

NORTH PORT
HIGH SCHOOL



Class of 2023

NORTH PORT HIGH

SCHOOL

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VISUAL AND PERFORMING ARTS ACADEMY

The Visual and Performing Arts (VPA) academy at North Port High School provides highly specialized and intensive training for students who possess special talents in the visual and performing arts area of music, dance, and theatre (performance and technical). Students take at least 6-8 credits in their particular arts discipline. The experiences and training provided by the Visual Performing Arts Academy are designed to prepare the serious student of the arts for future study.

Students who apply/audition to the Visual and Performing Arts Academy because they are considering a career in the arts field, wish to major or minor in the arts in college, or consider the arts a personal passion, must complete the VPA application process and placement audition. Students must have a 2.5 GPA when applying to the VPA. If accepted, all VPA students are required to take specific courses within their own arts discipline every school year. Students must maintain a 3.0 GPA within their VPA courses to remain in the program.

Chorus: Students with a vested interest in the Program of Choral and Vocal Studies are more than welcome to be part of our award winning program. Serious inquiries should come prepared to audition with one solo selection with an accompaniment track (no voices on the track) and be prepared to sight read a simple musical excerpt. Placement will be defined upon audition results. Students may be placed in one of four chorus classes. Students will also be required to take Piano as a secondary instrument class (10th grade) and Vocal Technique class (11 grade). Students must maintain a 3.0 GPA in all applied music classes to be eligible to perform and an overall 2.5 GPA to be in good VPA standing

Dance: All students who are interested in investigating dance classes are welcome to enroll in one or two periods of dance by taking Dance Technique 1 and/or Ballet 1 during Freshman year. (*Space in these classes is limited, priority is given to grade 9 students. If you do not choose to take dance or ballet during Freshman year there may not be space available in the class during year 10-12!*) **All** dance students will participate in after school rehearsals and performances at least once per semester, and will be required to obtain appropriate attire, footwear and grooming supplies.

Dedicated dance students are encouraged to apply for placement into beginning, intermediate, and advanced level VPA “double block” classes consisting of both Dance Technique and Ballet. Students interested in applying to the Visual and Performing Arts Dance program should submit a completed application packet at the time of their audition. Students accepted to the VPA Dance program will be eligible to attend special in state and out of state trips to participate in: state assessment, workshops, and audition opportunities for colleges, universities, scholarships, and professional companies. VPA Dance students have more opportunities for performance each semester than general population students. Senior VPA students may also take a third course entitled Senior Career Seminar in which they will prepare for college and career auditions, and create independent study projects with the guidance of NPHS faculty.

Music:

Band - Students accepted into the Wind Ensemble and Jazz Band 1 (top jazz band) are considered VPA students and will be afforded extra opportunities. Students in VPA band/jazz band will be expected to jury (perform for the faculty to demonstrate mastery of musical concepts) each quarter. They will be expected to participate in FBA district solo and ensemble festival and will need to pass a basic theory test in order to earn the VPA endorsement. Students accepted into the Symphonic band are considered “Pre-VPA” and will be expected to learn music theory and the foundations of music performance as they prepare to audition for the VPA classes. Jazz 2 (lower jazz band) and Concert Band are open enrollment classes and require no audition to participate, however students **MUST** have some experience in the past with playing a musical instrument. Additionally, students are expected to have their own instrument OR rent one from the school as available and according to school board policy. **ALL 9TH GRADE**

STUDENTS WILL BE PLACED IN CONCERT BAND UNLESS THEY AUDITION FOR A HIGHER BAND. Again, there is no pre-requisite for the lower jazz band, however we are limited to how many students we can take in that class (balanced instrumentation)

Orchestra—Students must apply and audition for acceptance into the Orchestra VPA program. Students must complete 8 credits from the performing arts as prescribed in the orchestra VPA requirements packet once they are accepted. Students who choose this path will gain skills and knowledge to prepare them for a college audition or placement. Students who want to be a music major in college/professional musician should apply and be members of the Orchestra VPA program to ensure readiness for their future. After school ensembles are required for VPA students.

