

CREC Greater Hartford Academy of the Arts

A program of the Capitol Region Education Council

Program of Studies 2016-2017

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<http://www.crecschools.org/our-schools/greater-hartford-academy-of-the-arts>

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In compliance with regulations of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Civil Rights Act of 1987, and American with Disabilities Act of 1991, CREC has policies to ensure equal education opportunities for all students. Students have the right to participate fully in classroom instruction regardless of age, gender, race, religion, national origin, color, disability, marital status or sexual orientation.

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CREC GREATER HARTFORD ACADEMY OF THE ARTS

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Social Worker:

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Kirsten Engebretson	Audience Service Coordinator	(860)757-6172 kengebretson@crec.org
Box Office		(860)757-6388

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757-6300 option 5

Arts Department Heads:

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Academic Teachers Offices: To contact by phone: dial 860.757.6300 option 1 and then extension.

Name	Subject	Extension OFF	Room
Archer, Robert	Social Studies	3550	S1008
Beauregard, Jason	English	3542	S1053
Breen, Lisa	Spanish	3507	S1016
Cannada, Ronall	Social Studies	3567	A1089
Dominic, Frank	English	3577	A1131
Ford, Russell	Science	3579	A1104
Garcia, Gregory	English	3528	S1037
Garcia, Sheryl	Math	3543	S1054
Gilbert, Rebecca	English	3563	A1094
Hernandez, Elke	Spanish	5418	A1098

Kenealy, Jaimie	Health/PE	3197	A1158
Kielhorn, Yvonne	Science	3533	S1044
Lee, Catherine	Math	3566	A1087
Peters, Caitlin	Science	3534	S1062
Preble, Aaron	Spanish		A1102
Recchini, Nick	Social Studies	3546	S1059
Sanborn, Jessica	Spanish	3547	S1048
Sapanaro, Jillian	Math		A1043
Schlenker, Caine	English	3549	S1007
Smith, Jennifer	Math	3565	A1108
Tobias, Michael	Social Studies	3527	S1039
Uche, Uche	Science	3535	S1010
Winchell-LaPlaca, Sheri	Math	3529	S1011

GREATER HARTFORD ACADEMY OF THE ARTS

PURPOSE

The Academy, established in 1985, is a desegregation magnet arts specialty school that is open through an admissions process to public high school students in Greater Hartford. The student body comprises a racial, ethnic, and socio-economic diversity reflective of Greater Hartford. Through an intensive arts focused curriculum, the Academy meets a broad regional strategy and a voluntary effort to reduce racial isolation in Greater Hartford area high schools. The Academy's professional arts training program is designed to prepare students to pursue post-secondary studies and professional careers in creative writing, dance, music, musical theater, theater, technical theater and visual arts. The curriculum is professionally oriented, highly structured, and academically rigorous. Commitment to serious study is expected of all students.

The curriculum is designed to supplement and expand on the students' other courses and activities in their local school districts. Students spend 13 intensive hours per week pursuing artistic excellence under the guidance of practicing arts professionals and art educators who are the core faculty at the Academy. The Artists-in-Residency program brings outstanding artists to the Academy for master classes and presentations. These professional contacts enrich the curriculum as well as provide a realistic perspective on artistic careers. Additionally, attendance at performances and master classes conducted by guest artists help to supplement the students' learning experiences. As a pre-college arts training program, the Academy requires all students who attend or perform at Academy sponsored events to conform to the standards in the industry.

Throughout their years here, Academy students receive information on performing arts careers so that they can begin to make decisions about their own future training and choice of careers. All students are expected to audition as a requirement of admission to the Academy.

MISSION STATEMENT

THE MISSION OF THE GREATER HARTFORD ACADEMY OF THE ARTS, A MAGNET PUBLIC HIGH SCHOOL, IS TO BRING TOGETHER PEOPLE OF DIVERSE CULTURAL HERITAGE AND TO DEVELOP IN ALL STUDENTS THE KNOWLEDGE, SKILLS, AND ATTITUDES TO REACH THEIR FULLEST ARTISTIC POTENTIAL, TO LIVE PRODUCTIVE LIVES AND TO CONTRIBUTE TO SOCIETY AS CREATIVE, ENGAGED CITIZENS.

ACADEMY BELIEFS

We believe:

- Each individual has worth and deserves respect.
- Each individual's work has worth and deserves respect.
- Each individual is accountable for his/her own actions.
- Each individual has a right to education in the arts regardless of economics, race, location of residence, or other physical, social, or emotional factors.
- Education in the arts raises moral, social and ethical consciousness.
- A diverse multi-cultural environment enhances one's perspective of self in relation to society.
- Unity can be achieved through diversity.
- Self-esteem and a positive self-image are crucial to learning.
- Disciplined training benefits artistic growth.
- The creative potential of each student deserves to be developed.
- Students learn best in a safe, nurturing environment at school, at home and in the community.
- An individual's achievement is affected by his/her motivation and commitment.
- All people have the innate ability to express themselves artistically.
- The arts are vital to human development.
- Through the arts, students enhance and improve their knowledge of basic skills.
- Training in the arts educates the whole human being, integrating the creative with the analytical.
- Through cooperation and ensemble work, students can create artistic results that exceed individual efforts.
- Cooperative group endeavors in the arts develop and enhance social skills and interpersonal relationships.
- Education in the arts creates opportunities for personal and professional growth.
- Education in the arts promotes independence of thought necessary for leadership and creativity.
- Creativity needs to be shared.
- Learning is a life long process.

PHILOSOPHY OF THE CURRICULUM

It is the aim of the Greater Hartford Academy of the Arts to enable each student to develop his/her artistic, creative and scholastic potential to the fullest. Through its core courses, the curriculum aims to teach students the knowledge and skills necessary to enter college and to become a working artist should they so choose.

The Academy curriculum enables all students to work toward achieving up to and beyond the State academic standards and the National arts standards upon completion of the programs.

Academy academic courses are geared toward the artistic sensibilities of aspiring artists. These classes count toward the state's high school graduation requirements in the areas of English, Mathematics, Science, Physical Education, Health, Social Studies, World Language and the Arts. The curriculum is academically rigorous and commitment to serious study is expected of all students in all courses. It is imperative for an artist to be an educated citizen of the world. Therefore, it is vital that students and parents/guardians understand that their choice is not arts or academics; it must be arts and academics.

Academy arts courses expose the student to work in a variety of genres, both to refine their ability and to provide practical experience in a range of possible careers. The curriculum seeks also to respect and celebrate the diversity of the students and the strength and richness that diversity brings to the school and to society. Courses include material from around the world and from previous centuries as well as from contemporary America. By teaching students about the traditions and achievements of various artists, Academy courses encourage students to be receptive to their own possibilities and to the work of others – including their peers.

It is understood that students progress at different rates. Attention is paid to the individual needs, backgrounds, strengths, and limitations of each student.

Nonetheless, all students are expected to meet the expectations of each and every course.

Students completing the programs at the Academy should leave as a viable candidate for a college program as well as create and replicate, on his/her own, that which he/she has been taught and to prepare and perform any work while understanding the context in which that work occurs as an artist.

MINIMUM GRADUATION REQUIREMENTS

The State Department of Education has defined a “credit” as a 40-minute class meeting five days a week for 180 days, or another combination equaling the same time: 120 hours per academic year. The Academy curriculum and graduation requirements are based on the New England Association of Schools and Colleges standards on teaching and learning.

In order to graduate from the Greater Hartford Academy of the Arts, a student must have earned a minimum of 28.0 credits and must have met the credit distribution requirements**. Students must also demonstrate what they know and are able to do by meeting graduation performance requirements in reading, writing, and mathematics.

Total Required for Graduation 28.0 credits

Humanities

English	4 years
Social Studies (including 1 year in U.S. History, ½-credit in Civics/U.S. Government)	3 years
World Language	3 years

Mathematics

Mathematics (including successful completion of Algebra II)	4 years
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Sciences

Science (including 1 year of Biological Science, 1 year of Physical Science - Physics, Chemistry, Earth Science)	3 years
Technology (½ credit required in a course that integrates technology or or computer science into the curriculum)	½ credit

Physical Education/Health & Personal Development

Physical Education	1 credit
Health & Personal Dev.	½ credit

Arts Courses

(8 Arts credits including successful completion of all juries)	8 credits
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***Please note that certain requirements are indicated in years while others are indicated in credits. Requirements in years call for the completion of the specified number of full year courses, or the equivalent, with a minimum of 1.0 total credits per year. If a student*

should fail two or more academic courses, he/she will not be promoted to the next grade level unless documentation of summer credit recovery is received.

HALF-DAY PROGRAM CREDITS

For half-day students, actual classroom time equals 13 hours per week, 36 weeks per year, or 468 hours per academic year.

State and local requirements that may be fulfilled by Academy work include: Arts; Social Studies (Art History, Dance History, Music History, Musical Theater History, and Theater History courses); Physical Education (Dance, Movement courses); English (Creative Writing major courses). The Academy does not award credit for half day program classes. The Academy has assigned a value of four honors credits per year (two per semester) for Academy course work and recommends that school districts accept these credits. Students must check with their home school to confirm the actual number of credits that they will earn through Academy study and if these credits are designated honors or college prep. Most school districts accept two to three Academy credits per year.

CHANGE OF DEPARTMENT MAJOR

Students are committed to a major for one school year. If students wish to change departments or majors, after one year, they must: Obtain a Change of Department Form from the office, complete and return it with the necessary signatures, and audition by the deadlines. Students will receive written notification of change status.

PROMOTION AND RETENTION

Student promotion is based on the following criteria:

Students who have accrued 7.50 or more credits are promoted to grade 10

Students who have accrued 13.0 or more credits are promoted to grade 11

Students who have accrued 21.5 or more credits are promoted to grade 12

In order to receive a diploma, students must complete 28.0 credits and all mandated courses.

***Please note that certain requirements are indicated in years while others are indicated in credits. Requirements in years call for the completion of the specified number of full year courses, or the equivalent, with a minimum of 1.0 total credits per year. If a student should fail two or more academic courses, he/she will not be promoted to the next grade level unless documentation of summer credit recovery is received.*

MATHEMATICS AND SCIENCE COURSE DESCRIPTIONS

ASTRONOMY

Astronomy is a ½ year course and will investigate the various items in the universe. Recent images from advanced equipment like Hubble Telescope, combined with the ease of Internet access, have made it possible to ‘bring the stars into the classroom’. In this course, students will explore various objects in the solar system including the Moon, Mars, Jupiter and all the planets as well as bizarre objects such as quasars, pulsars, and black holes. This course focuses on members of our solar system, as well as on members of the Milky Way galaxy. Through textbook readings and classroom dialogue, students will engage in an in-depth view of the history of astronomy, the solar system, how astronomers study starlight, galaxies, and develop a better understanding of the universe. This course will provide students with integrated applications of mathematics and science concepts and will encourage them to use and develop critical thinking skills. This course is suitable for students who have successfully completed Algebra I and Geometry. Students will be expected, for example, to be self-sufficient with basic trigonometry, which is useful in calculating distances to objects in the sky. Though Chemistry is not a prerequisite, having completed a course in Chemistry will facilitate learning in some units of astronomy.

ANATOMY AND PHYSIOLOGY

Prerequisite: one course each in biology and chemistry.

Students will learn about the structural organization of the human body and the underlying physiological process that are essential for maintaining homeostasis. In the first part of this course, students will learn about structural organization of the human body and review basic aspects of chemistry of life (e.g. levels of chemical organization, chemical bonding, inorganic and organic chemistry including basic structure of organic molecules). Organ systems will be covered in depth, and extended into discussion of medical conditions and mechanisms of disease. Systems to be covered will include the integumentary, endocrine, nervous, muscular, skeletal, cardiovascular, respiratory, digestive, urinary, reproductive, lymphatic and immune systems. Laboratory experiments will involve blood pressure analysis, measurement of oxygen consumption, membrane potentials, muscular movement and dissection of preserved organs and / or animals.

AP BIOLOGY

Prerequisite: General Biology.

This course has been designed to meet the curriculum expectations of the College Board, which is the planning and governing board that develops the Advanced Placement (AP) academic programs in a variety of subjects to meet the standards of introductory college-level courses for majors in those subjects. In this course, an attempt will be made to effectively cover the expanding fields of biology through class discussion, independent investigations, and laboratory experiments including the 12 recommended College Board AP biology laboratory investigations. Computer technology and modern techniques in biotechnology will be a component of the course. Class discussions, lectures, and experimental inquiry are documented using Smartboard technology. Guest speakers will be used to reinforce aspects of the curriculum covered in class. The ability of students to carry out inquiry-based research independently, would be encouraged in this course. The field of science is

ever expanding due to new discoveries; we will include additional resources from newly published books and journals to keep up with current research and new discoveries. The three overarching topics, Molecules and Cells, Heredity and Evolution, and Organisms and Populations will be studied. To cover the extensive Biology curriculum we will utilize the College Board's guiding themes, listed below, for teaching and learning in biology. Students are required to take the A.P. test.

- I. Science as a process
- II. Evolution
- III. Energy Transfer
- IV. Continuity and change
- V. Relationship of Structure to Function
- VI. Regulation
- VII. Interdependence in Nature
- VIII. Science, Technology and Society

BIOLOGY

Foundations in Biology is a course designed to develop a comprehensive understanding of fundamental concepts and principles in the life sciences. Students will explore topics at the molecular, cellular, systemic, and organismal levels. Students will be required to apply their understanding of biological systems to pertinent questions in the life sciences. Topics that will be covered include; the origin of life, cellular physiology, cellular interaction and organ system physiology, molecular and evolutionary genetics, organismal interactions and environmental biology. This course will have a strong experimental laboratory component and will be integrated with the Foundations in Chemistry course when covering the fundamentals of biochemistry. Health in the 21st Century is a course that is interwoven into the biology curriculum in the second semester. This course meets all district and state requirements for health credit.

AP CHEMISTRY

Prerequisites: Algebra II, 1 year of general chemistry.

The first semester of this course will focus on atomic structure, stoichiometry, aqueous reactions and solution stoichiometry, electronic structure and quantum theory, periodic relationships, bonding theory, molecular geometry and gas laws. (During the first semester only, students must be free either during gamma block OR the delta block as the extra class sessions meet during those times.) The second semester will focus on intermolecular forces, properties of solutions, kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry and nuclear chemistry. Much of the course will be inquiry-based laboratory experiences that are designed to enhance the understanding of the core topics and prepare students to take the AP exam. Students are required to take the A.P. test.

HONORS CHEMISTRY/CHEMISTRY

Prerequisite: Algebra II (may be taken concurrently).

The coursework which will focus on the development of a strong foundation in chemistry and the understanding of the qualitative and quantitative means used to describe matter and the changes matter undergoes. Chemical principles such as states of matter, atomic structure, nomenclature, aqueous reactions, bonding theory, electrons in atoms, the periodic table and periodic relationships will be covered.

Chemical names and formulas, chemical reactions, stoichiometry, thermochemistry and behavior of gases as well as acid-base and oxidation-reduction reactions will also be covered. Other topics may include aspects of organic chemistry, basic electrochemistry and equilibrium as well as nuclear chemistry. Inquiry-based laboratory activities will be conducted and will involve the use of the state-of-the-art instrumentation.

FORENSICS

Prerequisite: Algebra I & Biology.

Forensic Science is a half-year, interdisciplinary science course designed to challenge students to think critically. This course is suitable for students of all ability levels as long as they have successfully completed Biology and Algebra I. The completion of a chemistry course is recommended but not required. The course will allow students to perform various activities such as blood typing, firearm visual evidence, spatter patterns, hair and fiber analysis and other hands-on activities. This course will provide an overview of the American legal system and process, and the application of forensics within that system. Concepts and techniques in physics, chemistry, biology, anthropology, math, and debate/argumentation will be explored and applied throughout the course. Students will apply their knowledge and skills in order to test and interpret evidence and present it in writing and orally.

