

# *Belmont High School*

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## **Fine and Performing Arts Department Courses**

- Advanced Placement in Studio Art - Two-Dimensional Design Portfolio
- Advanced Placement Music Theory
- Advanced Placement Studio Art – Drawing Portfolio
- Ceramics 1
- Ceramics 2
- Ceramics 3
- Chamber Singers
- Chorale
- Concert Orchestra
- Drawing and Painting 1
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- Introduction to Theatre
- Men's Choir
- Music Workshop
- Photography 1
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- Wind Ensemble
- Women's Choir

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## Belmont High School Course Outline

**Course Title:** Advanced Placement in Studio Art: Two-Dimensional Design Portfolio

**Course Number:** 822

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

This Advanced Placement course in Studio Art Drawing 2 Dimensional Design Portfolio is intended for the highly motivated student who has successfully completed Advanced Placement in Studio Art Drawing Portfolio. The 2D Portfolio class is designed to entertain a very broad interpretation of drawing, painting, printmaking, design, and observational and abstract issues. Students who are seriously interested in the study of art should be aware that this course involves significantly more commitment and accomplishment than the typical high school art course. Students will need to work beyond scheduled periods, weekends, and after school. Upon completion of the course, students will submit a portfolio to the Advanced Placement College Board for credit.

**Prerequisite:** Advanced Placement in Studio Art - Drawing Portfolio

### Resources:

*Images, objects, and ideas* By Barry Nemett  
AP College Board materials and examples  
Various High school AP programs  
Artist and Art movement websites  
Past student work  
Art School lecturers and portfolio reviewers

### Topics:

Developing mastery in concept, composition, and execution with a focus on the elements and principles of design including rhythm, contrast, pattern, movement, emphasis, Focal point, and color theory. Material and media usage such as charcoal, mixed media, stenciling, oil painting, acrylic painting, non traditional techniques, surfaces, and airbrushing

### Assessments:

- Students will articulate, describe their use of materials, tools techniques, and clarify the aesthetic decisions made in the working process(CS, CT, RS)
- Students will demonstrate the ability to look critically at their own work and that of others by discussing the strengths and weaknesses of the artwork according to specified criteria. Analyze artwork and determine how clearly the principles and elements of design are used in a piece. (CT, CS, CZ)
- Students will interpret the artwork: what is the meaning, mood, and concept (CS, CT, RS)
- Student will apply symbolic language to create works of art. (CS, CT, CZ)
- Student will demonstrate understanding of their artistic heritage through the investigation of the historical and cultural models. (CZ, CS, CT)

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## Belmont High School Course Outline

**Course Title:** Advanced Placement Music Theory

**Course Number:** 790

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

In this Advanced Placement Music Theory course, students develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of this goal is promoted by the integrated approaches to the development of skills in listening, sight-singing, music notation, composition, and analysis. A student's ability to read and write musical notation is fundamental to this course. It is assumed that students electing this course have acquired basic performance skills in voice or on an instrument.

**Prerequisite:** Music Technology Workshop or permission of the instructor.

### Resources:

1) Kostka & Payne, *Tonal Harmony with an Introduction to Twentieth Century Music*, and the accompanying workbook.

2) Robert Ottman, *Music for Sight Singing*

### Topics:

Unit 1: Elements of Pitch and Rhythm, Triads and Seventh Chords, Diatonic Chords.

Unit 2: Voice-Leading, Part Writing, Cadences, Non-Chord Tones

Unit 3: The "V7" chord, Other Diatonic Seventh Chords

Unit 4: Secondary Functions, Modulations, Form

Unit 5: Mode Mixture, Neapolitan Chords, Augmented Sixths, Advanced Harmony

Unit 6: Romanticism, 20th Century Harmony, Jazz Harmony

### Assessments:

#### Academic Expectations for Student Learning in this Course:

Communication, visual, written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ)

The students will demonstrate:

- Understanding and application of basic tonal harmony through several analytical and compositional projects throughout the year. (CS, CT)
- Understanding and application of ear training skills (sight-singing and dictation) by performing exercises of increasing complexity throughout the year (CS, CT)
- Understanding and application of arranging and orchestration through several part-writing projects and instrumental compositions through the year (CS, CT, RS)
- Understanding of various styles of music, past and present, and incorporate them in their own work. (CS, CT, RS)
- Ability to provide meaningful critique of compositions based upon their use of the fundamentals of tonal harmony. (CS, CT, RS)
- Ability to perform sight-singing tasks and present compositions to an audience, and to provide constructive, meaningful criticism on the work of their peers (CS, CT, CZ)

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## Belmont High School Course Outline

**Course Title:** Advanced Placement Studio Art – Drawing Portfolio

**Course Number:** 821

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

The Advanced Placement Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students will learn to be proficient in a variety of areas including observational drawing, painting, color theory, printmaking, design, and mixed media.

The Advanced Placement course will address three major concerns: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical, and expressive means. Upon completing Advanced Placement Studio Art, students will submit a portfolio to The College Board for college credit.

**Prerequisite:** Students who are considering Advanced Placement in Studio Art – Drawing Portfolio must submit a portfolio in February as a prerequisite for this program.

### Resources:

*Images, objects, and ideas* By Barry Nemett

AP College Board materials and examples

Various High school AP programs

Artist and Art movement websites

Past student work

Art School lecturers and portfolio reviewers

### Topics:

Developing mastery in concept, composition, and execution with a focus on the elements and principles of design including value, line, shape, movement, space, contrast, unity, proportion and focal point. With an understand of techniques and properties of a variety of medias including charcoal, oil painting, acrylic painting, printmaking, oil pastel, graphite and mixed media

### Assessments:

- Students can articulate, describe their use of materials, tools techniques, and clarify the aesthetic decisions made in the working process. (CS, CT, RS)
- Students can demonstrate the ability to look critically at their own work and that of others by discussing the strengths and weaknesses of the artwork according to specified criteria. (CT, CS, CZ)
- Students will interpret the artwork: what is the meaning, mood, and concept (CS, CT, RS)

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## Belmont High School Course Outline

**Course Title:** Ceramics 1

**Course Number:** 809

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

This introductory ceramics course exposes students to throwing on the pottery wheel and hand built techniques. Students learn to throw basic forms such as bowls and cylinders. They will make various hand built pieces including mugs, geometric and organic forms, masks and other functional and non-functional pieces. Students will learn how to apply under glazes and over glazes and learn about various decorative techniques.

