

## Fine Arts

### ART

#### **Art 2D-I (1.0 credit)**

This course is an introductory class focused on developing a solid understanding of the elements of art, the principles of design, and various art-making techniques. Students explore a variety of art media and materials with an emphasis on drawing and painting. Likewise, students will be developing knowledge of art history and its place in the context of society. Students will continue to develop a critical eye in examining works of art from history and their peers. *This course incorporates hands-on activities and consumption of art materials, fees will apply.*

#### **Art 2D-II (1.0 credit)**

This course is an intermediate level class focused on extending the knowledge acquired in Visual Art I. This yearlong class strengthens students' use of mixed media and techniques to create both teacher-assigned and self-directed two-dimensional artworks, which may include drawing, painting, printmaking, collage, digital photography and more. Students will demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others through discussions, critiques, and writings. Each student develops an area of concentration and a digital portfolio to showcase their work online. *Note: This course incorporates hands-on activities and consumption of art materials, fees will apply. Art 2D-I is a prerequisite to this course.*

#### **Art 3D-I (1.0 credit)**

This course is an introductory class focused on developing an understanding of three-dimensional art using the elements of art, the principles of design, and various art-making techniques. Students explore a variety of art media and materials with an emphasis on drawing and painting. Likewise, students will be developing knowledge of art history and its place in the context of society and cultures. Students will continue to develop a critical eye in examining works of art from history and peers. *Note: This course incorporates hands-on activities and consumption of art materials, fees will apply.*

#### **Ceramics I (1.0 credit)**

This course builds upon prior knowledge of three-dimensional design, with an emphasis on developing a greater understanding of art and application of the elements of art and principles of design. Specific projects will be assigned with an emphasis given to construction techniques, surface decoration, and craftsmanship. In the spring, each student develops an area of concentration and a digital portfolio to showcase their work online. *Note: This course incorporates hands-on activities and consumption of art materials, fees will apply. Art 3D-I is a prerequisite to this course.*

### **Ceramics II (1.0 credit)**

This course is geared toward students who are motivated to create more complex artworks, challenging themselves to achieve mastery of technique informed by historical and contemporary artists. Considerable freedom is given to students who have already demonstrated proficiency in essential clay techniques. *Note: This course incorporates hands-on activities and consumption of art materials, fees will apply. Ceramics I is a prerequisite to this course.*

### **Art Portfolio Honors (1.0 credit)**

This portfolio course is for students who intend to build a body of artworks, create a digital portfolio, and research historic and contemporary artists. Sketchbook assignments will be required. Students will use a variety of media and techniques to create primarily self-directed artworks at high levels of proficiency.

*Note: This course incorporates hands-on activities and consumption of art materials, fees will apply. This course is considered a Pre-AP level course therefore requiring students to have taken two art classes prior to taking this course.*

### **AP Drawing (1.0 credit)**

The purpose of this rigorous Advanced Placement art course is to give advanced students the opportunity to develop quality, concentration, and breadth in drawing. The content will include the following: experiences in the development of skills in conceptual aspects of drawing; techniques of preparation, discipline in processes of art presentation and evaluation of personal art content. Sketchbook use, meeting weekly due dates, and routine critiques are expected. ALL AP Drawing students are expected to create both a personal digital portfolio and to submit a complete portfolio of 24 artworks to the College Board exam in May. *Note: This course incorporates hands-on activities and consumption of art materials, fees will apply.*

### **AP 2D Design (1.0 credit)**

This rigorous Advanced Placement course is intended to address two-dimensional design issues with the elements and principles of art. The content will include the following: proficiency in a variety of two-dimensional forms including but not limited to graphic design, typography, digital imaging, photography, collage, fibers, illustration, painting, and printmaking. Art students will show concept development and discipline in processes of art presentation and evaluation of personal art content. Sketchbook use, meeting weekly due dates, and participating in routine critiques are expected. ALL AP 2D art students are expected to create both a personal digital portfolio and to submit a complete portfolio of 24 artworks to the College Board exam in May. *Note: This course incorporates hands-on activities and consumption of art materials, fees will apply.*

### **AP 3D Design (1.0 credit)**

This rigorous Advanced Placement course is intended to address the application of three-dimensional spatial design principles in a variety of media (clay, wire, wood, metals, paper mache, found objects, etc.) and techniques. Art students will show

concept development and discipline in processes of art presentation and evaluation of personal art content. Sketch planning of concepts will be required. Meeting calendar due dates and critique participation are critical to student success. ALL AP 3D students are expected to create both a digital portfolio and take the College Board exam in May. *Note: This course incorporates hands-on activities and consumption of art materials, fees will apply.*

### **AP Art History (1.0 credit)**

This course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

## **BAND**

### **Band I (1.0 credit)**

This year-long, entry-level class is designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments. The course promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. *Special Note: 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.*

### **Band II (1.0 credit)**

This year-long, beginning-level class is designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience. The course promotes the enjoyment and appreciation of music through performance of high-quality, wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances. *Special Note: 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.*

### **Band III (1.0 credit)**

This year-long, formative class is designed for students who are ready to build on skills and knowledge previously acquired in a middle or high school instrumental

ensemble. The course 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. *Special Note: 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.*

#### **Band IV (1.0 credit)**

Students with considerable band experience strengthen their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of advanced, high-quality band literature. Instrumentalists refine their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

### **CHORUS**

#### **Chorus I (1.0 credit)**

This year-long, entry-level class is designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills, foundational instrumental technique and skills, music literacy, ensemble skills, and aesthetic musical awareness culminating in periodic public performances.