Percussion—Students must apply and audition for acceptance into the Percussion VPA program. Students must complete 8 credits from the performing arts as prescribed in the percussion VPA requirements packet once they are accepted. Students who choose this path will gain skills and knowledge to prepare them for a college audition or placement. Students who want to be a music major in college/professional musician should apply and be members of the Percussion VPA program to ensure readiness for their future. After school ensembles are required for VPA students.

Theatre: Students who apply to the Visual and Performing Arts Program, because they are considering theatre as a possible career, must complete the VPA Application process and Placement Audition. If accepted, all VPA students are required to take specific courses every school year. There are 2 focus choices: Acting and Musical Theatre. Students in Acting must enroll in Theatre 1-4 and Acting 1-4. Students in a Musical Theatre focus must enroll in Voice and Diction (1st year), Musical Theatre 1-3 (years 2-4). If they are also enrolled in the Acting program, they don't have to take additional classes. If they are not enrolled in the Acting program, then they must choose between Vocal Techniques, Choir, Dance Technique or Ballet. Students in both programs are encouraged to take some summer online classes in order to make room for additional theatre classes but are not required. Both acting and musical theatre students are required to purchase rehearsal wear and performance footwear for participation. Students accepted to the VPA Program will be eligible to attend special trips, workshops, and audition opportunities for colleges and scholarships.

Visual Arts: Students interested in applying to the visual arts program will be expected to submit a digital portfolio of their artwork made in previous art classes and/or on their own. In addition students will be required to get two teacher recommendations to submit as part of the application process. Students should have a minimum 2.5 GPA, and maintain a 3.0 GPA in their visual arts courses while in the high school program. Visual arts student in the VPA program will be expected to participate in several art shows each school year. Students accepted to the visual arts program will be eligible to attend special field trips, receive art awards, and apply for art scholarships and colleges.

General Education: Students who are not interested in careers in the visual or performing arts areas may still enroll in the elective courses. Students may take one or two dance courses per year, and participate in after school performances. Students who are not interested in theatre careers may enroll in Theater, or Technical Theater Design and Production courses, and participate in after school performances that have open auditions. These students are not eligible for the Acting or Musical theatre courses. Students may still take Percussion I-IV, Orchestra I-IV, or Band I-IV without being on the VPA/college track.



CHORUS

CHORUS I

Grades 9-12

1303300

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite

The purpose of this course is to enable students to develop individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive signing, accurate interpretation of notation, and development of critical and aesthetic response to music. Content includes vocal production, choral performance techniques, music literacy, and sight reading and ear training. Students will understand the elements and characteristics of music, improvisation, composition, and arranging. Students will analyze their own and other student performances and understand the role and influence of choral music and musicians. Connections between music and other subject areas will be made. Responsible participation in music activities is emphasized. This course requires students to participate in extra rehearsals and performances beyond the school day.

CHORUS II

Grades 10-12

1303310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B” or higher in Chorus I or Teacher Recommendation

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

CHORUS III

Grades 11-12

1303320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B” or higher in Chorus II or Teacher Recommendation

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

CHORUS IV**Grades 11-12****1303330**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B” or higher in Chorus III or Teacher Recommendation

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

VOCAL ENSEMBLE 1**Grades 9-12****1303440**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. Content includes vocal production, choral performance techniques, music literacy, and sight reading and ear training. Students will understand the elements and characteristics of music, improvisation, composition, and arranging. Students will analyze their own and other student performances and understand the role and influence of choral music. Connections between music and other subject areas will be made. Responsible participation in music activities is emphasized. This course requires students to participate in extra rehearsals and performances beyond the school day.