### Resources:

Examples of professional work by ceramic artists, examples of previous students ceramic work. Video Resources including Robin Hopper: Pottery Series, Derek Marshall : Wheel Series. Periodicals including Ceramics Monthly. and various books on design, and ceramic traditions.

### Topics:

- The elements and principles of art of art they are applied to clay. hand building, wheel work, and surface design.
- Tile
- Coil
- Slab
- Pottery Wheel
- Carving
- Modeling
- Decorative surface techniques and design
- Vessel
- Geometric Construction
- Properties of clay and glaze
- Firing Process

### Assessments:

#### Academic Expectations for Student Learning in this Course:

Communication, visual, written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ)

- Students will be able to create works in clay using the structures and techniques of ceramics as demonstrated during instruction. (CT), (CS), (CZ)
- Students will demonstrate their ability to critically respond with understanding when they describe, analyze, interpret and evaluate their own art work and the artwork of others. (CT), (CS), (CZ)
- Student will apply symbolic language to create works of art. (CS), (CT), (RS)
- Student will demonstrate understanding of their artistic heritage through the investigation of the historical and cultural models.(RS), (CZ), (CT), (CM)

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## Belmont High School Course Outline

**Course Title:** Ceramics 2

**Course Number:** 813

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

Ceramics 2 is designed for students who have completed Ceramics I and want to perfect and refine their abilities in ceramics. The wheelwork is more rigorous and more challenging assignments are given. New techniques will be introduced and applied in more complex ways than in Ceramics 1. New glazing techniques will also be introduced.

**Prerequisite:** Ceramics 1

### Resources:

Examples of professional work by ceramic artists, examples of previous students ceramic work. Video Resources including Robin Hopper: Pottery Series, Derek Marshall : Wheel Series. Periodicals including Ceramics Monthly. and various books on design, and ceramic traditions, including Ceramics Decorating Techniques, Handmade Tiles, The Complete Book of Mosaics, and others.

### Topics:

The elements of art and design as it is applied to clay, hand building, wheel work, and surface design.

Slab, Coil, Tile, Modeling & Sculpture, Pottery Wheel, Carving, Surface Form Work including faceted, incised, burnished, sgraffito, mishima, Decorative Glazing Techniques

### Assessments:

#### Academic Expectations for Student Learning in this Course:

Communication including visual, written and oral(CS),Critical Thinking(CT), Research (RS), Citizenship(CZ)

- Students will be able to create works in clay using the structures and techniques of ceramics as demonstrated during instruction. (CT), (CS), (CZ)
- Students will demonstrate their ability to critically respond with understanding when they describe, analyze, interpret and evaluate their own art work and the artwork of others. (CT), (CS), (CZ)
- Students will apply symbolic language to create works of art
- Students will demonstrate their understanding of artistic heritage through the investigation of historical and cultural models. (RS), (CT), (CM), (CZ)

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## Belmont High School Course Outline

**Course Title:** Ceramics 3

**Course Number:** 819

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

In Ceramics 3, students will continue to develop skills and knowledge in ceramic design concepts to create work at a highly advanced level. Students will develop skills and techniques in a variety of specialized wet clay methods with a conceptual focus, one of them being slab sculpture done in high relief exploring the human figure. Ceramics 3 will also incorporate advanced techniques in surface design and glazing. The students' work will demonstrate technical and aesthetic mastery in ceramic functional and abstract design. This body of work will be used for exhibition, and in the development of a ceramic portfolio.

**Prerequisite:** Ceramics 2

### Resources:

Examples of professional work by ceramic artists, examples of previous students ceramic work. Video Resources including Robin Hopper: Pottery Series, Derek Marshall : Wheel Series. Periodicals including Ceramics Monthly. and various books on design, and ceramic traditions, including Ceramics Decorating Techniques, Handmade Tiles, The Complete Book of Mosaics, and others.

### Topics:

The elements of art and design as it is applied to clay, hand building, wheel work, and surface design.

### Assessments:

#### Academic Expectations for Student Learning in this Course:

Communication including visual, written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ)

- Students will be able to create works in clay using the structures and techniques of ceramics as demonstrated during instruction. (CS), (CT),
- Students will demonstrate their ability to critically respond with understanding when they describe, analyze, interpret and evaluate their own art work and the artwork of others. (CS), (CT), (CZ)

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## Belmont High School Course Outline

**Course Title:** Chamber Singers

**Course Number:** 897

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

This is a small ensemble of highly motivated students with advanced skills that performs selected chamber music from the 16th to 20th centuries. Repertoire includes motets, madrigals, chansons, and glees in several languages. The Madrigal Singers perform at the Winter Choral Concert, The High School Spring Concert, and the "POPS" Concert, as well as at adjudication festivals. In addition to school performances, many performances are presented in Belmont and other communities.

**Prerequisite:** Men's Choir, Women's Choir, Chorale *and* permission of the instructor.

Academic Expectations for Student Learning in this Course: Critical Thinking (CT), Communication Skills, both written and oral (CS), Research Skills (RS), and Citizenship (CZ)

### Resources:

- Varied level 4-6 choral literature as graded in the NYSSMA (New York State School Music Association) manual.
- *Ninety Days to Sight Reading Success*, by Stan McGill & H. Morris Stevens (sight-singing text)

### Topics:

- Breathing and Posture-consistently demonstrate proper respiration as well and seated and standing posture.
- Vocal Health and Production-acquire skills to be create a full, rich tone that is free of tension.
- Diction-demonstrate the ability to sing in various Romantic and Multi-Cultural languages.
- Rhythmic and melodic literacy-show improvement in sight-singing skills using solfege.
- Aural skills development-Actively listen to members of section and ensemble to improve intonation.
- Music History-understand characteristics of various time periods and significant composers.

