2021-2022 Raa Elective Course Descriptions

Use this document when selecting electives. Every effort will be made to place students in their 1st & 2nd elective choices as noted on their elective request form; however, during the scheduling process conflict do arise. Therefore, placing priority numbers on these selections is important to ensure we clearly know the student’s and parent’s wishes.

**Band 1 1.0**

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances serve as a culmination of specific instructional goals. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Band 2 and Band 3 1.0**

Requires teacher approval. Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances serve as a culmination of specific instructional goals. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Instrumental Ensemble 3 (Jazz Band) 1.0**

 Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances serve as a culmination of specific instructional goals. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Career Research & Decisions: SHOP** .5

6th and 7th grade students learn the basic components of construction design and building foundations. Topics taught include carpentry, construction finishing, architectural design, and electrical plans. The course assists students in making informed decisions regarding future academic and occupational goals.

**Chorus 1 -3**  1.0

Students with no or previous choral experience develop vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances serve as a culmination of specific instructional goals.

**Chorus 4**  1.0

Requires teacher approval. Students with significant experience in a choral ensemble develop advanced knowledge of vocal techniques, music literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality advanced choral literature. Public performances serve as a culmination of specific instructional goals.

**Introduction to Dance Technique** **.5**

Students with no previous dance experience develop dance technique and movement vocabulary in one or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment Public performances serve as a culmination of specific instructional goals. Students must obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

**Dance 1-3 1.0**

Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the expressive and aesthetic qualities of performance. Public performances serve as a culmination of specific instructional goals. Students must obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

**Dance 4 (Dance Team) 1.0**

Requires audition and teacher approval. Students advance their technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances 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 must obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

**Musical Theatre** **1.0**

Students focus on acting, vocal performance, and non-dance movement. Students learn about different types performances from ancient Greece to Broadway. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

**Exploring Musical Performance: Guitar .5**

Students with little or no instrumental experience develop basic foundational skills and knowledge, including music theory, technique, musicianship and ensemble skills.  Students also explore different genres of music and learn about the benefits of music study.  Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

**Exploring Musical Performance: Steel Drums .5**

Students with little or no instrumental experience develop basic foundational skills and knowledge, including music theory, technique, musicianship and ensemble skills.  Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

**Understanding Music: Piano .5**

This course will serve as an introduction to using technological resources such as computer music notation software, multi-track recording, and digital music editing to produce music. Students with little or no instrumental experience will develop fundamental keyboard/piano skills (theory and technique) as a basis for creating, capturing, and recording sounds. Students will gain a vast knowledge of instrument families and genres of music to create their own compositions.

**Exploring 2D Art .5**

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

**2-D Studio Art**  **1.0**

Requires teacher approval. Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

**Guitar 2 1.0**

Requires teacher approval. Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Public performances serve as a culmination of specific instructional goals.

**Instrumental Ensemble 1 (Intermediate Steel) 1.0**

Requires teacher approval. Students with demonstrated ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature. Public performances serve as a culmination of specific instructional goals.

**Instrumental Ensemble 2 (Advanced Steel) 1.0**

Requires teacher approval. Students with demonstrated ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature. Public performances serve as a culmination of specific instructional goals.

**Orchestra 1 1.0**

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances serve as a culmination of specific instructional goals. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Orchestra 2-3 1.0**

Requires teacher approval. 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 serve as a culmination of specific instructional goals. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Building Trades and Construction Design Technology 1 (high school credit & industry certification) 1.0**

8th grade students prepare for careers in designing, planning, managing, building and maintaining the built environment. Examples of careers include drafters, electricians, construction managers and plumbers.

**Spanish 1 (high school credit course) 1.0**

Minimum competency scores and teacher recommendation required. Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**Spanish 2 (high school credit course) 1.0**

Requires a final grade of B or higher in in Spanish 1. Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**Physical Education (for all grades) .5**

Per *Florida Statute 1003.455 Physical Education -* the equivalent of one class period per day of physical education for one semester **of each year** is required. Students acquire knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle. Purchase of a uniform is required.

**Visual Art 1 & Visual Arts 2 (for Magnet students only) .5**

Students are introduced to the rigor and routine of the art production process including:  planning, producing, and reflecting on art.  With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives.  Projects may include but not be limited to:  drawing, painting, printmaking, collage, mixed media, pottery, and sculpture.  Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

**Theatre 1 (for Magnet students only) 1.0**

First year Theatre students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals and used to assess learning in the classroom.

**Acting 1 (for Magnet students only) .5**

Scheduled with Introduction to Technical Theatre for 2nd year theatre students. Through 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.  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 of the school day to support, extend, and assess learning in the classroom.

**Introduction to Technical Theatre (for Magnet students only) .5**

Scheduled with Acting 1 for second year theatre students. Students are introduced to the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound.  Also important is students' technical knowledge of safety procedures and demonstrated safe operations of theatre equipment, tools, and raw materials.  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 and Production (for Magnet students only) 1.0**

Third year Theatre 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.