

# ACADEMY OF VISUAL AND PERFORMING ARTS AT GARLAND HIGH SCHOOL



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## Welcome!

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Thank you so much for your interest in the Academy of Visual and Performing Arts (AVAPA) Magnet Program at Garland High School.

The AVAPA Program offers a rigorous and comprehensive course of study for the artistically talented student. Our magnet program provides students with a semi-professional and early collegiate education and experience in their chosen discipline. We focus on student-centered learning strategies, meaningful relationships with the AVAPA faculty, and experience with successful professionals to provide a well-rounded but intensive Fine Arts experience in conjunction with their other school course work and activities.

The Visual and Performing Arts Magnet is available to students participating in Band, Choir, Guitar, Orchestra, Piano, Theatre, Film, and Visual Arts. Upon completion of the prescribed course of study, a Visual and Performing Arts Diploma will be awarded from the GHS Academy.

Our students soar to amazing heights due to their Fine Arts focus, hard work and dedication. However, they are also assisted along the way by incredible family support and involvement, highly-qualified instructors, a committed staff and the entire Garland High School family.

Our past graduates are now attending nearly all the state schools in Texas, as well as elite conservatories and universities such as the Royal Conservatory in London, Duke, MIT, NYU, Stanford, USC, Purdue, SMU, TCU, Baylor, etc.

Patrons and parents are always welcome to visit GHS and/or take an active role in any of the many programs on campus.

If you have any questions regarding the program, please feel free to contact me.

Rebeckah Tisdale

### **Magnet Coordinator**

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**972.494.8492 ext.60067**

Further information:

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Counselors Office

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**Thank you again, and "Gig 'em Owls!"**

## Admission Requirements

Students interested in the program must:

- ✚ Complete the GISD Magnet Application through the Family's Access Skyward account during the Magnet Application window.
- ✚ Complete an AVAPA Student Application which can be found on the Garland High School website or linked from the Magnet School Application in Skyward during the application window.
- ✚ Complete a live audition/portfolio review and interview. Available dates and times can be scheduled through the AVAPA Application.
- ✚ Live audition/portfolio process:
  1. Student will perform/show for a 3 member AVAPA faculty audition committee.
  2. Student will need approval from the Discipline Head and at least one other committee member.
  3. Student will be asked a set of discipline-specific questions.
  4. Students will be notified of acceptance in the Family's Skyward Account.

## Audition/Portfolio Requirements:

### Band—Instrumental Music Studies

- 2 Solos** Student will perform 2 contrasting pieces. All-Region Etudes, UIL Solos or equivalent are acceptable. Percussion students will perform 1 piece on Snare Drum and 1 piece on Marimba/Xylophone. Students cannot use current music from their band class or modern/pop solos. Memorization not required.
- Scales** Student will perform the Chromatic Scale, Concert C, F, Bb, Eb Scale. Scales will be TMEA Middle School scale ranges.
- Interview** Student will be asked a set of interview questions.

### Choral Music Studies

- 1 Solo** Student will perform a solo comparable to a UIL Solo. Solo can be a UIL Solo and MUST be memorized and have a piano accompaniment. GHS will provide the piano accompaniment. Solo cannot be a modern/pop solo.
- 1 Sight reading Excerpt** Student will be asked to sight read a simple, step-wise melody line.
- Interview** Student will be asked a set of interview questions.

### Film Studies

- 1 Film** Student will create a 1-3 minute film.
- 1 Reflection** Student will submit a 500 word (minimum) essay on the film's production.
- Interview** Student will be asked a set of interview questions.

## **Guitar—Instrumental Music Studies**

### **2 Etudes**

Students will select 2 of the following etudes to perform. Memorization not required.

- Fernando Sor Op. 35, No. 22
- Mauro Giuliani Op. 100, No. 2
- Matteo Carcassi Op. 60, No. 1
- Matteo Carcassi Op. 60 No. 3

### **1 Sight Reading Excerpt**

Student will be asked to sight read a simple, step-wise melody line.

### **Interview**

Student will be asked a set of interview questions.

## **Orchestra—Instrumental Music Studies**

### **2 Solos**

Student will perform 2 contrasting pieces (2 movements from the same sonata may be chosen as long as they are contrasting). UIL Solos or the equivalent are acceptable. Students cannot use current music from their orchestra class or modern/pop music solos. Memorization not required.

### **Scales**

Student will play two scales from the TMEA Middle School Region Orchestra Scale Sheet. Scale selections will be made by the audition panel. Playing with a metronome is not required.

### **Interview**

Student will be asked a set of interview questions.

## **Piano—Instrumental Music Studies**

### **1 solo**

Student will perform the first movement of a Sonata or Sonatina of the student's choice. Memorization not required.

### **Scales**

Student will perform the C, F, Bb, G and D scales. Scales will be played hands together, two octaves, sixteenth notes at a metronome marking of 60.

### **Interview**

Student will be asked a set of interview questions.

## **Theatre Studies—Performance**

### **1 Monologue**

Student will select 1 monologue from the GHS provided repertoire to memorize and perform. Repertoire selections will be sent to the student after completion of Skyward application.