AP PHYSICAL SCIENCE/HONORS PHYSICAL SCIENCE/PHYSICAL SCIENCE

Physical Science is a broad scoped course which offers an understanding of how our actions affect the world we live in. Students will acquire a broad foundation in scientific inquiry and conduct meaningful experiments including the collection, assessment and analysis of data, draw conclusions, and report their findings. Topics include: introduction to chemistry, polymers, properties of matter, energy/electricity, power plants, nuclear energy, alternative energy sources and pollution. Physical Science is required for graduation and is based on the state frameworks and the new CAPT objectives. Students are required to take the A.P. test.

AP PHYSICS

AP Physics is a university level physics course, the content of which has been selected by the College Board. The major emphasis of the course is to understand the concepts of 15 physics, and apply them using the various important formulas to solve problems. Laboratory experiments and demonstrations are done to reinforce the relationships and concepts currently being studied. Newtonian mechanics, electricity and magnetism, waves and optics and modern physics are investigated with equal emphasis placed on conceptual and quantitative practices. Probeware and sensors will be used in labs and demos to study the various concepts and physics in everyday life. Students are required to take the A.P. test.

PHYSICS

Foundations in Physics is a course designed to develop a comprehensive understanding of the fundamental concepts and principles in the field of physics. Students will explore the theories and applications of topics such as motion, energy, waves, electricity, magnetism, and light. This course will stress the integration of physics into other scientific disciplines including earth/space science and chemistry. A strong connection to mathematics will be emphasized throughout the course. This

course will have a strong laboratory base where students will learn the fundamentals of science instrumentation and research techniques.

ALGEBRA I

Algebra I is a course providing experiential development of concepts and skills such as equation solving, graphing, algebraic functions and applications. The use of graphing calculators and integration with the Science Foundations courses will be incorporated where appropriate. The students' ability to think, reason, and communicate about mathematics will be critical to their success.

HONORS GEOMETRY / GEOMETRY

Prerequisite: Algebra I.

College Preparatory Geometry is a course designed to meet the mathematics requirements for continued study of mathematics and college entrance. The material discussed is based on the work of Euclid. Metric, non-metric, plane and solid geometric topics will be discussed. A discovery approach is used in teaching the course. Proofs are an integral part, but not the focus of the course. A strong Algebra I background is recommended.

HONORS ALGEBRA II / ALGEBRA II

Prerequisites: Algebra I and Geometry.

Algebra II is a course intended for students who possess a strong foundation in geometry and algebra. It is designed to challenge students and provide depth commonly found in collegiate level courses. Students will gain experience with algebraic equations and inequalities, functions (linear, polynomial, rational, irrational), graphs, systems of equations and inequalities, linear programming, matrices and determinants. The use of graphing calculators will be incorporated where appropriate.

ADVANCED MATHEMATICAL DECISION MAKING

Prerequisite: Algebra II or equivalent.

Advanced Mathematical Decision Making includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work as they solve problems in many types of applied situations.

HONORS PRE-CALCULUS / PRE-CALCULUS

Prerequisite: Algebra II and Geometry.

This course is a rigorous study of functions and their properties. Trigonometric, polynomial, rational, radical, and exponential mathematical functions are studied in detail as well as sequences and series, vectors, parametric, and polar coordinates. Development of integrated mathematical tools for applications to science will include more advanced levels of mathematical modeling. This course provides a strong foundation in functions and equations as they apply to both mathematical functions and models of science while preparing students to pursue calculus. Semesters 1 & 2.

HONORS CALCULUS / CALCULUS

Prerequisite: Pre-Calculus.

Calculus is a college level course with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. This course is designed to develop students' understanding of the concepts of calculus and to provide real-world experiences with its methods and applications. Based on a technology-rich discovery approach, this course explores calculus through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. A TI-83 or TI-84 graphing calculator is required.

AP AB LEVEL CALCULUS

Prerequisite: Pre-Calculus.

This calculus course will provide students with all of the elements required for pursuing further collegiate study of calculus. The course is designed to prepare students for successful performance on the advanced placement exam at the AB level. Concepts presented will include use of graphical, numerical and symbolic representations and other materials usually required for the completion of at least one semester of college level calculus. Applications from biology, chemistry, physics as well as engineering are studied in the context of calculus. Technology is used where appropriate throughout the course. Students completing this course are prepared for successful completion of the calculus Advanced Placement exam (level AB). Semesters 1 & 2. Students are required to take the A.P. test.

AP BC LEVEL CALCULUS

Prerequisites: Pre-Calculus.

BC Calculus is designed for the most advanced mathematics students interested in pursuing more intense mathematics at the college level. All course topics completed in AB Calculus will be covered at an accelerated rate. In addition, the course will include topics from areas of applied mathematics necessary to study concepts and principles underlying the physical sciences and engineering. Some of the advanced topics are polynomial approximations, infinite series, convergence and error bounds. Technology is used where appropriate throughout the course. Students completing BC Calculus are prepared for successful completion of the calculus Advanced Placement exam at the BC level. Semesters 1 and 2. Students are required to take the A.P. test.

AP STATISTICS

Prerequisites: PreCalculus or Advanced Math.

This course provides an in-depth study of applied statistics. The focus is on four major areas of statistical analysis:

1. Exploratory data analysis;
2. Planning a statistical study (including experimental design and sampling theory);
3. Probability modeling and simulation;
4. Statistical inference.

This course should be particularly valuable to students with interests in mathematics, engineering, life sciences, environmental science, and medicine. As part of the course work, each student will plan and conduct a substantial statistical study in an area of his or her interest. Students who successfully complete the course will be prepared to take the AP Statistics exam in May. Students are required to take the A.P. test.

STATISTICS

Prerequisites: PreCalculus.

This course is designed to provide an interactive learning environment of hands-on activities where students will discover statistical concepts, explore statistical properties, and apply statistical techniques. This course emphasizes active learning, conceptual understanding, genuine data, and the regular use of technology as a tool to analyze data and explore statistical phenomena. Based on a discovery approach, this course integrates statistical concepts with critical thinking and the necessary foundational mathematics. This inquiry-based approach supports the wide applicability of statistical methods and enhances the enjoyment of the material. A TI-83 Plus Silver Edition graphing calculator is required.

INDEPENDENT STUDY

Prerequisite: Approval of Director and Research Advisor.

The independent study program offers students the opportunity to work for one semester on a project that has been approved by their Independent Study Advisor. This is often a way students can gain the necessary background information and techniques to move onto an Honors Research Project but may also be a self-contained exploration of an area of interest. All students in this program will be required to keep a Journal and Portfolio that shows the time, effort and products of the work involved in the project as well as produce a final product approved by their advisor.

HUMANITIES COURSES

ENGLISH

HONORS AMERICAN LITERATURE / AMERICAN LITERATURE

Students enrolled in this course will study American Literature through a variety of themes. It will encourage the students to think critically about literature, connect to their personal experiences and make connections across disciplines. Students in American Literature will work closely with the American History curriculum as it compliments the content of the course. The American Literature course will also involve the students in a variety of writing experiences to demonstrate their knowledge of the content and their ability to develop their skills in this area. Technology will be integrated to enhance the students' knowledge of American Literature and culture.

HONORS THE POWER OF VOICE /THE POWER OF VOICE

The emergence of voice is integral in understanding the power, authority, and social advancements within societies. Power is gained, maintained, and often restricted through language and the expression of individual and collective voices. Along with the power of voice comes responsibility: the obligation to act justly and the spirit to better the world around. When used properly, strong voices have given rise to leadership, activism, empowerment, and liberation. Unfortunately, the responsibilities of voice are not always fulfilled. Often, voice and the associated power are corrupted, leading to oppression and injustice. In this course students study voices from around the globe and across America. Reading classical texts, modern works, current periodicals, and diverse genres will add to student knowledge of global voices. In addition, students will create their own works to help discover and develop their own voices and unleash the

inherent power to better the world around them. The ultimate goal of the “Voices” course is to heighten the students’ understanding of powers, dangers, and endless possibilities of voice.

AFRICA TO HARLEM

Students will read and study the cultural and literary background of African American writers beginning in Africa and continuing through the United States today. The course will begin with literature from Africa in an effort to understand the folklore and story telling traditions which impact the voices of African American writers today. Along the way, students will explore the literary experiences of the passage to the United States, slavery, abolition, fights for equality, civil rights and the flourishing of arts and literature known as the Harlem Renaissance, culminating with an independent case study of modern African American writers.

HONORS WORLD LITERATURE / WORLD LITERATURE

World Literature provides students with the opportunity to explore literature from many cultures within its historical context. The course will examine how cultural and literary archetypes exist in a multicultural and historical context. Students will learn how literature passes on cultural values and explains natural events. Students will continue to develop their effective communication skills in the areas of reading, writing, listening, speaking, and viewing. Technology will be integrated to enhance the students’ knowledge of world literature and culture. This course will encourage the students to think critically about literature, make connections across disciplines, and connect to their personal experiences in order to succeed in their futures.

AP LITERATURE AND COMPOSITION

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Students are required to take the A.P. test.

AP ENGLISH LANGUAGE AND COMPOSITION

The AP Language and Composition course is designed to prepare students for success both on the AP Language and Composition Exam and in their future college courses. To start, this course is designed to enable students to analyze and interpret complex texts in terms of authors’ rhetorical, stylistic and linguistic choices. Students will be writing analytical, expository and argumentative pieces that explore those choices in more depth. In addition, there will be a focus on moving students on to more sophisticated compositional structures in their approaches to process writing. In sum, this course is designed to give students a rigorous experience in both reading and analyzing well developed, thought-provoking writing. Students are required to take the A.P. test.

COLLEGE AND CREATIVE WRITING

College and Creative Writing explores the relationship between formal college writing expectations and informal creativity in order to succeed in higher education. Students will analyze fiction, non-fiction, and poetry. Students will demonstrate their knowledge

of literary techniques, style, and diction by crafting unique, college-ready papers, including their college essay. Students will have various opportunities to discuss literature and respectfully peer edit to best aid the revision process. Students will write poems, one-act plays, memoirs, and fictional short stories as well as critical, analytical, comparative, and research college-level essays.

SHAKESPEARE AND THE STAGE

The purpose of this course is to use the study and close reading of four plays by William Shakespeare to expose students to the workings of the stage. Students will not only analyze, translate, perform and interpret four of Shakespeare's works; they will also look at them through the lens of actor, director, and set designer.

AP ENGLISH LITERATURE

AP English is an intense, rigorous course that gives students a taste of college-level English classes. The foci of the class are deep literary analysis and writing that expresses both literary insight and a complex understanding of textual themes. Students will be pushed to both create and defend unique interpretations of various texts. The class will culminate with the AP Literature exam in early May. Students are required to take the A.P. test.

SOCIAL STUDIES

AP U.S. HISTORY

Advanced Placement United States History is a challenging course designed to be the equivalent of a freshman college/sophomore survey course in United States History. The course is specifically designed to provide students with an in-depth study of United States history from 1607 through the modern day. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class assignments. Emphasis is placed on analytical reading, essay writing skills, use of primary resources, and class discussion. Students successfully mastering the course material may earn college credit by passing the annually administered AP United States History Exam; the individual college or university determines how many, or, if any credits will be granted for the AP exam score. Students are required to take the A.P. test.

HONORS U.S. HISTORY / U.S. HISTORY

The American History is a course designed to take students on an exploratory journey of the history of North America. Students will investigate history in chronological order through various themes such as expansion, race relations, geography, government, education, immigration, arts & entertainment, transportation and economics. Students will have an opportunity to look at history from the vantage point of an everyday citizen as well as important historical figures and events. Students in American History will work closely with the American Literature curriculum as it compliments the content of the course.

HONORS CIVICS / CIVICS

Civics is a required course for graduation. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and

responsibilities for being an American citizen and a framework for competent and responsible participation in American government. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed opinions using a variety of writing forms. This course prepares students to take the Connecticut Academic Performance Test (CAPT) by teaching key writing skills throughout the curriculum.

AP WORLD HISTORY

Advanced Placement World History is designed to prepare students for intermediate and advanced college courses by making demands similar to those of full-year college survey courses. In AP World History, students will develop a greater understanding of the evolution of global processes and contact including interactions over time. The course highlights the nature of changes in the international frameworks and their causes and consequences, as well as comparisons among major societies. The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course. For example, students can count on having to read 60 pages and completing homework from 5 to 7 hours each week. Daily activities focus on the mastery of a selective body of factual knowledge and the development of analytical skills required for success on AP World History examination. Critical writing and thinking skills are developed through the evaluation of primary and secondary sources, oral presentations, short essays, and research assignments. Students are required to take the A.P. test.

HONORS WORLD HISTORY / WORLD HISTORY

This course examines all of world history from the Neolithic period to the modern period through chronological and thematic organization. Each period and region is examined through the five broad themes that inform the entire course - interaction between humans and the environment, development and interaction of cultures, state building, expansion and conflict, creation, expansion and interaction of economic systems and the development and transformation of social structures. The course examines emergence of agricultural societies, early civilizations, and the rise and fall of the classical civilizations. The major post-classical civilizations and medieval societies - Byzantium, the rise and spread of Islam, Medieval Europe, the Chinese reunification, the great kingdoms of Sahelian and sub-saharan Africa and pre-Columbian America are examined. Students explore the impact of the Columbian exchange and the global expansion of trade networks, Europeans, Africans, and Americans in the Atlantic world, continental empires and maritime states, the scientific revolution, the Enlightenment, revolutions in the Atlantic world, the rise of capitalism and the industrial revolution, free trade and the Opium War, colonization and imperialism, independence and Westernization, World War, Fascism and World War II, new states and a new world order, women in the world, and globalization and the new global age. Students will read primary and secondary source materials from a variety of materials and emphasis will be placed on historical writing in the form of essays, document based questions and a research project.

AP U.S. GOVERNMENT AND POLITICS

AP US Government and Politics is a yearlong, college level course offered to students who wish to be academically challenged and plan to take the AP exam in the spring. It is a survey course that provides an introduction into the operation of American national government. As such, we will examine:

- The American system of government and its origins
- Political opinions, interests, and behaviors
- Political organizations, to include parties, interest groups and mass media
- The institution of government and their role in making and enforcing public policy
- Civil liberties and civil rights
- Primary source materials and contemporary news analyses

In exposing you to these areas, it is my goal to foster the development of the analytical perspectives for interpreting, understanding, and explaining the political processes and events in this country. Students are required to take the A.P. test.

SPANISH

SPANISH 1 HONORS / SPANISH 1

Designed to help students attain proficiency in the four basic skills: listening, speaking, reading and writing. Varied exercises and activities are provided in the curriculum including multimedia materials that provide the diversity of activity necessary to stimulate and encourage the student to use the language in a natural real-life setting. Students learn all the fundamentals of basic Spanish, numbers, colors, dates, the home, school and other basic vocabulary sets. The Honors student is challenged to utilize them in basic conversation about themselves and others in the present and future.

SPANISH 2 HONORS/SPANISH 2

This course is offered to all students who have successfully completed Spanish 1. Spanish 2 is conducted almost exclusively in Spanish. There is a heightened responsibility on the part of the student to develop basic skills in language, learning, understanding, speaking, reading and writing. Complex grammatical exercises enable the student to develop a certain basic creative fluency. Oral presentations enable the student to demonstrate his/her speaking skills. Multimedia materials provide diversity of activity to stimulate and encourage the student to use the language in a natural real-life setting. The Honors student is expected to write short stories, work on poetry, cultural legends and complete longer verbal presentations and engage in vocabulary specific spontaneous conversation. The honors curriculum is enriched with cultural projects and opportunities to explore the Spanish culture and language at length.

SPANISH 3 HONORS / SPANISH 3

During Spanish 3 students learn about the environment, nature, family relationships, fine arts, civilizations and culture. Students learn to discuss the future and talk about the hopes and wishes for themselves and society. The Honors 3 Spanish student is encouraged to master complex structures and use them in their written and verbal communication. At this point most of the longer verbal communications are practiced but much of the writing is spontaneous. During Spanish 3 students begin to read

literature by authors like, Isabel Allende, Octavio Paz, Pablo Neruda and Gabriel Garcia Marquez.