### Assessments:

- 1. Student will demonstrate technical skills during the course of monthly vocal evaluations, demonstrating good tone quality, melodic and rhythmic accuracy, articulation, intonation and a high level of musicianship (CT, RS, CZ).
- 2. Students will demonstrate technical and ensemble skills during the course of five annual concert performances. (CZ, CS).
- 3. Students will demonstrate ensemble skills, critical thinking, self and group-reflection through various performance reviews and critiques throughout the year.
- 4. Students will demonstrate knowledge of musical genres, composers and styles through written program notes and quizzes.
- 5. Students will make meaningful and thoughtful contributions related to the music during rehearsals through demonstrating proper posture and vocal technique and by respecting the thoughts and opinions of the ensemble members and the director (CT, CS, CZ).

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## Belmont High School Course Outline

**Course Title:** Chorale

**Course Number:** 897

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

The Chorale is Belmont High School's largest vocal ensemble. A minimum of one year's experience in either Men's Choir or Women's Choir is highly recommended. Students can enroll with the permission of the instructor at any time during the year. The Chorale sings advanced level music from a variety of styles and historical periods, including contemporary music. The Chorale frequently competes at state and national choral festivals and performs at numerous events, requiring additional performances throughout the school year. Routinely, the Chorale performs at the High School Winter Concert, Spring Concert and "POPS" Concert. Participation in all scheduled performances is required.

**Prerequisite:** Men's Choir or Women's Choir; *or* permission of the instructor.

Academic Expectations for Student Learning in this Course: Critical Thinking (CT), Communication Skills, both written and oral (CS), Research Skills (RS), and Citizenship (CZ)

### Resources:

- Varied level 3-5 choral literature as graded in the NYSSMA (New York State School Music Association) manual.
- Ninety Days to Sight Reading Success, by Stan McGill & H. Morris Stevens (sight-singing text)

### Topics:

- Breathing and Posture-consistently demonstrate proper respiration as well and seated and standing posture.
- Vocal Health and Production-acquire skills to be create a full, rich tone that is free of tension.
- Diction-demonstrate the ability to sing in various Romantic and Multi-Cultural languages.
- Rhythmic and melodic literacy-show improvement in sight-singing skills using solfege.
- Aural skills development-Actively listen to members of section and ensemble to improve intonation.
- Music History-understand characteristics of various time periods and significant composers.

### Assessments:

- 1. Student will demonstrate technical skills during the course of monthly vocal evaluations, demonstrating good tone quality, melodic and rhythmic accuracy, articulation, intonation and a high level of musicianship (CT, RS, CZ).
- 2. Students will demonstrate technical and ensemble skills during the course of five annual concert performances. (CZ, CS).
- 3. Students will demonstrate ensemble skills, critical thinking, self and group-reflection through various performance reviews and critiques throughout the year.
- 4. Students will demonstrate knowledge of musical genres, composers and styles through written program notes and quizzes.
- 5. Students will make meaningful and thoughtful contributions related to the music during rehearsals through demonstrating proper posture and vocal technique and by respecting the thoughts and opinions of the ensemble members and the director (CT, CS, CZ).

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## Belmont High School Course Outline

**Course Title:** Concert Orchestra

**Course Number:** 865

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

The String Orchestra performs a wide range of string music from the Baroque, Classical, and Romantic periods as well as string music of twentieth century composers. Students will study the different bowing styles and nuances associated with each composition. Symphonic works are also studied and performed. Members of the String Orchestra are given opportunities to perform in a variety of chamber music ensembles with other string and wind instruments. String Orchestra is open to all qualified players of the violin, viola, cello, and bass. The String Orchestra performs at Stringarama, the High School Winter and Spring Concert, the "POPS" Concert, and at the annual MICCA Concert Festival. Periodically, the String Orchestra participates in out-of-state festivals. Participation in all scheduled performances is required.

Academic Expectations for Student Learning in this Course: Critical Thinking (CT), Communication Skills, both written and oral (CS), Research Skills (RS), Citizenship (CZ)

### Resources:

Various Grade 4 and 5 published literature for string and full orchestra  
Advanced Technique for Strings, by Allen, Gillespie, and Hayes  
Essentials for Strings, by G. Anderson

### Topics:

1. Technical Skills-perform repertoire and scale studies with accurate fingering patterns, articulations, shifting and bowings
2. Ensemble skills-perform with an understanding and awareness of balance and blend, melodic and harmonic function a varied repertoire of string and symphonic music.
3. Music History-understand timeline of music history as it relates to Western art music; knowledge of composers and works; relationship of musical works to history and cultures
4. Introduction to various alternative string styles, including jazz and fiddling
5. Introduction to composition and improvisation within the string ensemble setting

### Assessments:

1. Students will demonstrate technical skills during the course of 4 playing reviews throughout the year, demonstrating good tone quality, melodic and rhythmic accuracy, articulation, intonation and a high level of musicianship (CT, RS, CZ).
2. Students will be able to work their individual parts into the large ensemble with proper tone, blend and balance (CT, CS).
3. Students will demonstrate technical and ensemble skills, as well as appropriate performance practices during all performances (CT, CZ, CS).
4. Students will provide constructive musical criticism of their individual and ensemble performances through self-assessment of playing reviews and concert critiques throughout the year (CT, CS, CZ).
5. Students will demonstrate knowledge of musical genres, composers and styles through written program notes and quizzes (RS, CS).
6. Students will make meaningful and thoughtful contributions related to the music during rehearsals, and will respect the thoughts and opinions of other ensemble members and the director (CT, CS, CZ).

