



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2021/2022
BACHELOR'S DEGREE (BSC)	PHYSICAL EDUCATION AND SPORT SCIENCES
SUBJECT	THEORY, TECHNIQUE AND TEACHING METHODOLOGY OF FENCING
TYPE OF EDUCATIONAL ACTIVITY	D
AMBIT	10502-A scelta dello studente
CODE	17501
SCIENTIFIC SECTOR(S)	M-EDF/02
HEAD PROFESSOR(S)	BELLAIORE MARIANNA Professore Ordinario Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	3
INDIVIDUAL STUDY (Hrs)	44
COURSE ACTIVITY (Hrs)	31
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	BELLAIORE MARIANNA Monday 10:00 13:00 Microsoft teams - codice: 2fkgv90

DOCENTE: Prof.ssa MARIANNA BELLAFFIORE

PREREQUISITES	Knowledge of training theory and methodology.
LEARNING OUTCOMES	Basic knowledge and acquisition of regulation, technical skills and weapons in fencing. Application skills and methodological competences, such as to allow graduates to deal with technical problems, with particular reference to the structuring of fencing training programs. Ability in oral, written and multimedia communication with a complete exposition of one's own thoughts to exchange general information, data presentation, dialogue with experts from other sectors and consequent ability to work in groups. Development of the ability to collect and interpret data deemed useful to determine independent judgments, including reflection on social, scientific or ethical issues related to them. Development of learning skills that are necessary for students to undertake subsequent studies with a high degree of autonomy.
ASSESSMENT METHODS	Theoretical and practical examination. The student will have to answer at least 2-3 questions by practical demonstration. The exam aims to verify the technical and tactical skills achieved in the sports studied, the autonomy of judgment and the interpretative skills achieved in the context of the sports performed. The evaluation foresees the vote of thirty and takes into consideration the following methods: 30-30 and praise (excellent), which corresponds to the judgment "excellent knowledge of the subjects, excellent ownership of language, good analytical skills, the student is able to apply the knowledge to solve the proposed problems"; 26-29 (excellent), which corresponds to the judgment 'good command of the subjects, full ownership of language, the student is able to apply the knowledge to solve the proposed problems'; 24-25 (good), which corresponds to the judgment 'basic knowledge of the main subjects, fair language properties, with limited ability to autonomously apply knowledge to the solution of the proposed problems'; 21-23 (satisfactory), which corresponds to the judgment does not have full mastery of the main subjects of the teaching but possesses the knowledge, satisfactory property of language, poor ability to autonomously apply the acquired knowledge'; 18-20 (sufficient), which corresponds to the judgment 'minimum basic knowledge of the main topics of teaching and technical language, very little or no ability to autonomously apply the acquired knowledge'; insufficient, which corresponds to the judgment 'does not possess an acceptable knowledge of the contents of the topics dealt with during the course'. The threshold of sufficiency will be reached when the student shows knowledge and understanding of the topics at least in general terms and has minimal applicative skills in order to solve concrete cases; he will also have to have expository and argumentative abilities such as to allow the transmission of his knowledge to the examiner. Below this threshold, the exam will be insufficient. The more, however, the examiner with his argumentative and expository skills is able to interact with the examiner, and the more his knowledge and application skills go into the detail of the subject being tested, the more the evaluation will be positive. The evaluation takes place in thirtieths.
EDUCATIONAL OBJECTIVES	Acquisition of technical-tactical skills in fencing.
TEACHING METHODS	Classroom lessons and field exercises.
SUGGESTED BIBLIOGRAPHY	Caramazza G., Massa S. Il fioretto. Teoria, Tecnica e Didattica. Edizione Sama.

SYLLABUS

Hrs	Frontal teaching
2	Presentation of the course. The fencing performance model.
2	Weapons, clothing, valid targets, platform.
3	Technical fundamentals.
3	Basics of attack. Training and exercises.
3	Basics of attack. Training and exercises.
3	Defense fundamentals. Training and exercises.
3	Defense fundamentals. Training and exercises.
3	Response fundamentals. Training and exercises.
3	Attack actions composed: feints. Training and exercises.
3	Attack actions circulated. Training and exercises.
3	Wheelchair fencing. Analogies and differences with standing fencing. Fencing for blind people