SPANISH 4 HONORS / SPANISH 4

Students will continue to acquire new vocabulary and improve their skills in the target language. Resources will include traditional methods of language learning utilizing the textbooks *Avancemos 4* and *Galeria de Arte y Vida* as well as creative exploration of Spanish through ancillary materials, and cultural units which will include movies and integrated interdisciplinary lessons to enhance the learning of the language and the culture. Students will continue to study hispanic authors like Federico Garcia Lorca, Nicolas Guillen, Julio Cortazar, and Jorge Luis Borges. Speaking and listening skills will be emphasized to help students begin to speak spontaneously using current and previous vocabulary sets as well as using simple and complex structures. Assessments will include traditional assessments as well as performance assessments. Students will be preparing to continue to AP Spanish or Language and Latino Studies.

SPANISH 5 HONORS / SPANISH 5

Students will continue to practice and explore the language through the investigation of different Hispanic cultures through art, food, film and music. The course will also present hands on opportunities to practice the language in real world settings. For example to work as tutors with younger students, participate in performances and cultural activities in and out of class, work in the community, and explore the language and culture with visiting artists. Focus will be on spoken language and culture. Assessment will include formative assessments and performance, task oriented assessments because this is a more hands- on course and is focused mostly on communication.

AP SPANISH

This course is designed to help the advanced Spanish student to develop and perfect their Spanish skills and begin to use them spontaneously. Up until this point the focus of the Spanish has been to learn vocabulary and practice it in controlled rehearsed settings. This year the focus is to take that knowledge of reading, writing and speaking and start to communicate spontaneously. The AP Spanish Language Examination is challenging and rigorous. It is meant to demonstrate that you are capable of work equivalent to that of a 5th or 6th semester college or university course in Spanish language. Students will be expected to listen read and synthesize information from various sources and be able to communicate and opinion in the form of a presentation. Students will also be expected to have interpersonal communications as well. As this course is meant to prepare students for the exam, meeting the challenges of this course will demand a lot of energy, a positive attitude, an exemplary work ethic, willingness to take risks with the language and strict adherence to due dates for assignments. Students are required to take the A.P. test.

SPANISH FOR HERITAGE SPEAKERS

For Heritage and Native speakers and students who can speak, listen and understand Spanish and may or may not have had formal training in the language and may or may not be able to write well in Spanish. These students would be introduced to basic grammar and writing skills in an immersion environment. Once basic skills are mastered the Students will and then move on to help the students to think critically in Spanish and expand their vocabulary.

The course is designed for freshmen and sophomores who will be taking the CAPT test and later on the AP test. This will meet their Spanish language requirement for one year of Spanish. IT was designed because of our large Spanish speaking population who often struggle and rebel against having to take a language that they think they know. Putting them in basic Spanish classes often dooms them to fail because they think about language differently because Spanish is their first language and is the only language spoken at home. Providing the students with a Heritage learners class will allow them to learn at an appropriate pace and will target their areas of need. It will focus on improving and refining their Spanish skills while helping them learn reading and decoding skills that can translate to English and that are crucial to the CAPT and AP Spanish tests. The course will also focus on vocabulary building using cognates and varied global interest topics that will also aid in their comprehension of English. After taking this course students will be on their way to being fully functional in both languages.

ARTS COURSES

CREATIVE WRITING/MEDIA ARTS

The Creative Writing/Media Arts curriculum is comprised of three components designed to work together in order to provide students with a breadth and depth of artistic and intellectual experience. Each component offers courses in graduated levels, from beginner through advanced.

WORKSHOP-BASED COURSES

The main focus is vision and revision, the creation of student work and learning how to perceive, offer, receive and integrate constructive criticism in order to move beyond the first drafts to find and refine the writer's vision. Workshops may also include assigned reading of established writers, literary criticism and a variety of related material. These courses will address the essential question: How do I find my voice and how do I craft my piece so that others will hear?

LITERATURE-BASED COURSES

These are designed to stretch the student's skills through the exploration of texts in relation to historical and contemporary context which could include economics, politics, culture, sociology, etc. and close reading in order to understand, identify and experiment with artistic technique. These courses will address the essential question: How and why did they do it and how can I use their techniques/ideas to improve my own writing?

INTERDISCIPLINARY COURSES

We seek to expand the student's range of possibility. Creative thinking is essential for writers to move beyond their perceived boundaries. Students in these courses experience similarities and differences in artistic process, explore cultural and artistic relationships and experiment with interdisciplinary and collaborative work. These courses will address the essential question: What can I learn from stepping out of my comfort zone?

All students take a combination of courses from the three categories. Although student and parent requests are taken into consideration, assignments are made based on student needs, evaluations, and faculty recommendations. Spending one year in any level, or on any course, does not guarantee a move up to the next level the following year.

In addition to their assigned courses, all students are required to participate in departmental programs, workshops and performances. These events are created to address specific student needs as well as to support the mission and philosophy of the department and the Academy.

- One Year: A student who attends one year (9th and 10th grades) may take: Survey Workshop, Level 1 Literature course, an Interdisciplinary course. (11th and 12th grades) Writing course, Level 2 or 3
- Literature course.

- Two Years: A student who attends two years may take, in addition to the requirements of one year: Writing Workshop, level 1 or 2
- Literature course, Interdisciplinary course.
- Three Years: A student who attends three or four years may take, in addition to the requirements of two years: Writing Workshop, Level 2 or 3
- Literature course.
- Four Years: A student who attends four years may take, in addition to requirements of three years: Advanced Writing Workshop or Independent Study, Level 3 Literature course, Senior Project.

The mission of this program is to help students to nurture their talents and to learn how to use a variety of arts to discover, define, and refine their artistic voice through media. Students are exposed to a variety of media, and learn to take artistic risks, to push the boundaries and create art that represents, celebrates, and challenges them.

Students also learn to be responsible media-makers. Media art has an enormous impact on our communities as can be seen through styles and societal trends. Creative Writing/ Media Arts offers opportunities for students to connect with themselves and their community. A portion of curriculum is focused on community workshops, guest artists, outreach/field trips, and an examination of the arts as a catalyst for social change.

CREATIVE WRITING/MEDIA ARTS COURSE DESCRIPTIONS

ACADEMY THERAPY BAND

The Academy Therapy Band is a traveling music and dance company. In class, students will learn how to play music as an ensemble. Instruments will include drum set, piano, guitar, bass, percussion and vocals. Students will explore a variety of music and dance styles, including swing, salsa, country, African and pop. The students will prepare a repertoire of songs (cover tunes and originals). The intention of the ensemble is to involve the 'host community' through dance, movement, musical and vocal expression. Participants will be encouraged to learn a dance movement, play an instrument or sing a song with The Academy Therapy Band!

ACADEMY VOICE NEWSPAPER

This class produces the school newspaper, The Academy Voice. Instead of traditional classroom instruction, the class is structured as a learning lab. Each class focuses on writing, editing, and designing the newspaper. The classroom is the newsroom, and students report, write, edit and design during every class. As the students go through the process, they learn important journalistic concepts. The students are able to fuse traditional journalism with their unique Arts Academy style.

ACADEMY YEARBOOK

Be part of the ACADEMY YEARBOOK staff! Students will engage in the proactive

process of creating, designing and publishing the Academy Yearbook. Using digital photography, students will track and record the daily culture, special events and multiple presentations occurring throughout the year. In addition, they will work on Academy magazines and on-line publications. Composing and editing within Adobe Photoshop and online software; students will also gain a fundamental knowledge of design principles and their application within the digital arts. An ideal class for the artist who would like to explore the digital and graphic design arena.

ACTING FOR THE CAMERA

Students will explore Meisner's acting philosophies/practices while developing vocal dexterity, strength and freedom to support acting intentions. Students will also spend time watching, analyzing and critiquing ground breaking performances in TV and film, and will perform and watch their own recorded work. Projects will include recorded interviews and television scene work.

ANIMATION

This class introduces students to the basics of Flash animation. We will begin with simple frame-by-frame animations and work up to scripting, adding sound, and including gaming components. The course is heavily work-based; much of class time will be spent learning and then applying new techniques. At the end of the year, each student will have planned, illustrated, and produced several Flash animations, and acquired a basic understanding of Action Script 3.

A NOVEL CLASS

A close analysis of the elements, structure, and technique of novels with a focus on the success or failure of plot, voice/tone, character, diction, figurative language, and theme. Students will read novels allowed in class and discuss their findings.

ART IN THE COMMUNITY

Art is all around us, just open your eyes and look! This class explores the "how, where and who" of artmaking in our community, both at school and just outside our doors. We discuss different approaches to artmaking and how it reflects our culture then and travel to venues to see art made and exhibited. You will be exposed to the diverse world of art accessible in our local community.

A PICTURE IS WORTH A THOUSAND WORDS

Students will learn how to operate a point and shoot digital camera as well as a DSLR camera (this camera has more creative controls). Students will also learn how to work with Photoshop improving and editing their images as well as learning to combine words and images in Photoshop. Students will experiment with scanography (scanning objects and creating a photograph) and depending on students interests and progress, they may begin to experiment with different types of alternative digital printmaking (printing images on different surfaces).

BAND AND BEYOND

Students explore musical genres, including Rock, R&B, Latin, Samba and Swing. Students will become skilled on a variety of instruments such as piano, guitar, bass, drum set, congas, timbales and African percussion. Students will have the opportunity to sing popular songs or to create their own compositions.

BOOK ART

This hands-on class pushes the limits about the physical nature of the book and offers students an opportunity to make their own artwork from old books. Students will explore collage, mixed media, painting, sculpture and writing - emphasizing the three-dimensional form. The goal is to challenge the physical properties of a book and connect the artwork to the book's content with personal intention. This class is designed for students to be as exploratory and as inventive as possible. Students may also create their own book structures from found and unconventional materials (newspaper, paper bags, fabrics, cardboard, etc.).

CONTEMPORARIER LITERATURE

“Contemporarier Literature” is concerned with the appreciation of the literature (poetry, prose, drama) of the last 30 years or so, beginning with the “Confessional” poets, and ending with modern and current writers from different cultures. We will be reading most work aloud, not only so that we may experience it together, but also to see (and hear) how the words come alive when we do so. It’s one thing to read something silently with our eyes, and quite another when we put the words through our mouths, especially drama. Students will be required to read and respond to every piece, both analytically and creatively.

CONTEMPORARIEST LITERATURE

“Contemporariest Literature” is concerned with the appreciation of the literature (poetry, prose, drama) of the last year, before it has garnered any reputation or history, before it becomes “literature”. This class gives students a unique insight to the work being created and published now, as well as a sounding board or context for their own writing. Students will be asked to discuss, defend or deplore the work we read, and to respond to its relevance to today’s society. Students will be required to read and respond to every piece, both analytically and creatively.

CONTEMPORARY LITERATURE

“Contemporary Literature” is concerned with the appreciation of the literature (poetry, prose, drama) of the last 150 years, beginning with Walt Whitman and ending with mid-20th century writers. This class gives students the opportunity to read work that has, obviously or subtly, formed and influenced the work of its time and the work of today. They will also discuss the reasons why this work is (or isn’t) relevant to them. We will be reading most work aloud, not only so that we may experience it together, but also to see (and hear) how the words come alive when we do so. Students will be required to read and respond to every piece, both analytically and creatively. There will be assignments given for each reading; students will be penalized if work is turned in late.

CONTEMPORARY MEDIA: CRITICAL WRITING & PRODUCTION

Media affects all aspects of our society today. The way we think, act, assumptions we make, stereotyping, concepts of self-identity, how we communicate with each other--are all shaped by contemporary media. This course is designed for students to learn how to see the media they consume in a different light, and to create media using that new lens. Students will acquire the skills to seek out media as a way to learn more

about the world, and also be discerning about their media sources. And learn how media has impacted the very fiber of our society.

We will view and critique a variety of contemporary media (TV shows, websites, movies, music, music videos, print media, photography, comic books and video games) covering a range of topics including media trends, imagery and media, identity, social norms, world cultures, health and well being, generation gaps and more. This will be a very active participatory class where students will contribute to the syllabus with topic ideas and media. Students will be required to keep a weekly journal of their experiences with media, and be prepared to discuss them. Research, response and critique papers will be a part of this class. Students may be required to enter their assignments online via Edmodo or similar website or blog. We will also cover production styles and genres in film and TV. Students will create 2-3 original media projects.

CREATIVE RESPONSE THROUGH ART

This class will introduce students to methods of “seeing” and creating through the visual arts. The students will be exposed to different artists and their artistic styles of interpretations in the creative process. The class will then be encouraged to respond with their own visual stories by experimenting and taking risks with their own work. A variety of techniques and materials (and also writing about their art) will be incorporated into class activities to expand the students’ artistic vocabularies and thus inform their writing through their hands-on experiences.

CREATIVE WRITING FOR NON-MAJORS

A vivid imagination and the ability to express it in words have proven vital to artists in every field – scientists, too. Students will learn various methods of composing and will develop their awareness of language and artistic form. Daily writing will include poetry, fiction, and creative non-fiction.

DIGITAL STORYTELLING

Using narrative, image/video, audio/sound to tell original stories. This class focuses on helping students to identify their own voices through story, and the use of multimedia tools to create and produce their stories. Students learn to research topics and images; write their own scripts; record their own narratives in their own voice; create or locate a soundtrack; and assemble their movies in Final Cut Pro.

DOWN YOUR STREETS

In this class we will define landscape as being both inner and outer, and we will explore the question: Where are you from? Through studying literary models and engaging in student-driven project and writing exercises, we will see how effectively writers address landscape (both physical and emotional) and setting in their work. We will explore how a "place" can be an emotion, a memory, a pivotal, life-changing event, a religion, etc. Models read will include the groundbreaking work of Puerto Rican writer Piri Thomas' "Down These Mean Streets", Betty Smith's "A Tree Grows in Brooklyn", Langston Hughes, Mary Oliver, James Joyce.

DRUMMING

In Drumming Class students will learn traditional music from Ghana, West Africa, Puerto Rico, Cuba and Brazil. They will learn hand and stick technique, rhythmic patterns, call and response chanting, rhythmic communication, drum language and

ensemble playing. Students will also hear folktales, stories and they will listen to pop music (on the Smartboard) from these same countries. Students will perform (when prepared) in various venues, including share days and Integration Night.

ELECTRONIC SOUND PRODUCTION

Electronic sound focuses on contemporary exploration of sound as an art form. Ranging from live sound to synthetic all the way to audio design (sound design). This course focuses on the studio and now present portable studio. Students will explore mic techniques as well as midi. Students will also discover possibilities within mixing and mastering.

ENERGY AND WORDS

Students in this class will explore the connection between movement of the mind, body, and imagination. They will learn meditation, qi quong, movement, and writing exercises meant to free the mind and enable the writer to take artistic risks.

EXPLORATORIUM *(9th Grade)*

Exploratorium? What's that? Think of it as a place where we spelunk – a cave filled with dazzling writing waiting to be discovered by us. Think of it as a revered place in our minds, a place where we can create, experiment, play, and take risks with our own writing, freely and openly. Welcome to the Exploratorium, a semester-long, introductory writing workshop. Our reading interests – yours and mine – will inspire our writing as we navigate this new world together. What's inside the Exploratorium? What Jamie Saw (YA novel), How Beautiful the Ordinary (short stories), The Nimrod Flip-out (short stories), "The Use of Force" (short story), "Janus" (short story), "The Things They Carried" (short story), The Absolutely True Diary of a Part-time Indian, Song of Extinction (play), The Transition of Doodle Pequeno (play), Flora & Ulysses: The Illuminated Adventures (graphic novel), War Horse (YA novel), The Chocolate War (YA novel), The Cross-over (YA novel in verse), Sit-in (picture book), Dear Primo (picture book), Love to Langston (poems/picture book), ekphrastic poems, readers' theater, your reading interests, and more. Some of these texts – the ones that intrigue and engage us – will become our mentor texts, guiding us as we explore and examine the four "S's": subject, style, structure, and significance – the craft of writing -- and apply what we've discovered to our own writing. You will have weekly writing assignments (both in-class and for homework), which you will workshop (required), revise (required), and share (required) in our nurturing and supportive writing community.