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## Belmont High School Course Outline

**Course Title:** Drawing and Painting 1

**Course Number:** 801

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### **Course Description:**

This course is designed to provide students with basic skills in drawing and painting with an emphasis on drawing from direct observation. The student will be introduced to contour drawing, negative space, value, portraiture, figurative and still life drawing. An introduction to painting will include color mixing, application and theory. Drawing and Painting 1 is a fun but rigorous course. The student will have to work hard to acquire the fundamental disciplines which create a solid foundation in drawing and painting.

### **Resources:**

"Drawing on the right side of the Brain " Betty Edwards "Drawing: Space, Form ,Expression"  
Examples of professional work.

### **Topics:**

- Contour drawing, negative space, value, portraiture, figurative and still life drawing. An introduction to painting will include color theory, color mixing, application. Watercolor, printmaking and mixed media. Realism , Surrealism , pop art, and abstraction.

### **Assessments:**

- Students will demonstrate the ability to look critically at their own work and that of others by discussing the strengths and weakness' of the work according to specified criteria. (CS, CT)
- Students will create works in painting and drawing using the structures and techniques as demonstrated during instruction. (CT, RS, CZ)
- Students will demonstrate their ability to critically respond with understanding when they describe, analyze, interpret and evaluate their own art work and the artwork of others. (CT, CS)
- Student will apply symbolic language to create works of art. (CS, CT, RS)
- Student will demonstrate understanding of their artistic heritage through the investigation of the historical and cultural models. (CT, RS)

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## Belmont High School Course Outline

**Course Title:** Drawing and Painting 2

**Course Number:** 803

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

The knowledge and skills learned in Drawing and Painting 1 will be expanded in this course. Students will learn many different techniques using a variety of materials. This course focuses on the areas of design color theory, composition, advertising, illustration, portraiture, figure drawing, and landscape. Students in Drawing and Painting 2 should be able to demonstrate an advanced ability to draw and print from direct observation. **Prerequisite:** Drawing and Painting 1

### Resources:

*Images, objects, and Ideas* by Barry Nemett  
*Sister Wendy*  
*The Art Book*  
Various Artist's and Art movement Websites

### Topics:

- value, movement, space, balance, color theory, proportion, figure drawing, acrylic painting techniques, watercolor techniques and properties, anatomy and design concepts. Areas of art history will include Surrealism, Realism, Abstraction, and Expressionism

### Assessments:

- Students will articulate, describe their use of materials, tools techniques, and clarify the aesthetic decisions made in the working process. (CS, CT, CZ)
- Students will demonstrate the ability to look critically at their own work and that of others by discussing the strengths and weaknesses of the artwork according to specified criteria. (CS, CT)
- Student will apply symbolic language to create works of art. (CS, CT, RS)
- Student will demonstrate understanding of their artistic heritage through the investigation of the historical and cultural models. (CT, RS)
- Students will be able interpret the artwork: what is the meaning mood, and concept. (CS, CT)

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# Belmont High School

## Course Outline

Course Title: **Introduction to Theatre**

Course Number: **775**

Credits: **5**

Course Type: **Year**

Department: **Fine and Performing Arts**

### Course Description:

This course is designed to explore the skills and concepts necessary to create theatre. This includes an introduction to the elements of theatre, acting, playwriting, theatre design and technical elements of theatre, directing, theatre today, critiquing, and collaborative playmaking. Students will explore these topics through various readings as well as individual and group projects. Students' physical, vocal, and imaginative skills will be developed through daily theatre exercises. Through this class students will gain a greater appreciation and understanding of theatrical performance as a both a personal and collaborative process of learning and development.

**No prerequisite**

### Resources:

The Stage & School- 9th edition(Glencoe)  
Common Scripts: *The Birds*(Aristophanes), *Much Ado About Nothing* (Shakespeare), *The Importance of Being Ernest* (Wilde), *Brighton Beach Memoirs* (Simon)  
plus various scenes from classic 19th and 20th century playwrights.

### Topics:

#### Q1

- **Unit 1 -Introduction to the Theater** as a space and a performance
- **Unit 2 -Principles of Acting:** Mime, Pantomime and Improvisation techniques
- **Unit 3- Principles of Performance-Monologues**
  - Vocalization and presentation specifically voice quality, pitch, volume and rate.
  - Character research and development including a characters goal and objectives in a scene.
  - Script reading, scoring, researching and interpretation.

#### Q2

- **Unit 4: Scene Study**
- **Unit 5: Production and Performance-** technical theatre production.

#### Q3

- **Unit 6: Audition techniques.**
- **Unit 7 -Comedy through the Ages**
  - Greek Theatre-**, *The Birds*. (The origins of Drama and the Theatre- script writing)
  - Renaissance-**, *Much Ado About Nothing*. (-Monologue)
  - 19<sup>th</sup> C European Drama-** *The Importance of Being Ernest-* (Comedy of manners- scene study)
  - 20<sup>th</sup> Century America:** *Brighton Beach Memoirs-* (Modern Scene study and development)

#### Q4

- **Unit 8: Script Writing**

### Assessments:

#### Academic Expectations for Student Learning in this Course:

Communication, visual, written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ)

- Students will demonstrate an understanding of the vocabulary of theatre and incorporate it into their rehearsal and performances.( CT, RS)
- Students will understand and apply basic rehearsal and performance principals (CT, CS) (RS, CZ)
- Students will research and interpret the various styles and types of theatre past and present and incorporate them in their performances ( CS, CT RS)
- Students will demonstrate the proper and safe use of the theatre space and equipment(

CS, CT, CZ)

- Students will demonstrate their ability to look critically at their own performances and those of others by discussing the strengths and weakness of character believability and scene dynamics ( CS, CT, CZ)
- Students will direct themselves and others in various scenes ( CT, RS, CT, CZ)

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## Belmont High School Course Outline

**Course Title:** Men's Choir

**Course Number:** 859

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

The Men's Choir is open to all men in grades 9-12. Previous singing experience is not necessary and no audition is required. The program is designed to provide the student with basic vocal techniques and musical reading skills that enable him to perform the choral literature from many historical periods, as well as the music of the twentieth century. The focus will be on choral music specifically written for the male voice. Men in grade 9 are encouraged to elect this course as a preparation for participation in Chorale. The Men's Choir performs at the Winter Choral Concert, the High School Spring Concert, and the "POPS" Concert. Participation in all scheduled performances is required.