VOCAL ENSEMBLE II**Grades 10-12****1303450**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to

attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

VOCAL ENSEMBLE 1III

Grades 11-12

1303460

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

VOCAL ENSEMBLE 1V HONORS

Grades 12

1303470

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

VOCAL TECHNIQUES

Grades 9-12

1303440

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite

Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be

required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

DANCE

DANCE TECHNIQUE I

Grades 9-10

0300310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite: None for general population class, Audition required for Beginning- Advanced “double block” classes.

This course is for beginning and intermediate dance students. In Dance I Students will learn and perform basic dance steps and techniques in two or more dance styles, to be chosen from ballet, lyrical, jazz, theater, modern, or tap. Students will also learn dance terminology, choreography, and simple dance sequences. Students in intermediate courses will learn and perform additional steps and techniques in two or more dance styles as listed above. Content will include additional terminology, basic choreography, and dance criticism.

SPECIAL NOTE: All dance students will be placed appropriately by technical skill level in regards to safety and developmental needs. All students are required to purchase specific dance wear items for each class that they are enrolled in. Students who are not interested in dance careers may enroll in one or two dance courses per year, and participate in after school performances. Non VPA students will begin in Level 1 unless they participate in the audition process for incoming students and it is determined the student should be placed in a higher level.

DANCE TECHNIQUE II

Grades 10-11

0300320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B or higher in DANCE I

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

DANCE TECHNIQUE III HONORS

Grades 11-12

0300330

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B or higher in DANCE II

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

DANCE TECHNIQUE IV HONORS

Grade 12

03003**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B or higher in DANCE III

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

BALLET I

Grades 9-12

0300340

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite: None for general population class, Audition required for Beginning- Advanced “double block” classes.

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basic, intermediate and advanced ballet techniques. The content should include knowledge and application of basic ballet work, center techniques, turns, across-the-floor work, and ballet terminology. Acquisition of proper technique will be emphasized. Content will include choreography and performance of beginning, intermediate and advanced movement sequences. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. SPECIAL NOTE: All dance students will be placed appropriately by technical skill level in regards to safety and developmental needs. All students are required to purchase specific dance wear items for each class that they are enrolled in. Students who are not interested in dance careers may enroll in one or two dance courses per year, and participate in after school performances. These students are not eligible for the Senior Career Seminar course. Non VPA students will begin in Level 1 unless they participate in the audition process for incoming students and it is determined the student should be placed in a higher level.

BALLET II

Grades 10-12

0300350

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B or higher in BALLET I

Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

BALLET III **Grades 11-12** **0300360**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B or higher in BALLET II

Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

BALLET IV HONORS **Grade 12** **0300370**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of B or higher in BALLET III

Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. Students may have an opportunity to explore contemporary ballet concepts of movement, as well. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. **Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

DANCE CHOREOGRAPHY/PERFORMANCE I **Grades 10-12**
0300380

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite: Available only to students concurrently enrolled in “dance block” classes level 3 or higher (level 2 with instructor invitation).

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

DANCE CHOREOGRAPHY/PERFORMANCE II HONORS **Grades 11-12**
0300390

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of “B” or higher in Dance Choreography/Performance I

Available only to students concurrently enrolled in “dance block” classes level 3 or higher. Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.
Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

	Visual and Performing Arts <i>Dance Arts</i> Course Sequence For a VPA certificate in the Dance Arts, students must earn a minimum of 7 credits, and a 2.5 cumulative GPA by the end of 12th grade. Courses may not be taken more than once for credit. The chart below is a recommended sequence of courses to take.				
	General Population Dance		VPA Dance Endorsement		
9 th Grade	Dance Technique 1	Ballet 1	Dance Technique 1 & Ballet 1 VPA Dance Block Periods 4/5 or 7/8		
10 th Grade	Dance Tech. 1 or 2	Ballet 1	Dance Technique 2 & Ballet 2	Choreography 1	