### **Interview**

Student will be asked a set of interview questions.

## Theatre Studies—Technical

### **1 Resume**

Student will provide a professional, detailed resume of prior technical experience.

### **Interview**

Student will be asked a set of interview questions.

## Visual Art Studies

### **1 Portfolio Review**

Student can choose to include work completed in the last year and/or create new pieces. The portfolio will contain one piece of each of the following:

- ❖ Observational—Drawing from an object, person, etc., that you are looking at. Drawing cannot be from memory, computer screen, or photograph.
- ❖ Creativity & Imagination—Shows originality, personality and/or style.
- ❖ Challenge/Experimentation—Shows risk-taking and growth beyond your comfort zone.
- ❖ Strong Technical Skills—Shows control of technique and/or media. Choose what you are best at.
- ❖ Personal Choice—Anything that best represents the artist

### **Interview**

Student will be asked a set of interview questions.



## AVAPA Curriculum

### All students:

- Must maintain a passing score in all courses
- Attend all AVAPA convocations
- Attend a professional performance/show/gallery in their chosen discipline and complete a 500 word Professional Reflection each semester
- Complete all required AVAPA courses (per grade level)
- Complete all required AVAPA projects (per grade level)
- Complete Senior Project
- Must sit for discipline-specific IB/AP Exam in May of the senior year



## Discipline Specific Curriculum

### Band—Instrumental Music Studies

Credits	Course/Req.	Comments
<b>4</b>	<b>Band</b>	I-IV (grades 9-12)
<b>1</b>	<b>Piano</b>	Piano I or pass proficiency (prerequisite for Music Theory 1)
<b>2</b>	<b>Academic Music Study</b>	IB Music I and IB Music II or AP Music Theory II
<b>Fall</b>	<b>All-Region</b>	Participate at a TMEA All-Region Contest
<b>Spring</b>	<b>UIL-Solo</b>	Perform a Solo at the Region UIL Solo/Ensemble Contest
<b>Spring</b>	<b>Jury Performance</b>	Perform and be evaluated by the Jury Committee. Music will be selected from the current year's All-Region music and UIL Solo. Two selections will be performed—one selection by the student and one by the committee. Student's changing Solos for UIL State can substitute the new solo.
<b>Fall &amp; Spring</b>	<b>Professional Reflection</b>	Must attend a professional performance/show and submit a 500 word reflection
<b>Senior</b>	<b>Recital</b>	Perform a 20 minute recital (minimum). Program must be approved and on file with the Discipline Head 4 weeks prior to recital date

## Choral Music Studies

Credits	Course/Req.	Comments
<b>4</b>	<b>Choir</b>	I-IV (grades 9-12)
<b>1</b>	<b>Piano</b>	Piano I or pass proficiency (prerequisite for Music Theory 1)
<b>2</b>	<b>Academic Music Study</b>	IB Music I and IB Music II OR Music Theory AP
<b>Fall</b>	<b>All-Region</b>	Participate at a TMEA All-Region Contest (grades 9-12)
<b>Spring</b>	<b>UIL Solo</b>	Perform a Solo at the Region UIL Solo/Ensemble contest
<b>Spring</b>	<b>Jury Performance</b>	Perform and be evaluated by the Jury committee. Music will be selected from the current year's All-Region music and UIL Solo. Two selections will be performed—one selection by the student and one by the committee. Student's changing Solos for UIL State can substitute the new Solo
<b>Fall &amp; Spring</b>	<b>Professional Reflection</b>	Must attend a professional performance/show and submit a 500 word reflection
<b>Senior</b>	<b>Recital</b>	Perform a 20 minute recital (minimum). Program must be approved and on file with the Discipline Head 4 weeks prior to recital date

## Film Studies

Credits	Course/Req.	Comments
<b>4</b>	<b>Film</b>	I-IV (grades 9-12)
<b>3</b>	<b>Auxiliary Class</b>	Selected from Animation, Art, Band, Graphic Design, Guitar, Orchestra, Piano, Theatre Performance or Technical
<b>Fall</b>	<b>DIFF Submission</b>	Submit a film to the Dallas International Film Festival
<b>Spring</b>	<b>ROC Submission</b>	Submit a film to the Reel Owl Cinema Festival
<b>Fall &amp; Spring</b>	<b>Professional Reflection</b>	Must attend a professional performance/show/film and submit a 500 word reflection
	<b>Junior &amp; Senior</b>	40 total hours of volunteer work at a film festival (excluding ROC) or on a set.
<b>Spring</b>	<b>Film Review</b>	Grades 9-11 must pass a Film Review from the Film staff.
<b>Senior</b>	<b>Film Project</b>	Adjudicated 7 minute film