**No Prerequisite**

### Resources:

- Varied level 3-4 men's choral literature as graded in the NYSSMA (New York State School Music Association) manual
- Ninety Days to Sight Reading Success, by Stan McGill & H. Morris Stevens (sight-singing text)

### Topics:

- Breathing and Posture-consistently demonstrate proper respiration as well and seated and standing posture.
- Vocal Health and Production-acquire skills to be create a full, rich tone that is free of tension.
- Diction-demonstrate the ability to sing in various Romantic and Multi-Cultural languages.
- Rhythmic and melodic literacy-show improvement in sight-singing skills using solfege.
- Aural skills development-Actively listen to members of section and ensemble to improve intonation.
- Music History-understand characteristics of various time periods and significant composers.

### Assessments:

- 1. Student will demonstrate technical skills during the course of monthly vocal evaluations, demonstrating good tone quality, melodic and rhythmic accuracy, articulation, intonation and a high level of musicianship (CT, RS, CZ).
- 2. Students will demonstrate technical and ensemble skills during the course of five annual concert performances. (CZ, CS).
- 3. Students will demonstrate ensemble skills, critical thinking, self and group-reflection through various performance reviews and critiques throughout the year.
- 4. Students will demonstrate knowledge of musical genres, composers and styles through written program notes and quizzes.
- 5. Students will make meaningful and thoughtful contributions related to the music during rehearsals through demonstrating proper posture and vocal technique and by respecting the thoughts and opinions of the ensemble members and the director (CT, CS, CZ).

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## Belmont High School Course Outline

**Course Title:** Music Workshop

**Course Number:** 866

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

This course is open to all students in grades 9-12 regardless of their musical background. Students in this course will use synthesizers and computer technology to learn the fundamentals of music and develop skills in reading, composing and arranging music. Software, such as *Sibelius*, and *Home Studio* are used extensively throughout the year. The ability to play an instrument is not required. However, it is helpful if students electing this course have some basic skills in reading music. This course is an ideal option for those students who have an interest in music, and would like to meet the fine arts graduation requirement in a non-performance setting. Music students who wish to elect Advanced Placement Music Theory, but have a limited background in music theory are strongly encouraged to enroll in this course.

#### **No Prerequisite**

### Resources:

Basic Materials in Music Theory; Harder and Steinke

Piano 101; Lancaster and Renfrow

Software:

- Sibelius Suite
- Home Studio

### Topics:

- The Physics of Sound and the Elements of Music
- Notation of Rhythm
- Notation of Pitch
- Developing Aural Skills
- Scales and Key Signatures
- Learning to Use Sibelius
- Learning to Use Home Studio
- Melody Writing
- Understanding Basic Harmony
- Understanding Musical Form
- Basic Arranging
- Basic Songwriting
- Musical Styles: Folksong; Blues and Jazz; Pop and Rock; Contemporary Styles

### Assessments:

#### **Academic Expectations for Student Learning in this Course:**

Communication, visual, written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ)

The students will demonstrate:

- Understanding and application of music literacy skills and concepts through several composition projects assigned throughout the year. (CS)
- Understanding and application of computer software and hardware through several composition projects assigned throughout the year. (CS)
- Understanding and application of music theory and composition skills and concepts by arranging existing music and composing original music. (CS, CT)
- Understanding of various styles of music, past and present, and incorporate them in their own work. (CS, CT, RS)
- Application of piano keyboard playing skills as demonstrated through the use of the

synthesizer. (CS)

- Accurate perceptual skills through aural recognition and in writing of intervals, tonalities, chord qualities, and chord progressions. (CS, CT)

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# Belmont High School

## Course Outline

**Course Title:** Photography 1

**Course Number:** 815

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

This introductory course in black and white photography includes all aspects of creating black and white images from exposure in the camera to darkroom techniques. Photographic history and aesthetics, in addition to more creative use of the camera, makes up the second half of this course. Students are required to provide their own 35mm camera with manual adjustments.

### Resources:

Basic Black and White Photography: A Manual by Henry Horenstein

Time/Life Books: Photography series

The History of Photography by Beaumont Newhall

Examples of professional photographers' work from books, magazines, and websites

Examples of student work from previous classes

Guest Speakers

### Topics:

- The camera - functions and controls • Film Loading, Handling, and Processing
- Printing Processes • Aesthetics - Principles and Elements of Design in Photography
- The Positive/Negative Processes • Perspective in Photography • Landscape • Portraiture
- Night/Low Light Photography • Abstraction/Surrealism • Panning and Motion Blur
- Hand Coloring • Research Projects and Presentations • Solarization • Pinhole Camera
- Drawing with the Enlarger • Street Photography • Photo Essays

### Assessments:

#### **Academic Expectations for Student Learning in this Course:**

Communication through visual expression, oral discussion and presentation, and written documents (CS), Critical Thinking (CT), Research (RS), and Citizenship (CZ)

- Through informal critiques during the planning and production of the photographic projects, students can articulate their intentions, describe their use of materials, tools, and techniques, and clarify the aesthetic decisions made in the working process (CS, CT).
- Through small group and individual in-class demonstrations, students demonstrate they can utilize 35mm SLR cameras with manual controls to properly load, meter, expose, rewind, and handle 35mm black and white film (RS, CT).
- Through the creation of personal study guides and paired summary review sheets, students demonstrate their ability to develop 35mm black and white film using chemical and mechanical processes (CS, CT, RS, and CZ).
- Through reflective writing on self-evaluation rubrics and in-class final critiques, students show that they can utilize traditional darkroom techniques to create contact prints and enlargements with controlled contrast and tonality (CS).
- Through informal spot-checks and table discussions, students can demonstrate the ability to look critically at their own work and that of others by discussing the strengths and weaknesses of the work according to specified criteria (CS, CT, CZ).
- Through research project presentations and photo essay brainstorming and proposals, students can document the social, cultural, and/or personal connections amongst professional and their own work and contemporary (and historical) society (CS, CT, RS, and CZ).

