



CHARTER SCHOOL ASSOCIATES

Palm Glades Academy High School Curriculum Guide- Fine and Performing Arts Strand Course

All core performing arts classes: These courses may require extra rehearsals and performances beyond the school day.

All fine/digital arts classes: These courses may require projects and presentations beyond the school day.

Fees: There may be additional fees incurred for performing arts classes for performance attire, competition fees, or incidentals such as staff paper. Additional fees for art supplies and materials may be incurred for fine and digital arts classes.

For all band classes: Instrument rental is required.

For all dance classes: Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

DANCE

Dance Techniques I:

Credit 1

Students in this year-long course, hone their foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Dance Techniques II:

Credit 1

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing

on developing the aesthetic quality of movement in the ensemble and as an individual.

Dance Techniques III:

Credit 1

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

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals.

Dance Choreography and Performance:

Credit 1

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly technical and cultural forces that influenced significant or exemplary works, and students consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will culminate in a Senior recital.

Dance Seminar and Career Preparation:

Credit 1

Students participate in primarily student-led discussions on topics generally selected by class members pertaining to career matches to their own skills. Topics may include, but are not limited to, résumé building; audition preparation; and careers in the field of dance performance, production, management, education, therapy, and arts administration. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. A capstone project is expected at the completion of this course.

World Dance:**Credit 1**

Students actively explore formal and folk dance from a variety of cultures and sub-cultures around the world over time. Students may use timelines to guide their study of art history, dance history, and technology, or they may investigate dance customs globally and in real time using technology and the community's cultural resources. Inquiry may include, but is not limited to, political and social influences, traditional and non-traditional attire, and the use of associated objects in various cultural dances.

Additionally, this course offers a cross-cultural examination of theatrical, social, and sacred dance forms from different Afro-diasporic, Latin, Asian, American, and European cultures. Students compare how racial, ethnic, national, and gender identity are expressed and contested through specific dance practices.

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

Dance Kinesiology and Somatics I:**Credit 1**

Students study the science of movement as it relates to the specific needs of the dancer. Units of instruction may include, but are not limited to, the introduction to kinesiology with the understanding of the body (anatomy and physiology), through personal fitness conditioning (emphasis on yoga, Pilates), fitness concepts and techniques, cardiorespiratory endurance training and nutrition. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Dance History, Aesthetics and Production:**Credit 1**

Students study the global origins and influences of dance forms and styles. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Course also provides the dancer with an introduction to the types of performance venues available today, and their technical systems and equipment. It will also establish an awareness of how technical theatre design arts may be utilized by a choreographer.

Dance Repertory I (Cultural Studies):

Credit 1

Course focuses on the development and practice of urban and African American, as well as Latin dance styles. Studio and lecture/discussion about dances that originated and continue to evolve from Hip Hop culture. Addresses the aesthetic, social, and cultural differences between styles rooted in clubbing/battling/cyphering/sessioning. Offers instruction and development of salsa and other Latin dances, including meringue, bachata, and cha cha cha.

DRAMA

Theatre I:

Credit 1

This course promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

Theatre II:

Credit 1

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

Theatre III:

Credit 1

This course promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that

are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Theatre IV:

Credit 1

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural content.

Theatrical Direction and Stage Management:

Credit 1

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

Technical Theatre Design and Production:

Credit 1

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

Theatre History and Literature:

Credit 1

Students' coursework focuses on the origins of Western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

The Business of Theatre: Management and Promotion:

Credit 1

Students examine the practices and theories fundamental to theatre management and arts administration, focusing on administrative operations and economic aspects of theatre, in particular. Within this framework, students explore the concepts, principles, and techniques used to organize, manage, and promote theatrical productions in educational, community, and commercial settings. As they explore, students learn the basics of professional profit and not-for profit organizations that facilitate, promote, advocate for, fund, and/or govern arts, arts education activities, and/or spaces for arts performances and exhibitions. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Theatre for Social Change:

Credit 1

This course will trace the origins and progression of theatre being used as a vehicle for social activism and change. The goal of this course would be to develop a multi-media performance created, directed, performed, and produced by students using primary source materials including personal narratives and additional primary source materials from a specific time period or social group in the history of the United States of America, or a specific issue relevant to the class or surrounding area.