			VPA Dance Block Periods 4/5 or 7/8	with instructor invitation <i>and</i> VPA Dance Block
11 th Grade	Dance Tech. 2 or 3	Ballet 1	Dance Tech. 3 Honors & Ballet 3 VPA Dance Block Periods 4/5 or 7/8	Choreography 1 or Choreography 2 <i>and</i> VPA Dance Block
12 th Grade	Dance Tech. 3 or 4 Honors	Ballet 1	Dance Tech. 4 Honors & Ballet 4 Honors VPA Dance Block Periods 4/5 or 7/8	Choreography 1, 2 or Senior Seminar <i>and</i> VPA Dance Block

MUSIC



KEYBOARD I (Piano) Grades 9-12 1301360

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite

The purpose of these courses is to enable students to develop keyboard skills, including reading music, interpreting music notation including chord symbols, and performance of music in varied styles. Content includes notation and expressive markings, posture, hand position, fingering, and technique, reading and performance skills, and literature of varied historical eras, styles, and cultures. Students will study music theory, composition, arranging, and improvisation. Students will analyze performances, understand historical and cultural perspectives, and explore the role and influence of keyboard music and musicians. Connections will be made between music and other subject areas. This course may require students to participate in extra rehearsals and performances beyond the school day.

KEYBOARD II (Piano) Grades 10-12 1301370

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of “B” or higher in Keyboarding I

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

BAND I Grades 9-12 1302300

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Previous experience playing a band instrument or Teacher Recommendation

This purpose of this course is to enable students to develop technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Content will include technical skills, individual and ensemble techniques, music literacy, sight reading and ear training. Students will analyze performances, and understand and apply skills in improvisation, composition, and arranging. Students will understand the elements and characteristics of music, and the role and influence of instrumental music and musicians. They will explore connections between music and other subject areas, and demonstrate responsible participation in music activities. These courses require students to participate in extra rehearsals and performances beyond the school day.

BAND II **Grades 10-12** **1302310**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Previous experience playing a band instrument or Teacher Recommendation

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

BAND III **Grades 11-12** **1302320**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Previous experience playing a band instrument or Teacher Recommendation

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

BAND IV **Grade 12** **1302330**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Previous experience playing a band instrument or Teacher Recommendation

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

INSTRUMENTAL ENSEMBLE (PERCUSSION) I Grades 9-12 1302460

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): N/A This class is for all percussionists from middle school level

This course enables students to develop performance skills on a selected instrument in a larger ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized. Content includes technical skills, individual ensemble techniques, music literacy, sight reading and ear training. Students will understand the elements and characteristics of music, improvisation, composition, and arranging. Students will analyze their own and other students' performances, and understand the role and influence of instrumental music and musicians. Responsible participation in music activities is emphasized. This course requires students to participate in extra rehearsals and performances beyond the school day.

INSTRUMENTAL ENSEMBLE (PERCUSSION) II Grades 10-12 1302470

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

INSTRUMENTAL ENSEMBLE (PERCUSSION) III Grades 11-12 1302480

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students are required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

INSTRUMENTAL ENSEMBLE (PERCUSSION) 1V HONORS Grade 12 1302490

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

JAZZ ENSEMBLE 1 Grades 9-12 1302500

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

The purpose of this course is to enable students to develop skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. Content includes technical skills, individual and ensemble techniques, performance styles, and jazz idioms, rhythms, and articulation. Improvisation skills are emphasized. Students will compose and arrange as well as analyze literature, and their own and others performances. Students will study history and the role and influence of jazz and contemporary music and musicians. Students will understand connections between music

and other subject areas, as well as responsible participation in music activities. This course requires students to participate in extra rehearsals and performances beyond the school day.

JAZZ ENSEMBLE II

Grades 10-12

1302510

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

JAZZ ENSEMBLE III

Grades 11-12

1302520

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

JAZZ ENSEMBLE 1V HONORS

Grade 12

1302530

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a

culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

ORCHESTRA I

Grades 9-12

1302360

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): N/A This class is appropriate for all incoming freshmen

The purpose of this course is to enable students to develop technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Content will include technical skills, individual and ensemble techniques, music literacy, sight reading, and ear training. Students will understand the elements and characteristics of music and improvisation, composition, and arranging. Students will evaluate and analyze their own and other student performances. Students will understand the role and influence of orchestral music and musicians, and connections between music and other subject areas. Responsible participation in music activities is required. This course requires students to participate in extra rehearsals and performances beyond the school day.