# Belmont High School

## Course Outline

**Course Title:** Photography 2

**Course Number:** 817

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

This advanced course is for students who have successfully completed Photography 1. This course includes creative darkroom techniques, printing on specialty papers, multiple negative prints, and other advanced photographic techniques. Photographic issues and artists will be discussed in depth, and a digital photography unit will be completed during the year. Students are required to provide their own 35mm camera with manual adjustments.

**Prerequisite:** Photography 1

### Resources:

Images, Objects, and Ideas: Elements of Visual Expression by Barry Nemett

Basic Black and White Photography: A Manual by Henry Horenstein

Time/Life Books: Photography series

Examples of professional photographers' work from books, magazines, and websites

Examples of student work from previous classes

Guest Speakers

### Topics:

- Aesthetics - Design and Composition
- Pushing and Pulling Film
- Dramatic Lighting
- Intentional Motion/Blur for Creative Effect
- Diptych/Triptych/Series
- Emulating the Style of a Chosen Photographer
- The Zone System
- Documentary Photography
- Digital Photography
- Alternative Processes and Experimental Techniques
- The Portfolio

### Assessments:

#### Academic Expectations for Student Learning in this Course:

Communication through visual expression, oral discussion and presentation, and written documents (CS), Critical Thinking (CT), Research (RS), and Citizenship (CZ)

- Through in-class discussions, individual conferences, and ongoing informal spot-checking during the planning and production phases of each project, students can articulate their intentions, describe their use of materials, tools, and techniques, and clarify the aesthetic decisions made in the working process (CS, CT, CZ).
- Through the creation of individual personal printing guides and technical review sheets, students demonstrate their ability to use variable development times and concentrations to push and pull black and white film (CS, CT, RS).
- Through informal check-in and in-class final critiques, students show that can use multi-bladed enlarging easels to crop and produce high-quality black and white enlargements.
- Through the creation of study guides and reference documents, students support their experimentation and growth in the use Adobe Photoshop to create, manipulate, print, and publish/post images (CT, RS).
- Through in-class demonstrations, the creation of review sheets, and formal critique (small group and full class), students will demonstrate their ability to use alternative processes to manipulate and produce new photographic works of art (CT, RS).
- Through peer editing, individual conferences, ongoing spot-checking, and editing workshops, students can edit and present a cohesive portfolio of their images which documents technical skill and aesthetic style (CS, CT, CZ).
- Through think/pair/share, small group discussion, and in-class checking for understanding,

students can demonstrate the ability to look critically at their own work and that of others by discussing the strengths and weaknesses of the work according to specified criteria (CS, CT, CZ).

- Through illustrated research projects and written homework and journal keeping, students can document the social, cultural, and/or personal connections amongst professional and their own work and contemporary (and historical) society (CS, CT, RS,CZ) .

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# Belmont High School

## Course Outline

**Course Title:** Photography 3

**Course Number:** 729

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

Building upon the technical training and aesthetic explorations of the Photography 2 course, Photography 3 will expand the scope and breadth of the students' skills as it stresses the creation of a confident individual vision and artistic voice. Photography 3 will incorporate long-term documentary research, multimedia/mixed media experimentation, reflective writing and art analysis, and career opportunities (commercial and fine art) in the medium of photography. Students will create work for exhibition, competition, and publication while working towards a high level of technical and aesthetic mastery.

**Prerequisite:** Photography 2

### Resources:

Image: Designing Effective Pictures by Michael Freeman

Images, Objects, and Ideas: Elements of Visual Expression by Barry Nemett

Camera Lucida by Roland Barthes

Camera Culture by Halla Beloff

On Photography by Susan Sontag

Basic Black and White Photography: A Manual by Henry Horenstein

Time/Life Books: Photography series

Examples of professional photographers' work from books, magazines, and websites

Examples of student work from previous classes

Guest Speakers

### Topics:

- Aesthetics and Composition - What Makes a Photograph Successful
- Documentary Photography Projects • Medium Format Photography • Printing for Mastery
- Aesthetics and Meaning in Image-Making • Diptych/Triptych/Series Revisited
- Mixed Media and Photography • Publication • Exhibition • Competition
- Advanced and Expanded Digital Imaging • Handmade Books • Web Design
- Individual Projects • Career and Academic Options in Photography
- Class Projects - Group Show

### Assessments:

#### **Academic Expectations for Student Learning in this Course:**

Communication through visual expression, oral discussion and presentation, and written documents (CS), Critical Thinking (CT), Research (RS), and Citizenship (CZ)

- Through informal check-ins, peer review, small group discussion, and formal in-class final critique, students demonstrate their ability to articulate their intentions, describe their use of materials, tools, and techniques, and clarify the aesthetic decisions made in the working process (CS, CT, CZ).
- Through the creation of personal technical guide sheets, informal ongoing quick assessments, and formal critique, students show that they can utilize medium format camera equipment to create and print black and white photographs (CS, CT, RS).
- Through the creation and use of production calendars/schedules, weekly individual check-ins, mini-critiques, final project presentations, and written self-reflection, students can create long-term, multi-stage photographic projects which include written proposals, shooting schedules, editing phases, and final production and presentation components (CS, CT, RS).
- Through the use of technical logs and journal writing as well as the creation of brainstorming

sketches and paper mock ups, students document their ability to work independently to utilize Adobe Photoshop and Adobe ImageReady software to create personal websites (CS, CT, RS).

- Through the creation of personalized technical processes guides and informal check-ins, students show that they can use traditional bookmaking techniques to produce handmade books of their photographic work (CS, CT, RS).