#### **Chorus II (1.0 credit)**

This year-long, beginning-level class is designed for students with one year of experience or less in a choral performing group. The course 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, ensemble skills, and aesthetic musical awareness culminating in periodic public performances.

#### **Chorus III (1.0 credit)**

This year-long, formative class is designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique. The course 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 (1.0 credit)**

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus who have 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. The course provides 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' performances.

**Chorus V Honors (1.0 credit)**

Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

**Chorus VI Honors (1.0 credit)**

Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. 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. *Special Note: 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.*

**Chorus H/L II (1.0 credit)***Belle Chantique*

Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

**Chorus H/L III (1.0 credit)***Belle Chantique*

Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar

vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

#### **Chorus H/L IV (1.0 credit)**

##### *Belle Chantique*

Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. 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. *Special Note: 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 Ensemble I (1.0 credit)**

##### *Men's Chorus*

Students with previous vocal or 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. *Special Note: 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 Ensemble II (1.0 credit)**

##### *Men's Chorus*

Students strengthen vocal or 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. *Special Note: 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 Ensemble III (1.0 credit)**

##### *Men's Chorus*

Students with extensive vocal or 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 expressivity. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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 II (1.0 credit)**

#### *Chiles Singers*

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. *Special Note: 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 III (1.0 credit)**

#### *Chiles Singers*

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. *Special Note: 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 IV Honors (1.0 credit)**

#### *Chiles Singers*

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. *Special Note: 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 Techniques II (1.0 credit)**

#### *POD Chorus*

Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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 Techniques III (1.0 credit)**

#### *POD Chorus*

Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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 Techniques IV Honors (1.0 credit)**

#### *POD Chorus*

Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

## **GUITAR**

### **Guitar I (1.0 credit)**

In this course, 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. *Special Note: 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.*

### **Guitar II (1.0 credit)**

In this course, students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

### **Guitar III (1.0 credit)**

In this course, students with previous experience strengthen their guitar skills and knowledge, reviewing barre and power chords, adding strumming and finger-picking patterns, playing in 5th position, working with major scales, and building ensemble skills. Guitarists expand their tablature and standard-notation reading skills, add to their knowledge of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

### **Guitar IV (1.0 credit)**

In this course, students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances, work with classical etudes and ensemble performance literature, and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. 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. *Special Note: 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.*

## **ORCHESTRA**

### **Orchestra I (1.0 credit)**

In this course, 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 may serve as a culmination of specific instructional goals. *Special Note: 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.*

### **Orchestra II (1.0 credit)**

In this course, 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. *Special Note: 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.*

### **Orchestra III (1.0 credit)**

In this course, 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. *Special Note: 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.*

### **Orchestra IV (1.0 credit)**

In this course, students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, 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. *Special Note: 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.*

### **Orchestra V Honors (1.0 credit)**

#### *String Orchestra*

In this course, students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

### **Orchestra VI Honors (1.0 credit)**

#### *Chamber Orchestra*

In this course, students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging,

and/or use of technology. Public performances may serve as a culmination of specific instructional goals. *Special Note: 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.*

### **AP Music Theory (1.0 credit)**

This course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

## **DRAMA**

### **Theatre I (1.0 credit)**

The purpose of this course is to provide in-depth experiences in the study and practice of theatre arts and literature. The content includes, but not limited to: overview of the history of theatre and literature of the theatre, introduction to the fundamentals of theatre production, including scenery construction, costuming, lighting, and make up, and the fundamentals of acting.

### **Theatre II (1.0 credit)**

The purpose of this course is to provide for the development of intermediate skills useful to the study and practice of theatre arts. The content includes, but not limited to: reading and interpretation of dramatic literature, techniques and mechanics of acting, set, costume, and lighting design, stagecraft, character portrayal, and production of plays and dramatic presentations. *Prerequisite includes one credit of Theatre.*

### **Theatre III Honors (1.0 credit)**

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 they 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 problem-solving skills based on their structural, historical, and cultural knowledge.

### **Theatre IV Honors (1.0 credit)**

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 problem-solving skills based on their structural, historical, and cultural knowledge.

### **Technical Theatre: Design and Production for Costume, Makeup, and Hair (1.0 credit)**

In this course, students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the 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. *Special Note: 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.*

### **Technical Theatre Design and Production I (1.0 credit)**

#### *Stagecraft I*

In this course, 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, and seek 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. *Special Note: 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.*

### **Technical Theatre Design and Production II (1.0 credit)**

#### *Stagecraft II*

In this course, 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 with 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. *Special Note: 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.*

### **Technical Theatre Design and Production III (1.0 credit)**

#### *Stagecraft III*

In this course, 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. *Special Note: 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.*

### **Technical Theatre Design and Production IV (1.0 credit)**

#### *Stagecraft IV*

In this course, 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. *Special Note: 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.*