ORCHESTRA II

Grades 10-12

1302370

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Previous experience playing a string instrument or Teacher Recommendation

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students are required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

ORCHESTRA III

Grades 11-12

1302380

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Previous experience playing a string instrument or Teacher Recommendation

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students are required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

ORCHESTRA IV

Grade 12

1302390

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Previous experience playing a string instrument or Teacher Recommendation

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students are required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GUITAR

Grades 9-12

1301320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

THEATRE/DRAMA



THEATRE I/THEATRE 1 VPA 0400310

Grades 9-12

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite for regular Theatre 1/VPA acceptance required for Theatre 1 VPA
 This course provides the student with knowledge of vocal techniques, theatre movement and directing techniques. Theatre production, management techniques, publicity, design, construction, lighting, sound, and the business of theatre are emphasized (Level I). In the advanced courses, students analyze the functions of a director and script, in addition to production and management. Knowledge of vocal and movement techniques, blocking, backstage management and play production provide the experience for learning all aspects of theatre arts. Content includes developing and synthesizing intermediate-level elements of theatre arts into a final production using varied media, techniques, and processes. The content should include, but not be limited to, the following: acting and characterization; improvisation; theatre terminology; historical, cultural, and societal influences; analysis and evaluation of dramatic literature; movement and vocal production; technical theatre and design; playwriting skills; theatre arts personnel; publicity; artistic discipline; audience etiquette; role of the director; auditioning and casting; production management techniques; roles and careers. SPECIAL NOTE: Students who are not interested in theatre careers may enroll in Theatre courses, and participate in after school performances that have open auditions. These students are not eligible for the Theatre 1 VPA.

THEATRE II VPA

Grades 10-12

0400320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Continuation authorization from VPA teacher.

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

THEATRE III HONORS VPA

Grades 11-12

0400330

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Continuation authorization from VPA teacher

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. **Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. **Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

THEATRE IIV HONORS VPA

Grades 11-12

0400340

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Continuation authorization from VPA teacher

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. **Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. **Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

TECHNICAL THEATRE DESIGN & PRODUCTION I

Grades 9-12

0400410

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite for regular Theatre 1/VPA acceptance required for Theatre 1 VPA
 Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting

artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom

TECHNICAL THEATRE DESIGN & PRODUCTION II

Grades 10-12

0400420

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Continuation authorization from VPA teacher

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

TECHNICAL THEATRE DESIGN & PRODUCTION III

Grades 11-12

0400430

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Continuation authorization from VPA teacher

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

TECHNICAL THEATRE DESIGN & PRODUCTION IV

Grades 12

0400440

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Continuation authorization from VPA teacher

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances

may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

VOICE AND DICTION VPA

Grades 9-12

0400540

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Pre-requisite: Audition in to VPA

Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

MUSIC THEATRE I and MUSIC THEATRE 1 VPA

Grades 9-12

0400700

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Theatre 1 or Choir for non-VPA/Audition in for VPA

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

MUSIC THEATRE II and MUSIC THEATRE II VPA

Grades 10-12

0400710

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Musical Theatre 1 non-VPA/Continuation authorization from teacher for VPA

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required

to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

MUSIC THEATRE III and MUSIC THEATRE III VPA **Grades 11-12** **0400720**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Musical Theatre II non-VPA/Continuation authorization from teacher for VPA

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

THEATRICAL DIRECTION & STAGE MANAGEMENT I **Grades 11-12** **0400500**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Signature

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

THEATRICAL DIRECTION & STAGE MANAGEMENT II HONORS **Grades 11-12**
0400510

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Signature

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and

communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

ACTING I VPA

Grades 9-12

0400370

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): VPA Academy Acceptance

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

ACTING II VPA

Grades 10-12

0400380

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Acting I and continuation in VPA Academy