- Through informal small group and table discussion as well as full class final critiques and round table discussions, students can demonstrate the ability to look critically at their own work and that of others by discussing the strengths and weaknesses of the work according to specified criteria (CS, CT, CZ).

- Through the planning, production, and presentation phases of the documentary projects as well as the daily discussions, in-class checks-for-understanding, and reflective journal writing and project assessments, students will document the social, cultural, and/or personal connections amongst professional and their own work and contemporary (and historical) society (CS, CT, RS, CZ).

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## Belmont High School Course Outline

**Course Title:** Sculpture 1

**Course Number:** 820

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### **Course Description:**

This course will introduce the student to basic skills needed in sculptural and three-dimensional design. Students will develop 3D concepts and processes through the use of a variety of materials: paper, wood, plaster, clay, and wire. Students will learn proper and safe use of basic tools required to create works in 3D. Using independent concepts, technical abilities, and critical thinking, students learn to express their personal vision in relation to sculptural applications. The class supports traditional and non-traditional materials while emphasizing drawing and model making. This is a beginning course; no previous experience is necessary.

### **Resources:**

Professional examples of sculpture. Previous examples of student work. Various books and periodicals that have examples of sculpture. "Images ,Objects and Ideas" Barry Nemett

### **Topics:**

- Formal elements of design.
- Additive process: constructing and modeling.
- Subtractive process: carving.
- Art History and culture: Mask forms, pop art, abstraction, and symbolic imagery.
- Direct Observation
- The head
- The figure

### **Assessments:**

**Academic Expectations for Student Learning in this Course:** Communication, both written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ).

Students can create works in sculpture using the concepts and techniques as demonstrated during instruction. CT, CZ.

Students can demonstrate their ability to critically respond with understanding when they describe, analyze, interpret, and evaluate their own art work and the artwork of others. CS, CZ. Student will apply symbolic language to create works of art. CT.

Student will demonstrate understanding of their artistic heritage through the investigation of the historical and cultural models. CS, CT, RS.

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## Belmont High School Course Outline

**Course Title:** Sculpture 2

**Course Number:** 827

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

This course builds upon the skills and knowledge of methods and materials gained in Sculpture 1. The course will focus on the development of ideas and content included in making larger and more developed artwork. Projects will include: Mixed media work, direct plaster constructions, a clay bust, and freestanding wood and stone carvings. Students will explore ideas found in historical and contemporary art making traditions.

**Prerequisite:** Sculpture 1

### Resources:

Professional examples of sculpture. Previous examples of student work. Various books and periodicals that have examples of sculpture. "Images ,Objects and Ideas" Barry Nemett  
Field Trip to the De Cordova Art Museum and / or the Museum of Fine Arts.

### Topics:

- Figurative Sculpture from direct observation
- Abstract Sculpture
- Public Sculpture
- Collaborative Sculpture
- Assemblage
- Art history and culture: Realism, Pop Art, Abstraction, and Surrealism.

### Assessments:

**Academic Expectations for Student Learning in this Course:** Communication, both written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ).

Students can create works in sculpture using the concepts and techniques as demonstrated during instruction. CT, CZ.

Students can demonstrate their ability to critically respond with understanding when they describe, analyze, interpret, and evaluate their own art work and the artwork of others. CS, CZ.  
Student will apply symbolic language to create works of art. CT.

Student will demonstrate understanding of their artistic heritage through the investigation of the historical and cultural models. CS, CT, RS.

Student will be able to demonstrate the use of the elements and principals of design to create works of art. CS, CT.

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## Belmont High School Course Outline

**Course Title:** Symphonic Band

**Course Number:** 864

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

Symphonic Band is open to all qualified students in grades 9 – 12 who play woodwind, brass, or percussion instruments. The Symphonic Band studies music of many different historical periods, cultures and genres, and is dedicated to the development of individual instrumental technique and large ensemble skills. The Symphonic Band performs at “Band-a-Rama”, the High School Winter Concert, the Spring Band Concert, the “POPS” Concert, BHS Graduation, MICCA and other festivals. Participation in all scheduled performances is required for all participants. Students have the option of enrolling in Symphonic Band at the CP or Honors level. Honors students are required to complete additional assignments and projects.

**Academic Expectations for Students Learning in this Course:** Communication, both written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ)

### Resources:

- 1) Selected literature from the wind band repertoire, generally Grade 3-4 in difficulty (NYSSMA scale). Selections reflect diversity of historical periods, cultures and genres.
- 2) Instrumental method books are utilized to help build individual instrumental technique. Examples include *Symphonic Warm-ups for Band* (Claude T. Smith) the *Voxman Selected Studies* series, and *Arban's Complete Conservatory Method* for brass.
- 3) Various recordings and musical examples are used throughout the year. When possible, these recordings are made available for students to listen via *TeacherNet*.

### Topics:

- 1) **Technical (Instrumental) Skills** - Fingerings, embouchure, breath support, articulations, tone production, etc. Some skills are instrument-specific, while many are universal to all instrumentalists.
- 2) **Musicianship (Ensemble Skills)** - Sensitivity to balance, blend, and phrasing and dynamics within the frameworks of the composer's intentions.
- 3) **Music History & Cultural Awareness** - Performing literature in the style and spirit appropriate for the time period and/or culture represented by the piece.
- 4) **Rehearsal Etiquette** - Appropriate rehearsal techniques and practices, including responsibility for learning individual parts, and respect for the needs of others in the rehearsal setting.

