a provoked action)	Body feints
Remise as a counter attack (with and without opposition)	False attack as set up for AIP	Feint-in-time/Attack Composé
Sweep - false blade take	False actions on the blade	