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character’s point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

ACTING III VPA

Grades 11-12

0400390

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Acting II and continuation in VPA Academy

Students focus on development of significant acting skills and knowledge of the actor’s literature, compiling a working actor’s portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students

may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom

ACTING IV VPA

Grades 11-12

0400400

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Acting III and continuation in VPA Academy

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students’ “critical eye” becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Visual and Performing Arts					
Theatre Arts					
Course Sequence					
For a VPA certificate in the Theatre Arts, students must earn a minimum of 6 credits, and a 2.5 cumulative GPA by the end of 12th grade. Courses may not be taken more than once for credit. The chart below is a recommended sequence of courses to take.					
	General Population Theatre			VPA Acting Focus	VPA Musical Theatre Focus
9 th Grade	Theatre 1	Technical Theatre Design & Production 1		1. Acting 1 (1st period) 2. Theatre 1 (2nd period) These periods are blocked out. Students must be in both courses during these periods.	1. Voice & Diction 2. Must also enroll in a choir/voice or dance or another theatre course. 8th period
10 th Grade	Theatre 1	Technical Theatre Design & Production 1 or 2	Musical Theatre 1 (Must take Theatre 1 first) 7th period	1. Acting 1 or 2 (1st period) 2. Theatre 1 or 2 (2nd period) These periods are blocked out. Students must be in both courses during these periods.	1. Musical Theatre 1 2. Must also enroll in a choir/voice or dance or another theatre course. 8th period
11 th Grade	Theatre 1	Technical Theatre Design & Production 1, w or 3	Musical Theatre 1 or 2 (Must take Theatre 1 first) 7th period	1. Acting 2 (1st period) or Acting 3 (2nd Period) 2. Theatre 2 (2nd period) or Theatre 3 (1st period) These periods are blocked out. Students must be in both courses during these periods.	1. Musical Theatre 2 2. Must also enroll in a choir/voice or dance or another theatre course. 8th period
12 th Grade	Theatre 1	Technical Theatre Design & Production 1, 2,3, or 4	Musical Theatre 2 or 3 7th period	1. Acting 3 or 4 (2nd period) 2. Theatre 3 or 4 (1st period) These periods are blocked out. Students must be in both courses during these periods.	1. Musical Theater 3 2. Must also enroll in a choir/voice or dance or another theatre course. 8th period



ART/2-D COMPREHENSIVE I**Grades 9-12****0101300**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	N	N	C	N	E

Prerequisite(s): No Prerequisite

This course enables students to communicate ideas or concepts through the use of two-dimensional design and composition. Students explore elements of art and principles of design through a variety of production experiences. Content will make cultural and historical connections, will include reasoning, critical thinking, and evaluation skills, and will make interdisciplinary, real world, and career applications.

ART/3-D COMPREHENSIVE I**Grades 9-12****0101330**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	N	N	C	N	E

Prerequisite(s): No Prerequisite

This course enables students to communicate ideas or concepts through the use of three-dimensional design and composition. Students explore the elements of art and principles of design through the creation of a variety of functional and sculptural objects. Content will make cultural and historical connections and includes reasoning, critical thinking and evaluation skills, and will make interdisciplinary, real world and career applications.

CERAMICS I**Grades 9-12****0102300**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher recommendation

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

CERAMICS II**Grades 10-12****0102310**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of “B” or higher in Ceramics I

DIGITAL ART IMAGING I**Grades 9-12****0108370**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher recommendation

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

DIGITAL ART IMAGING II**Grades 10-12****0108380**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of “B” or higher in Digital Art Imaging I

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

DRAWING I**Grades 9-12****0108340**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher recommendation

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

DRAWING II

Grades 10-12

0108350

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Grade of “B” or higher in Drawing I

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

ADVANCED PLACEMENT (AP) ART HISTORY

Grades 10-12

0102310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	N	E

Prerequisite(s): None

The AP Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created.