FILM PRODUCTION

This class will teach motivated students the process of creating and producing original short film and video. It is a hands-on experiential class that will focus on documentary during the 1st semester, and collaborate with the "Film Creation and Acting for Camera" class to produce a short fictional pieces during the 2nd semester.

GUITAR FOR 3rd

Guitar For 3rd focuses on understanding the basic principles of playing and writing music for guitar. Students learn how to write chord progressions, create melodic leads, as well as tunes and string their instruments. No prior experience with music

or guitar is necessary, but a passion for exploration and patience are necessities.

INDEPENDENT STUDY

Open to seniors by interview only. An independent study will be shaped by the student and the instructor and a completed Independent Study Proposal must be submitted and approved.

INTRODUCTION TO DIGITAL MEDIA (9th grade)

An introductory course that offers a survey of Media Arts: Print design, Web Design and Video. Students will use real-life projects to embrace design elements and develop their own style as a designer in each medium. Projects are completed in Photoshop, InDesign and Adobe Illustrator.

INTRO TO GRAPHIC & WEB DESIGN

This split-year course equips students with all of the necessary skills to become creative problem solvers. In semester one, we focus on the principles of design, typography, and layout. Students begin by working on paper to create abstract designs, and then move into Adobe Illustrator and Photoshop to create personal logos, concert posters, animated GIFs, and web interface mock-ups. In semester two, we delve into HTML and learn how to code websites from the ground up. Incorporating their own designs, students continue to create necessary web graphics, as well as experiment with CSS and various media embedding options. At the end of the year, each student will have designed and created a personal site to showcase his/her work from this class, and others.

LATIN RHYTHM & MOVEMENT (9TH Grade)

In this class, students will learn the basic rhythms and dance steps for Latin music, including salsa, bachata and merengue styles. Instruments will include congas, clave, guiro, maracas, bell, bongos, timbales, bass guitar, rhythm guitar, piano and vocals. The center of the Latin beat is the conga drum. This will be our starting point. Everyone will then learn to play all instruments in the ensemble. Latin music is not just music, though, but dance too! You do not have to be a dancer to learn salsa dancing. But, you may find out that you are more of a dancer than you thought you were. Come on... give it a shot! What have you got to lose? THE OLD YOU!

LET'S GET LOST

This class will closely examine a number of key 20th century art movements: Futurism, Dada, Surrealism, and Abstract Expressionism/New York School. We will spend roughly one quarter studying each movement in depth, for these movements were not just concerned with visual art but also encompassed literature and performance. Students will look at, read, listen to, recite and consider the work of these movements, as well as explore the reasons why and how they existed. They will write term papers and give presentations with regard to artist's work and use these examples to inform their own writing.

LIT FROM WITHIN

In this class we will read powerful and provocative plays, stories, poems, and essays. We read not for the "right answers" in analyzing, but as writers, asking questions of the texts. Why do writers make the decisions they do? How do their choices impact you as the reader? The class will help students connect to literature from within: by

going both deep into the texts, and into articulating their own experiences. Wild, poignant and fun class discussions are the goal.

LOOKING IN, LOOKING OUT

In the first half, we will be "looking in" as a source for inspiration in finding words. Classes will include introductory guided visualization/ breathing meditations, very simple movements with Qigong and yoga exercises to ground us, time to rest, recharge our batteries and reflect, and then time to write freely and share.

The "Looking Out" half of this course will focus on found poetry and will give students the opportunity to explore the world around them as inspiration for generating new work. Students will write pieces in response to visual art, experiment with blackout poetry, and will create poems based off of overheard conversations, news stories, and found fragments of words and/or art.

MARCO'S WORLD: BEYOND TEXT

Artwork can be the transmitter of powerful messages, especially when text is included as a visual element. This class will be "hands on" and thought provoking as you integrated letters or words into 2-D and 3-D works to create images with strong design and content. Students will be inspired by contemporary artists who seamlessly use text as an essential element in their artwork. Bring your most compelling words to class!

MYTHOLOGY

This class will explore classical mythology in order to inspire themes and characters in students' poems and stories. The class will also look at a variety of modern and contemporary works that have been inspired by or written in response to the myths being studied. Students will then have the opportunity to research and study the myths of a culture of their own choosing and produce response pieces based on that work.

PAINTRY & POETING

This class is concerned with the relationship between art and writing. It is part studio art and art history, part writing and literature. Students will consider the visuality of letters and words and consequently of their own writing. They will explore this by creating work through different media (drawing, collage, painting, photography, computer) and by looking at and/or reading the work of William Blake, Stephane Mallarme, Guillaume Apollinaire, Paul Cezanne, Rainier Maria Rilke, Gertrude Stein, Picasso, e.e. cummings, Joan Miro, the Futurist, Dada and Surrealist art movements, Kenneth Patchen, Jean-Michel Basquiat, Marcel Duchamp and others.

POETRY FROM POETRY

In this course, students are exposed to a variety of poets (e.g. Frank O'Hara, William Carlos Williams, Sylvia Plath, Emily Dickinson, etc.) in order to explore an array of styles and techniques. After becoming familiar with each poet, students write poems inspired by that poet's work. Overall, the course encourages students to experiment with the styles, themes, and voices of the poets studied in order to discover and develop deeper levels of their own poetic voices within their writing.

PUBLICATION & PERFORMANCE

The development of your voice and the furthering of your work beyond the walls of the Academy is the focus of this class. Students will consider the possibilities of reaching a wider audience through print or the internet, presenting work before an audience, and considering themselves not just “student” artists.

RECYCLED FASHION

What? You have nothing to wear? Bring in that unused clothing from the back of your closet and we will restructure them into fashion/accessory statements. Emphasis in this class is creativity through recycling existing garments. Basic hand and machine sewing will strengthen your confidence as you combine and design clothing that's budget and earth friendly. Color and design theory will keep your compositions in style.

SENIOR SEMINAR

This class gives senior CW/MA students much-needed time and space to work on the college application process – essay writing, building art and writing portfolios, and applying to schools. Students are also encouraged to focus on academic assignments or find support, as well as search for scholarships and work on Capstone projects.

SOUND RECORDING & PRODUCTION

This course is focused on training students to learn the art of sound recording as well as mixing and mastering. Students will become an asset for other performers within the academy student body and will run like an audio production business.

SOUTHERN LITERATURE

In this course we will use poems, short stories, plays, a novella, newspaper articles, songs and song lyrics, movies, books on tape of authors reading their work, photographs, drawings, all providing inroads into the literature of the South. We will fine tune our ability to analyze literature, and to listen carefully and respectfully to another person's ideas with openness and tolerance. Each student will strengthen her/his ability to extract, develop, articulate, and defend interpretations of various texts. Develop her/his understanding of how race, class, gender, geography and ethnicity influence both a writer's work and a reader's response. Enhance her/his critical thinking skills by sticking with texts, with a conscious awareness that literature is deeper than mere entertainment, and that there is no remote control or dial to switch channels when the “terrain” becomes demanding. In this discussion- driven class we read dark, disturbing, edgy, sometimes Gothic works. The work, and thus our lively discussions, touches on themes such as true love, betrayal, loss, racial oppression, sexual identity, domestic violence, and addiction.

STARTING FROM SCRATCH

This class is concerned with the prosody of poetry – the rhythm, meters and forms of poetry. Students will learn the basic terminology and concepts, study many different forms, and attempt to work within those forms. They will also create their own forms. Grading is based on attendance, effort and attitude. The assignments will be deceptive in their levels of difficulty; students will be asked to re-examine the way they view the acts of reading and writing, as well as the analysis of the words they read and write.

STORIES ON SCREEN

In this class, students will view and respond to films that deal with social, personal and cultural issues both past and present. Bullying and teenage social hierarchies will be discussed through the lens of “Mean Girls” and the recent documentary “Bullies”. Students will explore the nature of myth, faith and belief in our own lives through films. Woven into each film viewing and discussion, we will read supplemental materials about movies and/or issues they explore, and we will also creatively respond to what we see through art and writing.

SURVEY WORKSHOP

Perhaps we may understand the various traditional and not so traditional genres we experience if we attempt to understand not only how they are crafted but also in what cultural capacity they exist through time. Students will engage in close examination of the composition, content, subtext, reception and cultural impact of many texts by “reading” among and across poetry, short fiction and creative non-fiction as well as strive to create their own within these genres. A portion of class time will be dedicated to the exploration of existing works, while the other portion will be set aside to workshop the students’ own work.

TEXT & TEXTILES

Combine your love of words with your love of fabrics. This course is designed to juxtapose the many forms of textiles (clothing, scrap fabric, canvas, paper, etc.), with text (words, phrases, letters). Emphasis in this class is creativity through the endless combinations of these two intriguing elements. You’ll have a chance to try hand/machine sewing, silk screening, stamping and journal making.

THE CLASSICS

In this class students will have the opportunity to read, explore and analyze classic literature. Students will choose classics such as *Jane Eyre*, *One Hundred Years of Solitude*, or *War and Peace* (to name a few) based on personal interest and the reading will be self-guided. Through different class exercises and one-on-one tutorials with the artist instructor, students will react to themes, plot, character and form through writing in an effort to better understand how literature reflects and shapes our lives.

THE JAZZ AGE – LITERATURE AND CULTURE OF THE 1920’S (level I & II)

We have closed the 20th century and can now look back and perceive that the “Jazz Age” yielded more significant literature than any other decade. In this course we will explore the cultural and historical climate that kindled the literary efforts of many writers, both popular and experimental. Each writer we study will illuminate specific themes, moods, attitudes and sentiments. As we juxtapose various texts, we will further define the character of the decade. Additionally, we will focus on the ways in which the writers of the Twenties set an extraordinary precedence for the writers of the rest of the century to follow and build upon.

Level I: This course will introduce students to the era of the Harlem Renaissance and the political, economical and cultural forces that set the stage for dance, music, visual art and literature that would alter the course of the art world.

Level II: This course will be an in-depth study of the literature of this era, an

exploration of its connection to the social context and impact, past and present. In addition, there will be greater emphasis on individual projects and theses.

VITAL WRITING

This class will explore essays, a genre which offers students the opportunity to discover and express their world(s) in their own words. Readings will include authors from the distant past (Seneca, Samuel Johnson, Mark Twain, F. Scott Fitzgerald), the recent past (George Orwell, Jorge Luis Borges, James Baldwin, Annie Dillard) and the present. Students will investigate a wide variety of styles and topics, which will be discussed and may be used as models, and create work culled from their lives, experiences and opinions.

WRITING AROUND THE WORLD

In this class, students will read works by international authors, discuss not only the texts themselves but study the cultures the authors are coming from, and write our own short stories set in those cultures.

WRITING FICTION

In the fiction class students will learn to closely analyze short stories for structure, genre, character development and statement. Using published stories as models, students will create their own short fiction, focusing first on craft. Extensive revision will follow.

WRITING WORKSHOP

In this class, students will read the work of writers from diverse time periods and cultures. These works will be used as springboards and models for student work that will be discussed by the class. Students will develop a literary vocabulary and learn to give and receive critical feedback in an ongoing effort to gain insight, perspective, and technique necessary for them to grow and develop as artists.

DANCE

The mission of the Dance department is to create a climate of professionalism which encourages all students to expand their technical knowledge and creative abilities as dancers; to create an environment which supports effort, hard work and risk taking so that each student confidently uses their talents to reach their full and unique potential and to foster respect for the art form and for the diversity and passions of the individuals within it.

Rigorous daily technique classes are designed to develop versatile and knowledgeable dancers. Students study Ballet, Modern, Dance History, Dance Improvisation, Dance Composition, Conditioning, Repertory (Ballet or Modern) and Dance Skills. Elective class offerings include Contemporary, Pointe and Jazz.

Students follow the curriculum prescribed by the Dance Department. Class assignments are made by the department chair and are based on age and intellectual, physical and technical development. Spending one year in any level does not guarantee a move up to the next level the following year.

- One Year: A student who attends one year will take: Ballet, Modern, Conditioning, Dance Topics, and an elective within the department.
- Two Years: A student who attends two years will take, in addition to the requirements of one year: Ballet, Modern, Dance Composition 1, Dance Skills and an elective within the department.
- Three Years: A student who attends three years will take, in addition to the requirements of two years: increasingly advanced levels of Ballet and Modern, and Dance Composition 2, Dance History and an elective within the department.
- Four Years: A student who attends four years will take, in addition to the requirements of three years: increasingly advanced levels of Ballet and Modern, Ballet Repertory OR Modern Repertory and Senior Composition/Production.

DANCE COURSE DESCRIPTIONS

BALLET TECHNIQUE

BALLET - Level 1

Ballet classes incorporate the basic elements of classical ballet, using techniques standardized by Agrippina Vaganova. The class work focuses on body alignment, basic body positions, general strength and simple coordination of all parts of the body. Each student is expected to learn the French name for each basic movement, the translation of that name, and be able to explain how to execute the movement.

The class begins with exercises holding onto the barre, continues with center work, and progresses to basic exercises that travel across the floor. All exercises are done on both right and left sides. Every class ends with a reverence, as a gesture of respect to the teacher and accompanist. The same exercises are repeated each day during the week, with minor changes to increase the difficulty of the exercise, or the stamina required.

BALLET - Level 2

This class builds upon the course work of the Level 1, using techniques standardized by Agrippina Vaganova. The structure of the class remains the same focusing on the development of vocabulary, understanding the theory behind the technique, reinforcing alignment, use of turnout, and basic coordination. New elements are added individually, and are not combined with other elements until completely mastered.

BALLET - Level 3

This class builds upon the course work of Level 2, using techniques standardized by Agrippina Vaganova. Class work will focus on increasingly complex elements, with an emphasis on supporting side strength, proper transfer of weight and foot articulation. In addition, students will begin to use more arm movements in coordination with the leg movements. Theory is discussed; knowledge of new vocabulary is tested. Barre work begins to take less time, as left and right sides can be executed without stopping. There is more focus on grand allegro (exercises travelling across the floor), which requires increased coordination and fluidity.

BALLET - Level 4

This class continues to build in complexity, adding new and more challenging dance vocabulary from the Vaganova technique. Correlations are made between the barre and the center work. The basics of alignment, turnout and articulation continue to be a focus. Flexibility is also a focus, as students are required to use their extensions in adagio work. Strength is tested by taking many exercises on to releve. Students begin to work on consecutive pirouettes and batterie in their petite allegro work. At this level, theory becomes more significant, and will be tested along with vocabulary. Connections to ballet history are explored.

BALLET - Level 5

Level 5 is an advancement of the ballet technique developed in prior levels and continues to build on the Vaganova syllabus. Exercises become longer, using more complex movements which demand more concentration, coordination and stamina. Artistry and musicality become a focus, as well as the details of the mastery. There is

an emphasis on presenting the work rather than just doing exercises. A pointe class is added once a week, which will accommodate beginning pointe students and increase strength for those with some previous experience. Vocabulary and theory will continue to be expanded and tested.

BALLET - Level 6

Our most advanced level, this class continues to expand the ballet technique from Levels 1-5, using the Vaganova ballet syllabus. Exercises at this level continue to incorporate strength, flexibility, coordination and articulation. More advanced versions of the exercises are given, using more releve, complicated transitions and coordinations. Students must learn exercises more quickly, and self-correction should be automatic. Exercises continue to become longer, requiring more stamina. Vocabulary and theory are assumed and tested. Students are required to do written work, research papers and book reports.

