Intermediate Foil 1
Lesson 1

http://www.fencing.calpoly.edu/

Last revised 12/13/00

Explanation of Red Band Requirements
Intermediate I Curriculum
Expectation of Students
Review of Honor
Footwork Drills
Distance Drills
Glove Duel
Simple Attack

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These lessons should only be used under the training of a qualified instructor, and only by individuals in good physical condition.
Red Band Requirements

The Cal Poly Banding system of training continues in this class as the first portion of a 2 quarter training schedule aimed at raising students to the level of Red Band in Foil.

Note that some of the achievement requirements for Red Band are scheduled for completion in the Intermediate I, or Intermediate II class. These achievements include, requirements such as taking place in a USFA Tournament, placement requirements during a fencing tournament, and conducting directing for critique among other things. Should a student complete any of these achievements prior to attending the level of class requiring, the first completion fulfills the requirement, and we do not require any replication of the achievement.

Breakdown of Red Band Requirements by Intermediate Course (I & II)

Intermediate Foil I Course Curriculum

- Patinando
- Jump
  
  *(Forward, Backward, Ballestra)*
- Inversion, Half movements
- Probing
- Multi Parry Defense
- Multi Feint Deceive Attack
  
  *(1-2, High Low variations)*
- Attack on Preparation
- Indirect Riposte
- Riposte with Disengage
- Group I & II Offenses

Intermediate Foil II Course Curriculum

- Apel
- Pauses
- Acellerated Lunge
- Early & Late Parrys
- Beat or Spanking Parries
- Multi Feint Deceive Attack with Doublet
- Multi Feint Coupe Attacks
- Glide Thrust (Coule)
- Simple Tactical Wheel
- General and weapon specific rules
- Officiating
Red Band Foil Evaluation Sheet

<table>
<thead>
<tr>
<th>Fencer’s Name</th>
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<tbody>
<tr>
<td>Evaluator</td>
<td>Completion Date</td>
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Part I. Technical
*Demonstrate Each of the following Skills*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Comments</th>
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Footwork

<table>
<thead>
<tr>
<th>Skill</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Apel</td>
<td></td>
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<tr>
<td>Lunge (accelerated)</td>
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Bladework

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<th>Skill</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Glide Thrust</td>
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<tr>
<td>Early &amp; Late Parries</td>
<td></td>
</tr>
<tr>
<td>Beat or Spanking Parries <em>(six, four, eight &amp; seven)</em></td>
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<tr>
<td>Compound FD Attacks <em>(doublet &amp; Coupe)</em></td>
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Taken from Eric McDonald, Instructor III USFA USFCA, The Five Step Progression to Mastering Fencing
**Part II. Tactical**  
*Demonstrate Each of the following Tactical Components*

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<table>
<thead>
<tr>
<th>Pauses</th>
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<tbody>
<tr>
<td>Stealing distance &amp; time</td>
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<table>
<thead>
<tr>
<th>Simple Tactical Wheel</th>
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**Part III. Application**  
*Demonstrate your ability to apply your knowledge through competition*

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*Participate in any USFA sanctioned or recognized intercollegiate competition (no requisites for lowest placement, placement in top half satisfies above also)*

<table>
<thead>
<tr>
<th>Number of fencers</th>
<th>Place</th>
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<tbody>
<tr>
<td>(Only requirement is USFA or collegiate)</td>
<td>(no requisite for lowest placement)</td>
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**Part IV. Rules**  
*Demonstrate your knowledge of the following areas (*written exam)*

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<table>
<thead>
<tr>
<th>Officiating - demonstrate Referee hand signals</th>
<th>Score</th>
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<table>
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<tr>
<th>Referee two bouts for critique</th>
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Expectation of the Students

Intermediate I students will begin improving their own personal skills, as well as improving their ability to help their classmates skills. Students will also begin to train to become role models within the Cal Poly Fencing community.

To this end, an important part of the training includes learning how to become a good teacher as well as a student. When you take part in drills, make sure you understand that a drill consists of a noncompetitive exchange. If the drill consists of having student A performing an attack (acting this case as the instructor) so student B practices a riposte, the instructor (student A) should not try to make the fastest, most evasive attack possible. The instructor begins, with a simple attack, allowing student B to make the riposte. After student A successfully completes a riposte several times, student A should then slowly increase the speed and complexity stretching student B’s skills. Should the student fail at any time, the instructor should immediately repeat the maneuver exactly until the student succeeds.