Students have the opportunity to earn “6” college credits from the College Board depending on their final score.

*No art making is required in this course.

ADVANCED PLACEMENT (AP) STUDIO ART DRAWING

Grades 11-12

0104300

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	N	E

Prerequisite(s): Grade of “B” or higher in a level II art class, Portfolio Development: 2-D Design Honors or teacher approval

AP Studio Drawing is intended to give students the opportunity to take the college level equivalent while still in high school. Students will learn creative ways of solving artistic problems through making art. Students will gain an understanding of art as an ongoing process that is constantly changing and evolving. Ideas and pieces of art grow one to another and so on. During the course of the school year, students will build a portfolio that consists of three parts: Breadth, Concentration and Quality. Toward the end of the school year, each student portfolio is sent to the College Board and evaluated by college professors and AP teachers. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. Students are able to earn “3” college credits.

ADVANCED PLACEMENT (AP) STUDIO ART 2-D DESIGN Grades 11-12 0109350

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	N	E

Prerequisite(s): Grade of “B” or higher in a level II art class, Portfolio Development: 2-D Design Honors, or teacher approval

The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students work in a variety of media including, digital, photography, painting etc. Students' portfolios must demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. During the course of the school year, students will build a portfolio that consists of three parts: Breadth, Concentration and Quality. Toward the end of the school year, each student portfolio is sent to the College Board and evaluated by college professors and AP teachers. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. Students are able to earn “3” college credits.

PORTFOLIO DEVELOPMENT: 2-D DESIGN HONORS Grades 9-11 0109320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	N	E

Prerequisite: Portfolio & Teacher recommendation

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth

over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

AICE ART AND DESIGN AS LEVEL

Grades 10-12

0101370

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	N	E

Prerequisite: Portfolio Development: 2-D Design Honors or portfolio approval

The purpose of AICE Art & Design courses is to give advanced art students an opportunity to earn college credit and for AICE students to fulfill a credit in humanities for the AICE diploma. The key concept for Cambridge International AS & A Level Art & Design are: communication, creativity, intention, material and processes experimentation, critical reflection and research. Cambridge International AICE Art & Design provides a foundation for the study of art and design or related courses in higher education.

AICE ART AND DESIGN A LEVEL

Grades 11-12

0101371

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	N	E

Prerequisite: AICE art & Design AS Level

The purpose of AICE Art & Design courses is to give advanced art students an opportunity to earn college credit and for AICE students to fulfill a credit in humanities for the AICE diploma. The key concept for Cambridge International AS & A Level Art & Design are: communication, creativity, intention, material and processes experimentation, critical reflection and research. Cambridge International AICE Art & Design provides a foundation for the study of art and design or related courses in higher education.

Visual Arts

VPA

Course Sequence

For students to earn a VPA certificate in the Visual Arts, students must earn a minimum of 6 credits by the end of 12th grade, 2 of which must be AICE and/or AP courses. The chart below is a recommended sequence of courses to take. Participation in art shows each school year is also required.

9 th Grade	PORTFOLIO DEVELOPMENT: 2-D DESIGN HONORS	Drawing I	Digital Art I	Ceramics I	
10 th Grade	Drawing I or Digital Art I or Ceramics I	Drawing II	Digital Art II	Ceramics II	AP Art History (Can be taken in grades 10 th , 11 th , or 12 th)
11 th Grade	AICE Art & Design (AS Level) or AP Studio Design	AICE Art & Design (AS Level) or AP Studio Design	AICE Art & Design (AS Level) or AP Studio Design	Ceramics III or AICE Art & Design (AS Level) or AP Studio Design	Portfolio I & II (Can be taken in grades 11 th or 12 th , and can be a block class with two back to back art classes)
12 th Grade	AICE Art & Design (A Level) or AP Drawing	AICE Art & Design (A Level) or AP Drawing	AICE Art & Design (A Level) or AP Drawing	AICE Art & Design (A Level) or AP Drawing	