MODERN DANCE TECHNIQUES

MODERN CLASS – Level 1

This class will introduce students to the basic elements of modern dance. It will introduce correct alignment, vocabulary and movement common in all styles of modern dance technique. It will focus on strength, coordination, flexibility, use of breath, core support and use of space. The dancer will discover and support the body's center of weight and learn connections within the body. The class starts with a standing warm up then a series of floor work, center work and the across the floor material. As students demonstrate proficiency in these basic elements, they will be introduced to more complex exercises.

MODERN CLASS – Level 2

This class will introduce students to the basic elements of modern dance through the traditional modern technique and teachings of Rudolf von Laban and Irmgard Bartenieff. Students will learn Laban's Movement Framework – Body (what the body does), Space (where the body moves) and Effort (how the body performs the movement). Concepts of breath, core support, alignment, rotation, phrasing and spatial intent will also be taught using portions of the Bartenieff Fundamentals floor work. Through the class students have the opportunity to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the body while exploring expressive movement through modern technique.

MODERN – Level 3

This course will focus on the basic concepts of the modern dance technique developed by Jose Limon. The exercises will be designed to train the dancer in the ideas of suspend and fall, use of weight, use of the back, ways to initiate movement, and musicality and dynamics. Technical elements learned in most classical forms of dance will be upheld in this class, such as turn out, stretching the feet and legs, and use of the plie. Occasionally important elements from other modern dance techniques will be introduced. Each class will follow the same structure which will gradually increase in level of difficulty. The class will begin in the center and then move to across the floor work, larger moving combinations, and finally jumping.

MODERN – Level 4

This class incorporates elements of the Martha Graham technique. Concentrated work will focus on strength, alignment, use of weight, space and time as well as continue to explore working off balance. The class work begins sitting, continues standing and finishes across the floor. Contraction, release of the torso, spiral of the back and shift of weight through space are the main elements of the Graham technique. There is technique-specific vocabulary including contraction, spiral and names of exercises. Students master the basic exercises then the degree of difficulty and refinement progresses throughout the course so that the same exercises are performed with substantial variation and sophistication by the end of the year.

MODERN – Level 5

Building on the coursework in previous levels of modern dance, this class will draw from a fusion of modern techniques. Students will focus on moving in a large and dynamic way, while also paying attention to detail and clarity. Students will have the opportunity to develop kinesthetic awareness, proper body alignment, use of breath, physical strength, flexibility, endurance, and care of the body while exploring expressive movement through modern technique as well as improvisational exercises. The class will allow the student to develop a greater fluency in dance technique, vocabulary and performance skills. Students will dig deeper into their investigation of musicality, dynamics, clarity, focus and articulation in time and space. Dancers will work to move in a more expansive way and investigate full body movement.

MODERN 6

Our most advanced level, this class will explore and draw from elements traditionally found in modern technique classes, including the use of breath, articulation of the spine and use of gravity and opposition. This course is designed to increase and advance the students' range as technicians, performers and artists by deepening skills that are applicable to all dance styles. Students will be encouraged and challenged to take risks with their performance skills. Class begins with a warm-up incorporating the elements listed above and is followed by movement studies in center and across the floor. Class is completed with choreography phrases to develop artistry and performance skills. Throughout the year the students are introduced to more complex and challenging exercises as well as choreography.

CREATIVE COURSES

DANCE COMPOSITION 1

This course introduces students to fundamental methods of creating and describing choreography. It will introduce key vocabulary and exercises that are prevalent in composition work including: space, body, shape, timing, dynamics, intent, compositional phrase elements and giving feedback. Students will work both individually and collaboratively on various composition work that will increase in length and complexity as the year progresses. This work is performed and discussed. Students learn how to describe their work and that of others through the use of choreographic terminology and artistic criteria to support productive feedback.

DANCE COMPOSITION 2

This class builds upon beginning composition coursework. Defining, refining, and developing the elements, principles, and forms of choreography with increasing amounts of independent work are key to this class. Students work to craft space,

time, shape, motion and energy through problem solving and exercises. Developing an idea independently, from initial inception to presentation to an audience, is the culminating focus of this course. The emphasis on probing questions and discussions during the presentation of student work provides ways for understanding and stimulating several creative solutions to the same assignment.

DANCE IMPROVISATION

This is the first course in which students learn to find and following their own creative movement impulses. Trusting and guiding their instincts, and those of others, is encouraged. The skills of collaborating and ensemble building, while spontaneously creating, are critical to the focus of this course. The emphasis is on finding ways to inspire spontaneously improvised movement responses through the use of a variety of provided sources (such as music, props, poetry). Broadening students' range of movement choices, discovering and inventing original body movement, and eventually the skill of recalling those choices, discoveries, and inventions are the focus of this course.

SENIOR DANCE COMPOSITION AND PRODUCTION

Senior Composition and Production will build on course work from previous levels of dance composition and improvisation. Students will apply the skills they have acquired to prepare for college/post-secondary programs and the development of solo material that can be used when auditioning for college dance programs. Solo compositions are then used as the starting point for the development of larger works. Each student embodies the role of director of their own work and as dancers in the work of one or more of their peers. The year will culminate in the creation and production of a senior concert featuring students' original choreography. Class time will be also be devoted to developing the skills necessary to bring the work to the stage.

ADDITIONAL COURSES

BALLET REPERTORY

This senior class will be a year-long exercise in learning, retaining, and performing choreography using ballet technique. Students will learn to combine all elements of technical ability to create a vehicle of artistic communication by learning choreographic works which will be performed during the year. Some of the works will be existing ballets which will be reconstructed and modified for the ability of the students. Other works will be new pieces created specifically for the students in the class.

CONTEMPORARY

Contemporary technique blends multiple dance styles focusing on freedom of movement, spatial awareness and accents choreographic license. This class will be an exploration of technique, creativity and contemporary movement while allowing students to explore the dynamic capabilities of the body as means of expression.

DANCE CONDITIONING

This class is a beginning level conditioning class which focuses on gaining strength and flexibility needed for dance technique. It will emphasize abdominal, back, leg and

arm strength as well as increasing flexibility in the legs, back and hips. The class will be split into two parts; the first working on strength exercises and the second working on flexibility.

DANCE HISTORY

This course introduces students to the roots and time periods of dance history focusing primarily on Western theatrical dance. Ballet and modern dance, with respect to their connections to culture, world history, and influences on present day dance forms, are the main focus. Students study the styles and approaches of prominent figures in dance and learn short movement studies based on some of these choreographers. This course provides students a way to understand, trace, and appreciate these similar or contrasting styles and approaches. Unifying their inquiry is a sense of students belonging to this history and family of dance.

DANCE SKILLS

This course focuses on the skills that a student needs to incorporate into their life for a healthy and successful career in dance. These skills will help to make a complete and well informed dancer, who can navigate the ups and downs of the artistic world. Students explore four basic subject areas as they pertain to dance: health, pedagogy, audition skills and performance techniques. In an atmosphere of open discussion, we explore ways to cope with the everyday stresses in a dancer's life. This course also provides students with skills to organize time and analyze their individual performance in dance technique.

DANCE TOPICS

This semester course is designed as a unique opportunity to orient new dancers to the Academy dance department and to provide an understanding of the requirements of the program of studies. Many 'nuts and bolts' of the dance major's responsibilities are discussed, and guidance provided with accomplishing these. The course also includes an introductory study of the historical context of the techniques studied in the department, including ballet and modern dance, and their place in the field of concert dance.

JAZZ DANCE – Levels 1 and 2

The class incorporates basic elements of classical Jazz Dance. Concentrated work focuses on key vocabulary and exercises prevalent in jazz technique including: isolations, specific stretches, traveling patterns and phrase work. It will focus on strength, coordination, flexibility, use of space and timing associated with jazz technique. The class work begins with standing warm up exercises, stretches, and conditioning work, then advances to technical exercises done standing or traveling across the floor culminating with larger phrases in center.

MODERN REPERTORY

This senior level class will be a year-long exercise in learning, retaining, and performing choreography using modern dance technique. This course is designed to increase the students' range as technicians, performers and artists by deepening the skills required to learn new material, to connect that material to the music, and to retain all of these details in order to perform the choreography in a confident and clear

manner. Students will be encouraged and challenged to take risks with their performance skills

POINTE – Levels 1 and 2

This ballet class is comprised of pointe exercises at the barre and center work. The focus will be strengthening the feet and ankles. Once the students have demonstrated proficiency in basic exercises, simple ballet variation work will be added.

TAP DANCE – Levels 1 and 2

This course will explore the fundamentals of tap technique by combining both rhythm and syncopation in every step. Students will use the rhythm to express their emotions through dance and learn to control their feet and ankles as well as use music to enhance the quality of our movement.

REPERTORY

This one semester class provides students with a structured rehearsal experience with choreography material designed for and by students that culminates in performance. Content includes artistic interpretation, style, musicality, and coaching relevant to the movement presented weekly and developed throughout the semester.

MUSIC

VOCAL, CLASSICAL INSTRUMENTAL AND JAZZ INSTRUMENTAL

The goal of the Music Department is for each student to develop over four years to their highest potential as a musician, including:

- Performance skills on their chosen instrument or voice, including tone quality, intonation, technical mastery, and interpretation.
- Music literacy, including reading and writing music and understanding all common musical indications and symbols.
- Aural skills, including musical memory, concentration, sight-singing and transcription.
- Collaborating with teachers and peers in an ensemble setting, including interpersonal skills.
- Awareness and appreciation of music history, the music of other cultures, and music's connection to other arts and academic disciplines.
- Audience and performer etiquette.

All Music students are strongly encouraged to take regular private lessons while attending the Academy. Private vocal and instrumental lessons, taught by faculty members, are available at the Academy after school. Please see your chairperson for further information.

All students will attend department masterclasses, which will include faculty and student performances, lectures, and visits by guest artists. Additional courses, by major, are listed below.

CLASSICAL INSTRUMENTAL

(includes Classical Winds, Classical Piano, and Strings)

Each year, students will take music theory and a performance class on their instrument. Students will also choose among mixed ensemble electives and be assigned additional fundamentals or enrichment courses depending on each student's individual needs and goals.

- One Year: A student who attends one year will take: Cultural Rhythms, performance class, Theory Fundamentals and Freshman Musicianship.
- Two Years: A student who attends two years will take: Mixed Ensemble elective, assigned Fundamentals/Enrichment course, performance class, Harmony and Sophomore Musicianship.
- Three Years: A student who attends three years will take: Mixed Ensemble elective, assigned Fundamentals/Enrichment course, performance class, Analysis and Junior Musicianship.

- Four Years: A student who attends four years will take: Mixed Ensemble elective, assigned Fundamentals/Enrichment course, performance class, Advanced Theory/Composition and Music History.

JAZZ INSTRUMENTAL

(includes jazz horns, jazz piano, percussion, guitar, and bass)

- One Year: A student who attends one year will take: Jazz Ensemble*, Cultural Rhythms, Freshman Musicianship and Theory Fundamentals.
- Two Years: A student who attends two years will take Jazz Ensemble*, assigned Fundamentals / Enrichment course, Mixed Ensemble elective, Sophomore Musicianship and Harmony.
- Three Years: A student who attends three years will take: Jazz Ensemble*, assigned Fundamentals / Enrichment course , Mixed Ensemble elective, Junior Musicianship and Jazz Theory 1, which includes advanced jazz harmony, jazz ear training, transcription, and jazz piano.
- Four Years: A student who attends four years will take Jazz History & Arranging, Jazz Ensemble*, and Jazz Theory 2, which includes: advanced jazz ear training, transcription, jazz improvisation, and advanced jazz piano.

*Jazz Ensemble placement is by audition. Guitarists will take one year of Classical Guitar before auditioning for a jazz ensemble. Percussionists will take two years of percussion before auditioning for a jazz ensemble. Any other jazz students who do not have the requisite skills to play in a Jazz Ensemble will be placed in Basic Instrumental Skills.

VOCAL

- One Year: A student who attends one year will take:, Basic Vocal Skills, Intro to Jazz & Pop, Freshman Choir, African Rhythms, Freshman Musicianship and Theory Fundamentals.
- Two Years: A student who attends two years will take Chorale, assigned Fundamentals/Enrichment course*, Mixed Ensemble elective, Sophomore Musicianship and Harmony.
- Three Years: A student who attends three years will take Chorale, assigned Fundamentals/Enrichment course*, Mixed Ensemble elective, Junior Musicianship and Analysis.
- Four Years: A student who attends four years will take: Chorale, assigned Fundamentals/Enrichment course*, Mixed Ensemble elective, Music History and Advanced Theory/Composition.

*Vocal students who demonstrate solid foundational skills in theory and vocal technique will have the opportunity to take enrichment classes in Jazz & Pop Solo and/or Art Songs & Arias, focusing on solo singing within each genre.

MUSIC COURSE DESCRIPTIONS

PERFORMANCE COURSES

BASIC INSTRUMENTAL SKILLS

This class is designed for beginning instrumentalists or instrumentalists who need to improve their reading and technical skills. This class prepares students to move on to higher level ensembles and classes at the Academy. Major and minor scales, arpeggios, and music reading are the fundamental skills that are acquired.

BASIC VOCAL SKILLS

(For all first year vocalists)

This course is designed for novice singers to gain knowledge and practice of basic vocal techniques to improve personal performance skills. The students will gain an understanding of their voice as a musical instrument and how to maintain vocal health, as well as the application of proper developing technique in the performance of selected repertoire.

CHORALE

Chorale is a classical choir for sophomores through seniors. This class exposes vocalists to many languages including French, Italian, German, Spanish and even Bulgarian, Georgian and more. This course also focuses on sight-singing, vocal pedagogy, ear training, intervallic relationships as well as part-singing. Singers learn about tone and blend and apply topics learned in basic vocal skills.

CLASSICAL WINDS

This class is comprised of students who play wind instruments in the classical tradition. Through solo and chamber music work, students will improve their technical skills and music literacy, expand their knowledge of repertoire, learn to

GUITAR PERFORMANCE

This class introduces guitar students to several genres of guitar styles. Students will reinforce musicianship through class practice of sight reading, technique, major and relative minor scale patterns, movable chord forms, pentatonic and blues scale patterns. Students will study the application of chord arpeggios, the blues scale, the 12 measure major blues song forms, Students will learn the evolution of guitar styles and gain an appreciation for master guitarists through listening and study of selected recordings.

INTRO TO JAZZ & POP

This class is a beginner's introduction to popular music. In this class, students will gain a repertoire of swing, jazz standards, blues and pop. They will also start to learn how to improvise, changing the melody to better tell the story and even trying a bit of scat.

PIANO PERFORMANCE

Students perform solos from classical piano literature weekly master classes as well as duet, two piano and eight-hand works. Musicality, Sight-reading, technique, memorization, efficient uses of practice time and stage deportment are some of the topics that are emphasized.

STRING PERFORMANCE

String students will be placed in Chamber Music groups where they will study a variety of different styles and learn the basics of playing together. Class time will be spent on rhythm, pitch, blending and performance techniques. In addition, students will be assigned solo work for recitals and juries.

PERCUSSION COURSES

PERCUSSION LEVEL 1

Snare Drum Rudiments: Students study the traditional drum rudiments to gain mastery of these building blocks of technique, and be able to apply this knowledge to jazz and other musical styles of drumming. Students will study African Drumming and perform on authentic African drums. They will improve their stick and hand drumming technique. They will also develop good ensemble skills by listening to the layered parts as they play and respond to the master drums rhythms. In addition, they will learn to understand the music in relation to the history and culture of that area. Students will learn the fundamentals of mallet keyboard instruments, xylophone, marimba and vibraphone.

PERCUSSION LEVEL 2

Students will refine the snare drum rudiments and apply them to the drum set. Students learn the vocabulary of jazz drums through their study of the masters. They will develop an even time feel, gain independence in their limbs, develop soloing concepts and learn to play the “form” of the tune. In addition students will master and refine the common snare drum rudiments as a means to improvement of hand position, dynamic control and overall technique. They will continue their study of mallet instruments work on improving technique, sight-reading, interpreting drum set charts and solo performance. Students will also rehearse and perform Percussion Ensemble repertoire.