Theatre Improvisation:

Credit 1

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot. These skills transfer well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

INSTRUMENTAL MUSIC

BAND I, II, III, IV and Advanced Band III, IV

Credit 1

Band provides students with instruction in the development of technical skills on wind, brass, and percussion instruments. Emphasis will be placed on the development of skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, critical listening skills and aesthetic values. The content should include, but not be limited to, the following: production of characteristic tone on wind, brass, and percussion instruments; ensemble performance techniques, including phrasing, articulation, blend, balance, and intonation, response to conducting; performance of band literature from varied historical periods and cultures; composition, arrangement, and improvisation technique; evaluation and application of knowledge of musical form and history; analysis and evaluation as a performer and listener; responsible participation in music activities; importance of music in everyday life.

Special Note: The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases. This course may require extra rehearsals and performances beyond the school day.

Instrumental Techniques:

Credit 1

Students in this class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and as a culmination of specific instructional

goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Marching Band/Drum Line:

Credit 1

Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for football or basketball season and rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, for the color guard. Some may participate in the percussion drum line.

VOCAL MUSIC

CHORUS I, II, III, IV

Credit 1

Chorus provides students with instruction in the development of technical skills in the setting. Emphasis will be placed on the development of skills in reading music notation; music theory and composition; individual and ensemble performance techniques; analysis of form, style, and history included in the performance preparation of varied choral literature; and critical listening skills and aesthetic values. The content should include, but not be limited to, the following: healthful and musically appropriate vocal tone production technique; independent interpretation of varied choral literature; application of rhythmic and melodic notation and expressive marking in performance, composing, and improvising; analysis of musical form, varied style periods, and aesthetic perceptions; evaluation of musical performance as a performer and a listener, application of appropriate choral performance technique; responsible participation in music activities; roles and influence of choral music and musicians in culture, society, and everyday life.

Special Note: The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if on subsequent offerings the required level of student proficiency increases.

Show Choir (Vocal Ensemble):

Credit 1

This is a year-long performance-based class, where students learn to prepare and perform popular music. Students learn how to add choreography to songs, as well as text interpretation, facial and body expression. Students will be required to occasionally perform outside of the school day.

GENERAL MUSIC

Music Theory I:

Credit 1

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical and compositional elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Music Theory II:

Credit 1

Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

AP Music Theory:

Credit 1

This course further develops the concepts of Theory I and Theory II, and includes four-part composition, counterpoint analysis, diction and sight-singing, and extensive ear-training skills. This course culminates in a final project. Students will take the advanced placement exam and may receive Advanced Placement and/or college credit.

Music Technology and Sound Engineering:

Credit 1

Students explore the fundamental applications and tools of music technology and sound engineering and production. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music.

VISUAL ARTS

2-D Studio Art I/ II/III:

Credit 1

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

2-D Studio Art III Honors- Portfolio Development:

Credit 1

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface.

AP Studio Art:

Credit 1

The AP Studio Art course is for students interested in a rigorous and focused study in quality portfolio that demonstrates a mastery of concept, art. Students will develop a composition and execution in 2D design. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for the opportunity to gain college credit.

Drawing I/Painting I:

Credit: 1

These courses enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques.

Sculpture I:

Credit 1

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

Intro to Art History (SEM)/Art in World Cultures (SEM):

Credit 1

In intro to art history, students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials. been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career

options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

In Art in World Cultures, students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.

DIGITAL ARTS:

DIGITAL ART IMAGING I, II

Credit 1

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

Digital Arts Imaging and Careers III:

Credit 1

This course further challenges the student to conceptualize ideas, create designs and implement them. Real world skills will play a vital role in this class since the curriculum mirrors actual skills used in digital arts, advertising, graphic design, and multimedia fields. Emphasis is placed on portfolio development and career guidance as the course develops. The course includes increased sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Arts Collaboration: Designing Solutions for Art, Work, and Life – Honors:
Credit 1

Students in this inquiry-based course use arts processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined studio, design, and business management approach, this teacher-facilitated, yet highly independent setting requires that students use their individual strengths and interests in digital and visual arts, in combination with other content areas and current and emerging technology as needed, to examine local, cultural, historical, technical, and/or global interests relative to life and work in a creative, global economy. Significant independent research, class discussion, and analysis are required.

Visual Technology I:

Credit 1

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies.

Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Visual Technology II:

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

Visual Technology III:

Credit 1

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, and display original two-dimensional animations

which may also be presented in web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.