Further, as new yellow band students learn, they look to you as how fencers should conduct themselves. For this reason, always conduct yourself with the greatest honor, giving new members of the sport role models to emulate.

Finally, although you now begin training to help instruct others, refrain from offering any advice to any other fencer for now. The process for getting to a certain point in fencing often requires moving a fencer through a stage where they conduct a maneuver differently than they finally require. You do not know the status of a student, or how their instructor wishes to bring them there. Do not step in, with the exception of when safety is in question. For instance if you see to beginners practicing something without all of their safety equipment, stop them, send them to their instructor. Remember, although no single ‘correct’ method of fencing exists, many incorrect exist.

With this in mind, remember that I may attempt to train something using a method other than the expected final product. Should another fencer attempt to train, correct, advise, etc. Politely thank them, and then seek me. Let me know what their comments were, and I will concur or disagree with them and give the reasons.

I explicitly forbid Intermediate I students from requesting free fencing matches bouts, drills etc. with yellow band students. Yellow band students may request matches from you, and if so, you may consent only after the Yellow band instructor has released their students to fence upperclassmen.

Intermediate I students are free to request bouts with any class above them, and should consider it a privilege and honor if asked to bout with someone above them. I strongly encourage you to fence as many other students as possible. A good fencer can make touches against an opponent using good technique. A great fencer practices good technique against many different kinds of opponents so they can make touches against anyone.

In conclusion, please review the following treatise on Honor as a review from our yellow band curriculum, and try to hold yourself to these standards.
Honor

From “The Art and Science of Fencing” by Nick Evangelista
Masters Press, 1996

The last few years have given us public demonstrations of athletic behavior, on and off playing fields, that has been anything but admirable. It was once said that sports built character. Today, we see, as a matter of course, fits of temper, greed, drug abuse, incredibly poor sportsmanship, elitism, laziness, vanity and brutality acted out by sports participants on the diamond, rink and court.

Perhaps, with fencing, we can do better.

Tradition

Fencing has had its share of unpleasant individuals over the ages, to be sure. I’ve known some of the modern ones personally. But our art also has a side to its long history that is proud, noble and brave. The honor of fencing has been hard won over the centuries through the sweat and blood of our predecessors. Fencing, then provides us with a built-in opportunity to express ourselves in ways that show we appreciate our heritage and to rise above the common denominator.

Fencing offers us control

We can choose our behavior.

Respect

We should always respect our teachers and our schools. Here we honor our foundations. On the fencing strip, we must never forget to salute our opponents and shake hands after boutting. In tournament play, we show respect for those who officiate our bouts, for without them, competition would be chaos.
Tactics

To me, the fencer who physically intimidates his opponent with brutality of blade movement or downright, knock-down fencing, or who attempts to side-track an adversary through obnoxious, argumentative behavior, is an ignorant amateur, a thoroughly bad fencer, showing little regard for his learning or the institution of fencing. Beat your opponent with fencing excellence -- with your superior blade movement, timing, distance and strategy.

That is what is all about.

Truth

We acknowledge touches. When we cheat, we cheat not only our opponents but ourselves, because we rob ourselves of the truth of fencing and cease to grow as fencers.

Fraternity

We fence against anyone who asks us to a friendly crossing of blades. We can always learn from both good and bad fencers. We admire the expert touch, and look with tolerance on the less than adequate fencer. Everyone starts in the same place, awkward and unknowing. To forget this is to forget we are human.

Honor

To act in any way but the above mentioned manner would be to denigrate the art of the sword. We maintain a sense of good will, we persevere, we are patient, we always strive to do our best and we take pride in the uniqueness of fencing and in our skills. When we win, we win through fair play or not at all. No matter what anyone else tells you, standards count.

We express our respect constantly for fencing and, therefore, demonstrate through our unflagging loyalty, our own personal honor. Such sentiments are often looked upon with cynicism in today's world. But fencing attempts to ground us in solid reality, not in the trendy behavior of our times. If we allow ourselves to become ugly on the fencing strip the we lose no matter what the record books say.