MUSIC THEORY COURSES

TRADITIONAL MUSIC THEORY

ADVANCED THEORY - COMPOSITION

Students will use all the skills gleaned in the first three levels of theory to evaluate the compositions of others. They will explore complex rhythms of Latin and jazz music, as well as more advanced chromaticism. They will create their own compositions based on the models they have studied while incorporating skills they have learned in their major rep and ensemble classes. They will use the keyboard as a tool for understanding theory concepts, as well as improving their reading, coordination, and playing a variety of left hand accompaniments and chord progressions.

ANALYSIS

In addition to deepening the skills learned in Harmony, students will learn about chord progressions and how composers use harmony and traditional musical forms to satisfy or deny listener expectations. Students will study more complex rhythms and

more advanced tonal concepts, including basic chromaticism. They will increase their keyboard skills, including harmonizing a melody and playing from a lead sheet.

HARMONY

In addition to deepening the skills learned in Theory Fundamentals, students will learn about the acoustical foundations of Western harmony, particularly how the overtone series affects how we hear dissonance and consonance. They will sing, read, and play melodies, bass lines, and harmonies to increase their understanding of multi-part music. They will learn intervals and deepen their familiarity with minor tonality. They will explore more advanced keyboard skills such as basic tonic-dominant progressions and more advanced two-part reading.

THEORY FUNDAMENTALS

Focuses on the foundational skills of music literacy. By using solfege and Takadimi rhythm syllables, students will improve their sight singing and musical concentration. Students will learn basics of music notation and improve their ability to make connections between what is heard and what is seen, focusing on major tonality. They will gain a familiarity with the piano keyboard, including basic reading and two-hand independence, while gaining the ability to use the keyboard as a tool for greater theoretical understanding.

JAZZ THEORY

*NOTE: All students must take Theory Fundamentals and Harmony (or demonstrate equivalent skills) before taking Jazz Theory.

JAZZ THEORY 1

Jazz Theory 1 begins the application of concepts learned in traditional theory to the jazz art form. Students will reinforce basic theory skills which include the treble and bass clef, diatonic and chromatic intervals, major and relative minor scales, key signatures and chord construction, through class and keyboard practice. Students will study the application of the major and minor pentatonic scale, the blues scale, the modes of the major scale, the harmonic minor scale and its 5th mode in improvisation on II-V-I, the 12 measure major and minor blues, and the "So What" chord progressions. Students will build ear training skills by dictation and singing of diatonic and chromatic intervals and selected standard song repertoire. Students will begin to learn the "jazz language" through listening and study of jazz melodic vocabulary.

JAZZ THEORY 2

Jazz Theory 2 builds on the foundation of Jazz Harmony and Jazz Harmony 2, and focuses on the application of harmonic concepts to jazz performance. Specific advanced concepts include the modes of the melodic minor scale, diminished harmony and other symmetrical scales, tonal chromaticism, hexatonic and pentatonic scale usage. There will be a thorough investigation of common chord substitution, particularly pertaining to the 12 bar-blues and "I Got Rhythm" changes. Piano skills include 3-7-6-9 voicings with alterations, and the ability to play standard repertoire through 12 keys in a solo piano style. The sight singing/ear training will extend to all intervals within an octave, both diatonic and chromatic, ascending and descending.

OTHER REQUIRED COURSES

ACADEMY BIG BAND

(trumpet, sax, trombone, guitar, bass, drums, and piano only)

This large jazz ensemble travels to competitions and performs high-level jazz repertoire. Students will work on music reading, improvising, and playing as an ensemble in the jazz style. Audition required

FRESHMAN MUSICIANSHIP

In this course for freshmen music majors, students will broaden their understanding of what music is and what it means to be a musician. Students will expand their awareness of musicians, music genres, and careers in music; improve their technical vocabulary and listening skills; and explore the value of music, both to the individual and to society at large. They will learn about audience etiquette and what is appropriate behavior in different types of performances. This course will also serve as an orientation to the music department and the other diverse art forms within the Arts Academy community.

FUNDAMENTALS/ENRICHMENT CLASSES

In addition to core curriculum, students will be assigned to enrichment/support classes based on individual need. These may include theory support classes, advanced chamber music, and independent studies. Course offerings will be based on the needs of individual students, as well as the department as a whole, and may include (but are not limited to) the following:

African Rhythm

Art Songs & Arias

Collaborations

Percussion Ensemble (one semester, required for drummers in jazz ensembles)

Piano Styles

Intro to Kodály (one semester required for freshmen)

Jazz & Pop Solo

Theory Support

Vocal Technique

Musical Theater Solo

INSTRUMENTAL TECHNIQUE 1& 2 (DELETE BOTH COURSES)

In this course, intermediate instrumental students will work to refine their technique on their instruments, including tone production, range, articulation, and dexterity. They will work to improve their intonation as well as the fluency of their music reading skills.

JAZZ CHOIR /JAZZ CHOIR COMBO

(guitar, bass, piano, drums only)

This vocal jazz ensemble travels to competitions and performs high-level jazz repertoire with tight jazz harmonies, often with one person on each part. There are lots of opportunities for solos, including vocal improvisation known as “scatting.” This group is also open to instrumentalists who want to sing jazz. Audition required. 50 A small group of rhythm section instruments accompanies the jazz choir and travels with them to competitions.

JAZZ HISTORY AND ARRANGING

This class will study the complete history of jazz from precursor genres such as rural blues and ragtime, to modern day developments. Students will focus on major figures and artistic movements in jazz, and will become familiar both with historical details as well as with the compositions and arrangements of great artists. Guided listening, essays and films will serve as the impetus for class discussion about the intersection of jazz to the wider culture. Students will perform in several historical styles, and gain an awareness of how the history of jazz can inform the creation of an individual voice today.

JUNIOR MUSICIANSHIP

In this course for junior music majors, students will explore how composers create new works, from generating ideas to manipulating and refining material, and finally sharing their work. Students will create works for instrumental and vocal ensembles, while studying some representative compositions from a variety of genres and time periods, with a focus on 20th century and contemporary art music, as well as popular genres. This course will also assist students with college and career preparations.

MIXED ENSEMBLES

All non-freshmen will be able to choose among several mixed ensemble electives. (Freshmen instrumentalists will be placed in Cultural Rhythms, and freshmen vocalists will be placed in African Rhythms. These are full year classes which expose students to repertoire and skills that are not necessarily covered in the required curriculum. Students will have the opportunity to work with new faculty and other students outside of their specific major. Students with appropriate skill level may choose to play secondary instruments in their mixed ensemble classes.

The following elective courses are offered as Mixed Ensembles.

Academy Big Band*

Jazz Choir*/Jazz Choir Combo

Music of the Americas

Scene to Song/Scene to Song Ensemble

*Audition required

Placement in mixed ensembles is determined by:

- 1) audition results
- 2) student preference
- 3) instrumentation/class size
- 4) individual jury performance

MUSIC HISTORY

This is a required course for all classical instrumental and vocal seniors. Students will study the development of Western art music over the major periods of music history: Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century. Students will study representative composers and pieces from each period and make connections between major historical events and the music of that time period. Students will demonstrate their understanding through projects, including composing pieces in the style of each historical period.

MUSIC OF THE AMERICAS

This instrumental ensemble performs music from Spanish-influenced countries of Latin America.

PIANO STYLES

This course allows students to broaden their awareness of piano repertoire from a wide variety of genres and styles. In consultation with their instructor, students will choose and study repertoire that will help them improve their technique and reading while becoming more diverse performers.

READING LAB ENSEMBLE

In this course, instrumental students will work to improve their technique, tone and intonation as well as the fluency of their music reading skills.

SCENE TO SONG / SCENE TO SONG ENSEMBLE

This class involves singers and instrumentalists combining to perform scenes and songs from musicals and operas. Singers will work on improving their stage presence and conveying the meaning of their music, while instrumentalists will play in a small “pit orchestra” to work on reading music, accompanying singers, and playing musically to support the emotion and meaning of the scene.

SOPHMORE MUSICIANSHIP

This course will be a Philosophy of Music study. It will include topics like “Why do people make music?”, “How does music connect to our emotions? There will also be a community service project that uses music to do good.

FRIDAY MUSIC COURSES

ACADEMY POPS / ACADEMY POPS CHORUS

This large ensemble combines vocalists and instrumentalists performing a wide variety of music, including Broadway, Pop, Jazz, Oldies, Motown, and more.

AFRICAN RHYTHMS

African Rhythms is an elective class for all majors. Students will learn rhythms and music from Guinea, West Africa on djembe (hand drum) and dundun (stick drum). No previous musical experience is necessary.

BRAZILIAN SAMBA ENSEMBLE

In this class students will learn to play traditional Brazilian drums such as the Surdo, Ganza and tamborim, while studying the instrumental rhythms associated with samba music. The class will work together to perform “Batucada” music that is heard during Carnival in Rio de Janeiro.

LATIN ENSEMBLE

Students in Latin Ensemble learn about the rhythms, structures, and cultures of music from throughout Latin America. Focusing primarily on musical traditions from Cuba and cultures that have grown out this nation’s rich musical heritage, students

perform important compositions using fundamental rhythmic elements such as the clave, cascara, tumbao, and guaguanco. In addition to practicing this music, students watch authentic performances from other Latin American traditions, such as Argentine Tango and Brazilian Samba, in order to understand where different music comes from and how it sounds compared to music from other cultures.

MUSIC TECHNOLOGY

In this class, students will use software such as Garageband to create their own music projects.

POP PIANO

Intended for non-piano majors this class will teach students to play the keyboard parts to current popular tunes. Vocalists will be able to use these parts for self-accompaniment

SONGWRITING

In this class, students will work in small groups to create lyrics and music to their own original songs.

MUSICAL THEATER

The mission of the Musical Theater Department is to provide students with a comprehensive training in the three art disciplines needed to be a performer in the field: acting, voice and dance. Strong emphasis will be placed on discipline and work ethic as well as course content. This curriculum will allow students to grow within their given area of artistic interest while also expanding their appreciation and understanding of community and ensemble dynamics.

Students follow the curriculum prescribed by the Musical Theater Department. Class assignments are made by the faculty and department chair and are based on the student's age, experience and stage of mental, physical and technical development. Students may be required to take a department specific elective course.

The goals of the Musical Theater Department are:

- To identify and nurture students who show both the promise and commitment to this art form.
- To equip students with the skills needed to present successfully in the highly competitive university and/or professional world after their high school years.
- To provide a safe and positive arena for the exploration of all work in order to allow young, creative talents the space for honest growth.
- To incorporate the unique American history of Musical Theater and to explore the multi-cultural aspects of its creators and performers.
- To engender an atmosphere of ensemble and a highly disciplined work ethic focusing on detail oriented, artistic process.
- To foster a positive and respectful group experience in order to take full advantage of the opportunity for personal growth offered by the Academy's diverse student body.

All components will be taught with full awareness of the curriculum of the other two art disciplines. Group numbers taught in voice and dance classes will be presented and augmented with respect to acting values, just as historical content from acting class will be explored in voice class through exposure to work of actual composers and lyricists. In dance class historical content will be explored in regard to dance styles.

At each level there will be group work that encompasses all three areas.

- One Year: A student who attends one year will take: Acting 1, Ballet 1, Voice 1, Music Theory
- Two Years: A student who attends two years will take in addition to the requirements of one year: Acting 2, Ballet & Jazz 1, Voice 2, Ear Training & Sight Singing
- Three Years: A student who attends three years will take in addition to the requirements of two years: Acting 3 (Shakespeare), Modern Dance, Ear Training & Sight Singing, Voice 3, Tap
- Four Years: A student who attends four years will take in addition to the requirements of three years: Acting 4 (Monologues, Ensemble Work, Solo Command

Performance), Advanced Broadway Choreography, Voice 4, Advanced Musical Theater Scene Study, Viewpoints & Composition.

MUSICAL THEATER COURSE DESCRIPTIONS

ACTING

ACTING I

The basics of acting will be explored through physical and vocal exercises, improvisation, monologues, and scene study. Concentration and focus exercises will be part of the daily class work. Students will learn how to approach the text in preparation for character and performance. The fundamental actor's vocabulary (intention, conflict, obstacle, etc.) will be utilized.

ACTING II

Second level students will be introduced to script/textual analysis and its application to dramatic material. Dramatic structure, including given circumstances, objective and super-objective will be explored within the context of scene study. This work will incorporate material from both non-musical and musical scripts. Scene work will be interspersed with singing interpretation: the application of acting technique to the performance of the song. Students will explore the physical work of Laban and the Viewpoints and apply it to their text work.

ACTING III (Classical/Contemporary Acting styles/ Shakespeare)

Students will take 2 semester classes; Shakespeare In Shakespeare, students will develop their diction and breath work as it applies to scene and monologue work. They will then apply these techniques to more contemporary work. Mask work will be used to further utilize a physical approach to create Ensemble work and scene work.

ACTING IV (Monologues, Ensemble Work)

This course will comprehensively balance prior training to provide the senior with a wealth of tools and resources to successfully audition for colleges, roles and shows including presentation, first impressions, etiquette, placement of your audience and material. Students will learn how to connect a musical piece with clear dramatic choices. Students will be pushed to explore the creative process with each piece of music, and find a deep emotional connection. Students will be asked to make strong physical choices to help create the story of the song. Emphasis will be placed on how to approach the collaborative process, taking direction, and the process of making clear choices.

ACTING A SONG

This course will comprehensively balance prior training to provide the senior with a wealth of tools and resources to successfully audition for colleges, roles and shows including presentation, first impressions, etiquette, placement of your audience and material. Students will learn how to connect a musical piece with clear dramatic choices. Students will be taught to break down their songs into emotional and actable beats. Making choices that illuminate the inner life of the character and support the framework as laid down by the lyricist and composer. Use of imaging and sense memory work will be explored to help bring authentic life and nuance to a piece.

Students will be pushed to explore the creative process with each piece of music, and find a deep emotional connection. Students will be asked to make strong physical choices to help create the story of the song. Emphasis will be placed on how to approach the collaborative process, taking direction, and the process of making clear choices.

ART OF THE DANCE AUDITION

Students from all departments are welcome to take this beginning level Broadway Dance Audition Class. Students will demonstrate steps and variations in musical theater choreography. Original Broadway choreography may be used.

DICTION

The class begins with a series of stretches, yoga positions and breathing exercises. The class focuses on the resonators, the articulators and uses heightened language in the form of poetry and Shakespearean monologues. Students are coached individually and as a group to correct bad vocal habits and strengthen their breath support.

EAR TRAINING/SIGHT SINGING

In this class the student will develop the ability to sing and hear intervals, scales (major, minor, chromatic), triads and 7th chords, and melodic examples using these materials. The student will also learn how to take rhythmic, harmonic and melodic dictation.

MONOLOGUES

This class is designed for seniors to prepare college audition material. By January, each student will have two-four monologues in their repertoire. The second half of the year is devoted to developing Ensemble pieces.

MUSIC THEORY

The focus of this class is to teach students how to analyze the musical materials found in a score in order to enhance their performance. Emphasis will be placed on learning how to read music, and understand tempo, meter and time and key signatures.

SCENE STUDY

In this class, students will explore classical and contemporary scenes to develop the use of different acting styles and theories, dramatic structure, character creations and their relationships on presenting dynamic people and situations. This includes the use of improvisational exercises to promote the imagination as the foundation of a scripted work.

SCRIPT/TEXTUAL ANALYSIS

In this class, the students will learn how to read a play as a performance piece rather than as a literary work. Texts are analyzed for dramatic structure and character clues. Students use their journal as a tool to break down scripts to understand beats, intention, subtext, conflict and character. We look at plays from the vantage point of actors, playwrights, directors, and designers.

MUSICAL THEATER SCENE STUDY

Introduction to Scene Study is a course for seniors in the musical theater department. The course focuses on the study of musical theater literature from the early 1950's

through the mid 1990's. Students will explore different styles of musical theater through performance.