### Assessments:

**Academic Expectations for Student Learning in this Course:**

Communication, visual, written and oral (CS), Critical Thinking (CT), Research (RS),

## Citizenship (CZ)

- 1) Students will demonstrate their ability to perform repertoire with good tone quality, melodic and rhythmic accuracy, articulation, intonation and a high level of musicianship. Assessment is based on in-rehearsal performance as well as four formal Playing Reviews. (CT, RS, CS)
- 2) Students will be able to work their individual parts into the large ensemble with proper tone, blend and balance. (CT, CS)
- 3) Students will demonstrate technical and ensemble skills, as well as appropriate performance practices, during all scheduled concerts and festivals. (CT, CS, CZ)
- 4) Students will provide constructive musical criticism of their individual and ensemble performance through Self Assessment of Playing Reviews and Concert Reflections after each performance. (CT, CS, CZ)
- 5) Students will demonstrate knowledge of musical genres, composers and cultural styles through written Program Notes and research papers. (RS, CS)
- 6) Students will make meaningful and thoughtful contributions to discussions related to the music during rehearsals, and will respect the thoughts and opinions of other ensemble members and the director. (CT, CS, CZ)

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## Belmont High School Course Outline

Course Title: **Wind Ensemble**

Course Number: **896**

Credits: **5**

Course Type: **Year**

Department: **Fine and Performing Arts**

### Course Description:

The Wind Ensemble is an auditioned ensemble receiving honor's level credit. Performance repertoire will include masterworks for the wind band and advanced 20th century compositions. Emphasis is placed on independence of parts, technical proficiency, and musical interpretation. A minimum of one year's experience in Symphonic Band is strongly recommended. The Wind Ensemble performs at Bandarama, the High School Winter Concert, the Spring Band Concert, the Pops Concert, graduations, and at various local, state, and national festivals. Participation in all scheduled performances is required.

**Prerequisite:** Permission of the instructor

**Academic Expectations for Students Learning in this Course:** Communication, both written and oral (CS), Critical Thinking (CT), Research (RS), Citizenship (CZ)

### Resources:

- 1) Selected literature from the wind band repertoire, generally Grade 4-5 in difficulty (NYSSMA scale). Selections reflect diversity of historical periods, cultures and genres.
- 2) Instrumental method books are utilized to help build individual instrumental technique. Examples include *Symphonic Warm-ups for Band* (Claude T. Smith) the *Voxman Selected Studies* series, and *Arban's Complete Conservatory Method* for brass.
- 3) Various recordings and musical examples are used throughout the year. When possible, these recordings are made available for students to listen via *TeacherNet*.

### Topics:

- 1) **Technical (Instrumental) Skills** - Fingerings, embouchure, breath support, articulations, tone production, etc. Some skills are instrument-specific, while many are universal to all instrumentalists.
- 2) **Musicianship (Ensemble Skills)** - Sensitivity to balance, blend, and phrasing and dynamics within the frameworks of the composer's intentions.
- 3) **Music History & Cultural Awareness** - Performing literature in the style and spirit appropriate for the time period and/or culture represented by the piece.
- 4) **Rehearsal Etiquette** - Appropriate rehearsal techniques and practices, including responsibility for learning individual parts, and respect for the needs of others in the rehearsal setting.

### Assessments:

- 1) Students will demonstrate their ability to perform repertoire with good tone quality, melodic

and rhythmic accuracy, articulation, intonation and a high level of musicianship. Assessment is based on in-rehearsal performance as well as four formal Playing Reviews. (CT, RS, CS)

2) Students will be able to work their individual parts into the large ensemble with proper tone, blend and balance. (CT, CS)

3) Students will demonstrate technical and ensemble skills, as well as appropriate performance practices, during all scheduled concerts and festivals. (CT, CS, CZ)

4) Students will provide constructive musical criticism of their individual and ensemble performance through Self Assessment of Playing Reviews and Concert Reflections after each performance. (CT, CS, CZ)

5) Students will demonstrate knowledge of musical genres, composers and cultural styles through written Program Notes and research papers. (RS, CS)

6) Students will make meaningful and thoughtful contributions to discussions related to the music during rehearsals, and will respect the thoughts and opinions of other ensemble members and the director. (CT, CS, CZ)

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## Belmont High School Course Outline

**Course Title:** Women's Choir

**Course Number:** 858

**Credits:** 5

**Course Type:** Year

**Department:** Fine and Performing Arts

### Course Description:

Women's Choir is a choral ensemble specializing in the performance of music composed for women's voices. Activities include the preparation and performance of a broad range of literature for women's chorus including folk songs, spirituals, music of the Baroque and Classical periods, songs from Broadway shows and popular music. The program is designed to provide the student with basic vocal techniques and musical reading skills. Women in grade 9 are encouraged to elect this course as a preparation for participation in Chorale. The Women's Choir performs at the Winter Choral Concert, the Spring Concert and the "POPS" Concert. Participation in all scheduled performances is required.

### No Prerequisite

### Resources:

- Varied level 3-4 women's choral literature as graded in the NYSSMA (New York State School Music Association) manual.
- Ninety Days to Sight Reading Success, by Stan McGill & H. Morris Stevens (sight-singing text)

### Topics:

- Breathing and Posture-consistently demonstrate proper respiration as well and seated and standing posture.
- Vocal Health and Production-acquire skills to be create a full, rich tone that is free of tension.
- Diction-demonstrate the ability to sing in various Romantic and Multi-Cultural languages.
- Rhythmic and melodic literacy-show improvement in sight-singing skills using solfege.
- Aural skills development-Actively listen to members of section and ensemble to improve intonation.
- Music History-understand characteristics of various time periods and significant composers.

### Assessments:

- 1. Student will demonstrate technical skills during the course of monthly vocal evaluations, demonstrating good tone quality, melodic and rhythmic accuracy, articulation, intonation and a high level of musicianship (CT, RS, CZ).
- 2. Students will demonstrate technical and ensemble skills during the course of five annual concert performances. (CZ, CS).
- 3. Students will demonstrate ensemble skills, critical thinking, self and group-reflection through various performance reviews and critiques throughout the year.
- 4. Students will demonstrate knowledge of musical genres, composers and styles through written program notes and quizzes.
- 5. Students will make meaningful and thoughtful contributions related to the music during rehearsals through demonstrating proper posture and vocal technique and by respecting the thoughts and opinions of the ensemble members and the director (CT, CS, CZ).

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