MUSICAL THEATER HISTORY

Familiarity with the rich history of musical theater is necessary to fully understand it at the performance level. Students will follow the influx of the emigrants who contributed so significantly to the form as we know it today, Jewish, African-American, Irish, Russian, etc. The unique collaboration of diverse ethnicities in pursuit of a common goal, musical entertainment, will be studied. Within this study, a textured vision of the "melting pot" aspect of our culture will be revealed as well as musical theater's further expression as a contemporary art form on a global scale today. Though not a course on its own, at present, Musical Theater History is embroidered into the curriculum of all upper level musical theater course work.

DANCE

ADVANCED CHOREOGRAPHY

Students will demonstrate steps and variations used in musical theater choreography including but not limited to classic tap time step with proper arms (single, double, triple, traveling, wing), pirouettes (classical, jazz), other tap steps, jazz leaps, jumps and turns. Everything has basis of Ballet. Students will learn various choreographic styles used in Musical Theater. Original Broadway choreography may be used. Singing may also be incorporated, depending upon chosen material.

BALLET 1

This class incorporates basic elements of classical ballet, using techniques. The class work will focus on alignment, basic body positions, foot articulation, general strength and simple coordination of all parts of the body. Each student is expected to learn the French name for each basic movement, the translation of that name, and be able to explain how to execute the movement. The class begins with exercises holding onto the barre, continues with center work, and progresses to exercises that travel across the floor. All exercises are done on both right and left sides. The exercises are repeated each day during the week, with minor changes to increase the difficulty of the exercise, or the stamina required.

BALLET 2

This class builds on the basic elements of classical ballet. The class work will focus on alignment, basic body positions, foot articulation, general strength and simple coordination of all parts of the body. Each student is expected to learn the French name for each basic movement, the translation of that name, and be able to explain how to execute the movement. The class will continue the barre and floor work.

BROADWAY TAP

The class will incorporate elements of Broadway Tap where dancers make frequent use of syncopation. Students will also learn an important element tap dancing which is improvisation. This can either be done with music and follow the beats provided or without musical accompaniment, otherwise known as a cappella dancing.

DANCE COMPOSITION & VIEWPOINTING

This course introduces students to fundamental methods of creating and describing choreography. By using fundamental elements of composition in assignments, students create short in-studio choreography studies. These studies are performed and discussed. Students learn a way to describe their work and that of others through the use of choreographic terminology and artistic criteria to support productive feedback. Students will further develop their work in the Viewpoints and Laban movement studies. This is woven throughout all upper level curriculum as necessary in all three disciplines.

LUIGI DANCE

Luigi is considered the master innovator of jazz dance technique, which he developed while recuperating from a devastating car accident that left him paralyzed. His spirit of determination led him to develop exercises that resulted in his return to dance class within a year, and to performing in musicals a year after that. He then continued to expand his warm up for balance and flexibility and his fellow dancers followed along. Eventually, Luigi began to formally teach his “classical jazz” technique. He established Luigi’s Jazz Centre NYC. For more than sixty years, dancers and teachers from around the globe have come to study his “gold standard” of jazz technique and his style continues to be taught in schools and colleges worldwide.

The beauty of the Luigi technique is that the basic warm up is accessible to a beginner, while more experienced students can still find challenge. The Luigi technique seamlessly weaves ballet and tap techniques into a classic “Broadway” jazz style, all of which are vital to musical theater dance.

JAZZ DANCE

The class incorporates basic elements of classical Jazz Dance. Concentrated work focuses on strength, alignment, coordination of all parts of the body and demonstrating different styles of choreography.

The class work begins with standing warm up exercises, stretches, and conditioning work sitting/lying on the floor, and advances to technical exercises done standing and/or traveling across the floor. A combination of movement/choreography is practiced.

TRIPLE THREAT

The course is designed to introduce both new and experienced students to the concept of working as an ensemble using all three disciplines of musical theater-acting, singing and dance. Each class will consist of a vocal and physical warm-up, followed by music and lyric memorization and then staging and rehearsing the piece in preparation of an informal performance.

VOCAL

(All levels focus on technique)

Students will learn beginning to advanced techniques; proper posture, breathing, placement and resonance. They will be introduced to the varying elements of style inherent in each genre and taught how to utilize them effectively in their repertoire. In

addition, they will learn about and practice basic stage deportment, focus, audition techniques, working with a pianist, and translating foreign-language text.

VOICE 1

Students will learn a repertoire based upon the standard composers, Gershwin, Porter, Kern, Rodgers, etc. In addition, basic stage deportment, focus and developing an interpretation will be taught. Vocal technique will include basic breath support, proper use and care of the vocal mechanism, smoothing out the break areas and the use of “passagio” or mixed voice, expanding the range and projection and learning how to produce a variety of sounds and styles from classical to Broadway. Sight singing and music theory will begin at the basic level using Solfeggio, the ability to sing small intervals, major, minor and chromatic scales and triad arpeggios. Students will work on solo works, improving audition techniques, dealing with an accompanist and developing an audition repertoire.

VOICE 2

The music explored at this level will be chosen from the 1950’s, 60’s and 70’s and be more complex and demanding. Students will be expected to perform in a manner already learned from level 1. The emphasis will be on acting the song with emotion, character, body and facial expression. Students will do a detailed lyric analysis of each song. Pieces will be coordinated with the acting and dance classes. Vocal technique will continue the process of expanding the range, projection, endurance and diction using classic bel canto techniques. Sight singing and music theory will be of intermediate difficulty with exercises in solo, two and three part harmony. The intervals will be larger and the rhythmic content more complex. Students will work on solo works, improving audition techniques, dealing with an accompanist and developing an audition repertoire.

VOICE 3

Students will prepare a series of selections from the 1980’s to the present. Pieces will be longer, more complex and demanding. There will be continued emphasis on acting the song and analyzing lyrics. Songs will be coordinated with the acting and dance classes. The class will continue to work to improve and strengthen vocal technique. Sight singing and music theory will include advance material for solo and four, or more, vocal part choral works. The intervals will be more chromatic and the rhythms more complex. Students will work on solo works, improving audition techniques, dealing with an accompanist and developing an audition repertoire.

VOICE 4

This course will comprehensively balance prior training to provide the senior with a wealth of tools and resources to successfully audition for colleges, roles and shows including presentation, first impressions, etiquette, placement of your audience and material. Students will learn how to connect a musical piece with clear dramatic choices. Students will be pushed to explore the creative process with each piece of music, and find a deep emotional connection. Students will be asked to make strong physical choices to help create the story of the song. Emphasis will be placed on how to approach the collaborative process, taking direction, and the process of making clear choices.

THEATER

The mission of the Theater Department is to provide students with an understanding of theater as an art form, and respect for its requirements and disciplines. The curriculum will educate students in artistic ways of thinking and viewing the world, and to give students sufficient training to use theater as their voice.

The goals of the Theater Department are:

- To prepare students for the next step, whether that is further education, professional work, further training in theater or life in general.
- To take students, in their theatrical training, as far as they are able to go regardless of background or area of special interest.
 - To give students the means to approach and develop material on their own.
- To teach students greater understanding of the world and their peers and make them better citizens through cooperative and collaborative group endeavors.

Students follow the curriculum prescribed by the Theater Department. Class assignments are made by the department chairperson and are based on the student's age and stage of mental, physical and technical development. Spending one year in any level does not guarantee a move up to the next level the following year. Students may be required to take a department specific elective course.

- One Year: A student who attends one year will take: Acting 1, Movement for Actors, Preparation for the Actor, Vocal Production, Tech Theater, Textual Analysis.
- Two Years : A student who attends two years will take in addition to the requirements for one year: Acting 2, Movement for Actors 2, Intro to Musical Theater, Vocal Technique, Shakespeare, Suzuki, Readers Theater.
- Three Years: A student who attends three years will take, in addition to the requirements for two years: Acting 3, Theater History, Commedia dell' Arte, Puppetry, Vocal Production 3, Classical Scene Study.
- Four Years: A student who attends four years will take, in addition to the requirements for three years: Acting 4, Stage Combat, more Classical Scene Study, Dance for Actors.

THEATER COURSE DESCRIPTIONS

ACTING I

The basics of acting will be explored through physical and vocal exercises, improvisation, monologues, and scene study. We will learn how to approach the text in preparation for character and performance. The fundamental actor's vocabulary (intention, conflict, obstacle, etc.) will be utilized. The course begins with concentration and relaxation exercises. Through monologues, student-created pieces and Megan Terry's "*Comings and Goings*", students apply Viola Spolin's approach to acting, learn to create plausible situations, make choices, justify the

choices, analyze scenes, make transitions, identify intention, obstacles and action.

ACTING II

This course will focus on the technique and spirit of acting. Through monologue and scene work, students will explore plays from four major areas of dramatic literature: contemporary American drama, early 20th century realism, Shakespeare, and Greek. Students will utilize and exercise their artistic resources; that of performer, director, writer, and thinker.

ACTING III

Students will utilize a physical approach to integrate more advanced text work with their whole beings.

ACTING IV

In this class, students will explore classical and contemporary scenes to develop the use of different acting styles and theories, dramatic structure, character creations and their relationships on presenting dynamic people and situations. This includes the use of improvisational exercises to promote the imagination as the foundation of a scripted work.

ACTING FOR THE CAMERA

Students will acquire a broad overview of the many faces of on-camera work, including the vocabulary, skills, and techniques for working on a set. The sessions are divided into a didactic lesson and a practical on-camera lab. Students will be taped every week in order to achieve a degree of comfort, familiarity, and self-awareness with the medium. Each week, students will also discuss up-to-date practical information about working in the entertainment industry (e.g.; pictures, resumes, demo tapes, classes, auditions, agents, trade publications, and unions).

AMERICAN POP CULTURE

This course is an exploration of American media, art and performance, and the exploration of where they intersect. In this class we explore the content of “everyday performance”, cultural performance, building a knowledge base of American performance art, and understanding appropriation. We will dissect commercials, advertisements and popular media to identify the tools that are used to define social norms, tools of oppression, and build an understanding of “self” and “other” and their function in American culture and, thus, understanding the power of performance in culture/human civilization.

CLASSICAL SCENE STUDY

This class focuses on exploring texts from Shakespeare’s repertoire. During the first quarter, each student will participate in a group sonnet project, working collaboratively to bring the language to life using body and voice in a really big, expressive way. During the second quarter, each student will be given a soliloquy to work on. Using abstract vocal and physical techniques, students will continue finding all the life in Shakespeare’s language, while incorporating character, beats and intention.

CLASSICAL SCENE STUDY—SENIORS

This course is designed to enhance the student's experience with Shakespeare's text (first semester) and to begin to explore the work of Anton Chekhov (second semester). Throughout the first semester, students will use a heightened physical and vocal technique to explore the many different colors and intentions in Shakespeare's language while working on a scene. During the second semester, students will explore all that is hidden in the subtext of a scene from Chekhov's repertoire. Time permitting, solo projects will be assigned.

COMMEDIA DELL'ARTE

Commedia dell'Arte is a form of Italian street theatre and improvisational comedy, which dates back to the sixteenth century. As a living theatre form Commedia dell'Arte no longer exists, however - - it is the *arte* that is the essential part of the work, the spirit discovered through the style. Students will study mime, physical comedy, and the development of a clown character, slapstick and circus skills such as juggling, balancing, and acrobatics on the road to becoming complete Commedia performers. The study of masks, improvisational technique, *lazzi*, and scenario provide the performer with a challenging container to explore the art of comedy and the craft of acting. Students will develop their own stock characters, complete with masks, and use them to create original Commedia pieces.

DIRECTING

A hands-on, fast-paced introduction to the basics of directing for the stage. Using a series of progressive exercises, students will practice and perfect the techniques of visual storytelling. By creating an artistic laboratory setting, the curriculum challenges the students to make strong, clear choices and effectively communicate to actors and designers on a daily basis, developing practical applications of the theories behind directing. This class is for advanced Theater and Musical Theater majors only.

IMPROVISATION

This semester-long course supports and adds to the curriculum for all freshmen in the theater department. Students focus on two primary areas: working cooperatively with their classmates in small groups; and creating real-seeming and believable characters in a variety of given circumstances of increasing complexity. Students use the same tools as with simple scripts—only in this class they create the scripts as well.

JAZZ DANCE

This class incorporates basic elements of classical Jazz Dance. Concentrated work focuses on strength, alignment, coordination of all parts of the body and demonstrating different styles of choreography.

MONOLOGUES

This class is designed for senior acting majors to prepare college audition material. By January, each student will have four monologues in their repertoire. The second half of the year is dedicated to creating their own solo performance piece based on stories of classic literature.

MOVEMENT FOR ACTORS

Students will develop the tools to prepare for a character and change characters.

This class will train students to identify and adapt the physical qualities of a character through dance styles, improvisation, and the study of basic movement qualities drawn from the work of Laban Movement Analysis.

MOVEMENT REP

This is a product-oriented double-period Friday class in which the ensemble works together to create and workshop a long, non-verbal movement piece. Students are expected to create and embody choreography, to take risks to discover the most exciting physical work, and to research and analyze music, text and other materials. There will be a one-night-only final presentation of the work for an invited audience at the end of the school year.

MOVEMENT II

This course focuses on the nature, strengths, limitations, manipulation and communication of the human body, with emphasis on its power and necessity in performance. It is geared to build specific skills around the key elements of theatrical performance: awareness, concentration, relaxation, exploration, and commitment. In this class we work on freeing the student's inhibitions, finding comfort in vulnerability, and building an ensemble.

PERSONAL THEATER

Students in Personal Theatre will be exposed to a variety of theatre techniques and activities (including improv and theatre games) while writing and generating through the lenses of Personal and Public material. Students will memorize and perform self-generated works. This class will focus on the ensemble of a community as well as individual artistic expression.

PLAYWRITING

This course is designed to introduce students to the craft of dramatic writing. Students engage in short writing exercises which focus upon specific elements of play writing and which develop their own ideas for dramatic material. They also read and discuss selections from the contemporary repertoire. In the final portion of the course, students are responsible for developing and drafting a ten-minute play.

PUPPETRY

Students will discover acting from the perspective of performing by speaking and acting through another with at least two styles of puppets. Styles of puppet performance covered in the class may include but not be limited to: Object Theatre, Hand Puppetry, Rod Puppetry, and Marionettes. Students will construct their own simple puppets in order to perform a final scene.

SHAKESPEARE FOR ACTORS

This course concentrates on bringing Shakespeare's plays to life through scene work and monologues. Students will choose and cut material from a cross section of Shakespeare's works. They will dissect the language, distinguish differences for performing prose and verse, and build characters for performance.

STAGE COMBAT

The aim of the course is to have students learn the basics of stage combat, both

hand to hand, and using weapons. To create the illusion of fighting, the course will cover trust falls, Tibetan and Maori exercises regarding physical and spatial awareness, hand to hand combat skills, tumbling and stunt work. It culminates in weapons work, including rapier and dagger techniques, fencing, Broadsword and shield techniques.

SUZUKI

This course is based on the physical training and creative energy of renowned Japanese theater artist, Tadashi Suzuki. The students participate in rigorous physical exercises geared towards heightening their strength, focus, intensity and stamina. They all perform as an ensemble in an actor generated piece of theater of which they write, create, and direct.

TEXTUAL ANALYSIS

In this class, the students will learn how to read a play as a performance piece rather than as a literary work. Texts are analyzed for dramatic structure and character clues. Contemporary and classical texts are read aloud. In addition, the students are introduced to various “isms” in theater – those styles that we most commonly recognize in Western theater. We look at plays from the vantage point of actors, directors, and designers. Multi-media projects explore the material in each quarter.

TEXTUAL ANALYSIS 2 (Contemporary Trends in Theater)

In this course students read contemporary plays by and/or about minority culture to hear the stories less heard and the stories of the oppressed. Throughout this class students will be building an understanding of the context and how/why oppression works, through play reading and historical research. This course is intended to cultivate further empathy and compassion towards others and understanding of how storytelling can change the world.

THEATER HISTORY

This course will provide an overview of the history of theater from the present day back to the Greeks. A non-Eurocentric approach will be taken to include Asian and African theater in the curriculum. Students are required to do research and make presentations in class and to pool their knowledge and resources. Cultural eras will be brought to life in the classroom as students explore text, performance styles, and costume/scenic design.

THEATER PRODUCTION SURVEY

This survey course is designed to introduce the beginning student to the basic areas of theater production such as scenery, costumes, and lighting. Students will examine one or more disciplines each quarter and apply their knowledge in the fourth quarter by working an Academy production. Instruction will emphasize terminology, basic concepts and safety. Students will obtain the knowledge of the behind the scenes collaboration that takes a production from an initial script selection through design and implementation to the final curtain.

VOCAL PRODUCTION 1

In vocal production, students develop their articulation, breath control and projection skills by learning how the voice works and how to use it properly. The

goal is for each student to learn to speak in a loud and clear voice that can easily be heard and understood whenever he or she is on stage.

VOCAL PRODUCTION 3

Vocal Production 3 is a class that builds on the skills the students have learned in Vocal Production and Voice & Diction. The class begins with a series of stretches, yoga positions and breathing exercises. The class focuses on the resonators, the articulators and uses heightened language in the form of poetry and Shakespearean monologues. Students are coached individually and as a group to correct bad vocal habits and strengthen their breath support.

VOICE & DICTION

This course will focus on theatrical needs of the voice. Students will learn how to incorporate proper breathing and relaxation exercises, how to use the body as a channel of air rather than as a muscle to push sound out, and the function of the diaphragm, jaw, and articulators. By the fourth quarter, each student will have developed a personal warm-up and exercises to improve projection and diction.

YOGA

A class combining the discipline of yoga with the foundations of acting: breathing, moving truthfully, listening to the body and finding authentic physical vocabulary

THEATRE DESIGN AND PRODUCTION

Students will develop a working knowledge of the process by which the physical components of live performance are conceived, developed, realized and presented. The Design and Production curriculum consists of coursework in scenery design and construction, costume design and construction, lighting design and implementation, sound design and implementation, properties design and construction and stage management. Additional coursework includes classes in art history, theatre history, visual arts and script analysis.

- **One Year:** A student who attends one year will take: Introduction to Theatre, Drawing, Production Survey, Design Concepts, Script Analysis and Theatre History
- **Two Years:** A student who attends two years will take in addition to the requirements for one year: Theatre Crafts, Production Survey, Sound Design, Set, Costume or Lighting Design and Prop Carpentry
- **Three Years:** A student who attends three years will take in addition to the requirements for two years: Set, Costume or Lighting Design, Production Survey, Art History, Acting for Non-Majors, Film History, 2D Rendering and Stage Management
- **Four Years:** A student who has attended for four years will take in addition to the requirement for three years: Paper Design, Set, Costume or Lighting Design, Computer Design and will be eligible to apply for an Independent Study taking on the responsibility for the design of one aspect of a Black Box production

THEATER DESIGN AND PRODUCTION COURSE DESCRIPTIONS

ART HISTORY

This is a survey class that provides an overview of art history in the context of the evolution of theater design. Students will examine the development of art in its historical/cultural context and how it relates to theatrical production.

COMPUTER DESIGN

Computer Design is a course created to familiarize the Theatre Design and Production students with some of the technology available to the theatrical designer. The class will investigate the basics of Computer Aided Drafting (CAD) with "Vectorworks" and graphics with "Photoshop". While the class is taught on Macintosh computers, the skills learned are applicable on most platforms.

COSTUME DESIGN

In this course, students are introduced to both the business and the art of costume design. They will explore the designer's responsibilities to all the collaborators in a production, and to the process the designer goes through to create the designs, with a focus on research and color theory. Students will each be responsible for the design and construction of at least one costume for the Spring Musical.

DESIGN CONCEPTS

In this introductory course, students learn the basic elements and principles of design, and their usage, across a variety of artistic mediums. Line, shape, space, mass, color, texture, ornament, as well as the ideas of harmony, balance, proportion, emphasis, and rhythm will be explored throughout numerous artistic challenges in this project-based class.

DRAWING

This is a studio art class designed to introduce beginning students to the basic aspects of drawing and allow more experienced students to develop their drawing skills. Discussions and critiques are an important part of class.

FILM HISTORY

Film History is a course designed to familiarize the student with the art and craft of the movies through the decades, not only as a cultural reference but in order that the theatre design student will be able to successfully use those references in their own work.

INTRODUCTION TO THEATRE

Introduction to Theatre is a course that covers basic Theatre Production & Design terminology and how theatre works from behind the scenes. Also covered are study skills and learning styles.

LIGHTING DESIGN

Students will learn the history, elements, and process of designing theatrical lighting through discussion, experience and numerous hands-on projects. Students will create fully produced designs for Fall Showcase, as well as learn and create projects based on the different genres of lighting, including dance, concert, nightclub, film, architecture and special events.

PAPER DESIGN

The paper design project is a class where seniors show their knowledge of all the theatrical design elements learned over the course of their careers at the Academy, including set, lighting and costume design. The work will show each student's ability to fully research a play, to imagine the world of the play and to create the requisite renderings, drawings, plans and plots for each design discipline.

SET DESIGN

Set design teaches students the basics of designing scenery for the stage. It includes the study of stage terminology and script analysis, as well as the basics of drafting, rendering and design presentation. Students study the elements of visual designing (composition, line, color) as well as learning the requirements of theatrical construction.

SCRIPT ANALYSIS- Theatre Design and Production

In this course, students will first be introduced to the script as a storytelling device. The focus is on the playwright's influence and the structure of the play. In the second quarter focus shifts to analysis and research for the physical requirements of a play.

SOUND DESIGN

In this course the student will learn about the use of sound design in theater and media productions and how it is used to enhance the production. The skills developed for this course will prepare the student to work with directors in designing audio for productions including sound effect creation. The student will have a general understanding of sound mixing, audio processing techniques, sound effect creation, and the creation of soundscapes for theater

TEXTUAL ANALYSIS

In this class, the students will learn how to read a play as a performance piece rather than as a literary work. Texts are analyzed for dramatic structure and character clues. Contemporary and classical texts are read aloud. In addition, the students are introduced to various “isms” in theater – those styles that we most commonly recognize in Western theater. We look at plays from the vantage point of actors, directors, and designers. Multi-media projects explore the material in each quarter.

THEATER CRAFTS

In this class students learn to research and apply a variety of techniques for the creation of the illusions necessary for successful theater including mask making, faux painting, and properties design.

THEATRE HISTORY

This course will provide an overview of the history of theatre from Pre-Greek civilization to the present day, expanding outside of Western traditions to include Asian and Indian performance traditions. In this project-based curriculum, students will explore the evolution of technical theater through the ages, using texts and research from the different eras and cultures studied to support their designs.

THEATER PRODUCTION SURVEY

A student takes Production Survey classes in each of their first three years. This survey course is designed to introduce the student to the practical aspects of theatre production in scenery, costumes, and lighting. Students will spend one quarter in each of the above areas every year, with an additional fourth quarter in scene painting or sound implementation. Instruction will emphasize terminology, basic concepts and safety. Each year will build upon knowledge gained in the previous year's classes.

2-D RENDERING

This is a more advanced drawing/painting/design class. Each student will continue to learn about composition, texture, value, line and perspective. Techniques of pointillism cross hatch, shading, line drawing, watercolor painting, colored pencil and pastel will be discussed.

YOGA

A class combining the discipline of yoga with the foundations of acting: breathing, moving truthfully, listening to the body and finding authentic physical vocabulary.

VISUAL ARTS

The Visual Arts department teaches the fundamentals of art in a variety of disciplines including painting, drawing, printmaking, photography, digital photography and sculpture. Students follow the curriculum prescribed by the Visual Arts Department Chair. Class assignments are based on grade level and technical proficiency.

- We teach and stress visual thinking and creative problem solving.
- We encourage collaborative work both within the department and throughout the school.
- We encourage and support students' risk-taking as they progress through the 66 curriculum.
- We emphasize observational drawing skills for college portfolio preparation.
- Through our Art History program, we provide a context for the students' work. Through gallery and museum tours and visiting artists we introduce the students to the work of artists both past and present.
- We display student artwork in the school throughout the community, nationally and internationally.

Seniors who are applying to art school will need slides of their work. We will take slides of their work at the junior juries. We keep a set for our records and give the students two sets. It is the student's responsibility to have duplicates made and sent out with their college applications. Students will be instructed in how to label slides and prepare a slide packet. One year seniors are given the information needed to make their own slides. Seniors are expected to participate in a Senior Art Show. This will consist of work completed while at the Academy and generally in the senior year. Seniors will be advised through the process of selection and exhibition by the faculty and the Department Chair. We are establishing a permanent collection of artwork and require seniors to donate a piece of work to the collection.

Supplies – Students will be asked to pay \$100.00 to help defray the costs of their art supplies. This will go into a general budget that covers the cost of supplies. Teachers will provide students with supplies and occasionally students will be asked to bring something from home.

- One Year: A student who attends one year will take: Basic Studio I and one of the following: Digital Photography, Photography, Printmaking or Sculpture
- Two Years: A student who attends two years will take, in addition to the requirements for one year: Basic Studio II and one of the following: Photography, Printmaking or Sculpture.
- Three Years: A student who attends three years will take in addition to the requirements of two years: Advanced Studio and one of the following: Printmaking, Photography, Digital Photography or Sculpture.
- Four Years: A student who attends the Academy for four years, will take in addition to the requirements of the first three years, Senior Studio or STUDIO. They will take an independent study project in Printmaking, Photography, Digital Photography or Sculpture

VISUAL ARTS COURSE DESCRIPTIONS

ADVANCED STUDIO

Advanced Studio builds on the concepts and skills learned in Basic Studio I and II. Students are introduced to the model for life drawing exercises once a month. Projects in painting and drawing become progressively more complex in concept and extend over several class periods. Homework assignments are also increased in scale and execution time. Students are challenged to work on a larger scale. Projects can be individualized at the discretion of the teacher and the Department Chairman. Students are expected to research an artist and present their findings in a suitable format whether it is a paper and or painting/drawing. Students are expected to develop independent work in their journals. In the 3rd and 4th quarters, students are guided and supervised in developing, completing and assessing independent projects. Students take slides of their work for the college application process. Seniors prepare and develop their Senior Art Show. This show is an important part of the jury process for their graduation. This class can be used for portfolio preparation.

THE ARTIST'S BOOK

The Artist's Book has become a twentieth century art form. It exists in the mainstream of Visual Arts from Russian Futurism to Surrealism to Conceptual Art and Post Modernism. This class will introduce students to the art of the book including the history, examples of artists' books and when possible a field trip to see artists' books. Students will create several books including at least one on the press. Students will learn about the poetics of the book, the narrative and non-narrative forms of the book and the conceptual space of the book.

BASIC STUDIO LEVEL I

This course is an introduction to the Visual Arts Department. Students will learn basic studio procedures including care of work and materials. Students will learn the basic elements and principles of art. These elements will include line, shape, texture, form, value, space, and color. Principles include balance, movement, rhythm, contrast, emphasis, pattern and unity and composition. Through a series of class and homework projects using a variety of materials, both traditional and non-traditional, students will become familiar with these concepts. The drawing and painting components of this course will include both observational and some non-objective approaches. Students will learn basic art terminology. They will become familiar with the critique process and how to talk about art work with their peers. Students will learn how to use sketchbooks. Students will also learn how to integrate art history into art projects.

BASIC STUDIO LEVEL II

This course will build on the foundation of Basic Studio Level I. This includes the basic art elements and principles of art. Through a variety of class projects students will become familiar with these elements and principals. These elements will include line, shape, texture, form, value, space, and color. Principles include balance, movement, rhythm, contrast, emphasis, pattern and texture and composition. Through a series of class projects, using materials both traditional and non-traditional students will become familiar with these concepts and techniques. Students will learn to use the art elements and principles to communicate their ideas. The drawing and painting components of this course will include observational and non-objective

approaches. Students will also learn through material exploration. Students will draw from the clothed model. Projects will become more complex and extend over several weeks. Students will be expected to learn and use proper art terminology. Students will be expected to discuss their own work and that of their peers during individual and group critiques. Art history will be integrated into their art projects. Students will be asked to research an artist and present their findings in an appropriate format. Students will keep an ongoing journal/sketchbook.

DIGITAL PHOTOGRAPHY

Students in this class will be introduced to the fundamentals of digital photography and the correct use of a digital camera. Students will learn how to up load images to the computer and learn out to store them. Students will also learn the elements of a good photograph. Once the basics are learned students will learn how to manipulate images in Photoshop. Students will learn the correct terminology. They will have group and individual critiques. Students will be asked to research a photographer of their choice. Advanced students will be able to create slide shows and produce short videos.

DRAWING YOUR WAY THRU ART HISTORY

This course is a chronological survey of the History of Art from the Cave Drawings to present day Graffiti. The beginning of each class is a brief introduction to specific artists or periods in art. The rest of the class is a hands-on workshop where students draw or paint. There is also a textbook that goes with the class called, "The Annotated Mona Lisa." Students will see slides of artists' work. Students will take an occasional field trip.

PHOTOGRAPHY

Students in this class will be introduced to the fundamentals of photography and the operations of a 35mm, manual camera. Students will learn darkroom techniques, including the processing of black and white film. Different types of photographic techniques will be explored through lectures, demonstrations, and hands-on class assignments. Students will photograph and process their own work. Emphasis will be placed on proper camera and darkroom techniques including the use and care of equipment. Students will learn the correct terminology. Students will have group and individual critiques and be expected to discuss their work using the proper terminology. Students will be asked to research a photographer of their choice and present their findings in an appropriate format. Students will be encouraged to develop their own visual language. Students will help select their work to be included in art shows.

PRINTMAKING

Students in this class will be introduced to the fundamentals of printmaking, including a variety of processes, and how to operate the press. Students will learn about different kinds of papers and how the paper affects the prints. They will learn about the inks and color mixing. Students will create both one of a kind prints as well as editions. Students will learn both traditional and experimental techniques and how to create their vision by connecting it to the proper technique. They will learn the proper vocabulary to communicate effectively about their work and the work of their peers in both individual and group critiques. Students will help select their work to be included in art shows.

SCULPTURE

The focus of this sculpture course is working in the third dimension. Structural considerations as they relate to creating student work are a major component of our studies. In addition, students are guided in ways to express their own voice through the appropriate use of materials and approaches. Students will utilize a variety of materials to accomplish their goals including clay, wood, plaster, and found materials. Students will learn to apply skills in working with these materials. Students learn both additive and subtractive methods of sculpture. Students are asked to do a research project on an artist and present their findings in an appropriate manner. Students will learn correct terminology and are instructed in how to talk about their work.

STUDIO

This class will be for students who are non- freshman and are attending the Academy as first year seniors or juniors, who are transferring from other departments as juniors or seniors. It will also be used by the discretion of the department chair to place students. The course will teach drawings skills including still lifes, landscapes and figure drawing. It will include painting skills both traditional and experimental. It will also include instruction in works that are mixed media based. The fourth quarter of the class will encourage independent study. Students will study the works of other artists, will take field trips to local galleries and museums. Students will participate in all art shows. Students may by permission of the instructor and the Department Chair participate in the Senior Art Show.

SENIOR STUDIO

The emphasis for Senior Studio will be the creation of independent work. This course is the culmination of an in depth study of art in the areas of drawing and painting. Students will begin by reviewing technical skills, art terminology, studio procedures and ideas they have learned in their previous classes. In addition students will participate in figure drawing classes. Students will be instructed in how to take slides and/or digital images of their work for college portfolio preparation. Students will be introduced to contemporary trends in the visual arts through slide lectures, museum trips, visiting artists and art books. Students will learn how they can translate their ideas into contemporary visual language. Students will be expected to participate in group critiques with other members of the visual arts department. Students will be expected to complete a unified body of work that reflects their interests and present that work for their senior show.