## Guitar—Instrumental Music Studies

Credits	Course/Req.	Comments
<b>4</b>	<b>Guitar</b>	I-IV (grades 9-12)
<b>1</b>	<b>Piano</b>	Piano I or pass proficiency (prerequisite for Music Theory)
<b>2</b>	<b>Academic Music Study</b>	IB Music I and II or AP Music Theory II
<b>Fall</b>	<b>Fall Recital</b>	Perform in the Guitar Department Fall/Winter Recital
<b>Spring</b>	<b>UIL Solo</b>	Perform a Solo at the Region UIL Solo/Ensemble Contest (grades
<b>Spring</b>	<b>Jury Performance</b>	Perform and be evaluated by the Jury Committee. Music will be selected from the Guitar Fall /Winter Recital and UIL Solo. Two selections will be performed—one selection by the student and one by the committee. Student's changing Solos for UIL State can substitute the new Solo
<b>Fall &amp; Spring</b>	<b>Professional Reflection</b>	Must attend a professional performance/show and submit a 500 word reflection
<b>Senior</b>	<b>Recital</b>	Perform a 20 minute recital (minimum). Program must be approved and on file with the Discipline Head 4 weeks prior to recital date

## Orchestra—Instrumental Music Studies

Credits	Course/Req.	Comments
<b>4</b>	<b>Orchestra</b>	I-IV (grades 9-12)
<b>1</b>	<b>Piano</b>	Piano I or pass proficiency (prerequisite for Music Theory)
<b>2</b>	<b>Academic Music Study</b>	Music Theory I and II or AP Music Theory II
<b>Fall</b>	<b>All-Region</b>	Participate at a TMEA All-Region Contest (
<b>Spring</b>	<b>UIL Solo</b>	Perform a Solo at the Region UIL Solo/Ensemble Contest
<b>Spring</b>	<b>Jury Performance</b>	Perform and be evaluated by the Jury Committee. Music will be selected from the current year's All-Region music and UIL Solo. Two selections will be performed—one selection by the student and one by the committee. Student's changing Solos for UIL State can substitute the new Solo
<b>Fall &amp; Spring</b>	<b>Professional Reflection</b>	Must attend a professional performance/show and submit a 500 word reflection
<b>Senior</b>	<b>Recital</b>	Perform a 25 minute recital (minimum). Program must be approved and on file with the Discipline Head 4 weeks prior to recital date

## Piano—Instrumental Music Studies

Credits	Course/Req.	Comments
<b>4</b>	<b>Piano</b>	I-IV (grades 9-12)
<b>1</b>	<b>Music Ensemble</b>	Choose from Band, Choir, or Orchestra (grades 9-12)
<b>2</b>	<b>Academic Music Study</b>	Music Theory I and II or AP Music Theory II
<b>Fall</b>	<b>Fall Recital</b>	Participate in the Fall/Winter Piano Recital
<b>Spring</b>	<b>UIL Solo</b>	Perform a Solo at the Region UIL Solo/Ensemble
<b>Spring</b>	<b>Jury Performance</b>	Perform and be evaluated by the Jury Committee. Music will be selected from the Piano Fall/Winter Recital and UIL Solo. Two selections will be performed—one selection by the student and one by the committee. Student's changing Solos for UIL State can substitute the new Solo
<b>Fall &amp; Spring</b>	<b>Professional Reflection</b>	Must attend a professional performance/show and submit a 500 word reflection
<b>Senior</b>	<b>Recital</b>	Perform a 20 minute recital (minimum). Program must be approved and on file with the Discipline Head 4 weeks prior to recital date

## Theatre Studies—Performance

Credits	Course/Req.	Comments
<b>4</b>	<b>Theatre</b>	IntH Theatre I, IntH Theatre II, IB Theatre III, IB Theatre IV
<b>2</b>	<b>Technical Theatre</b>	Technical Theatre I and II (grades 9-10)
<b>1</b>	<b>Auxiliary Class</b>	Choose from Choir, Dance, Piano
<b>Fall</b>	<b>Show Participation</b>	Participate in ALL eligible shows
<b>Spring</b>	<b>Show Participation</b>	Participate in ALL eligible shows
<b>Fall and Spring</b>	<b>Professional Reflection</b>	Must attend a professional performance/show and submit a 500 word reflection (grades 9-12)
<b>Spring</b>	<b>Theatrical Review</b>	Grades 9-11 must pass a Theatrical Review from the Theatre Arts staff.
<b>Senior</b>	<b>Project</b>	Adjudicated senior project supervised by Theatre teacher

## Theatre Studies—Technical

Credits	Course/Req.	Comments
4	Technical Theatre	I-IV (grades 9-12)
2	Theatre	Must be IntH Theatre I and IntH Theatre II (grades 9-10)
1	Auxiliary Class	Choose from Art I, Fashion Design I, and Principles of Construction (wood shop), Construction Management (wood shop) (grades 9-12)
Fall	Show Participation	Participate in ALL eligible shows (grades 9-12)
Spring	Show Participation	Participate in ALL eligible shows (grades 9-12)
Fall and Spring	Professional Reflection	Must attend a professional performance/show and submit a 500 word reflection
Spring	Theatrical Review	Grades 9-11 must pass a Theatrical Review from the Theatre Arts staff.
Senior	Project	Adjudicated senior project supervised by Technical Theatre teacher.

## Visual Art Studies

Credits	Course/Req.	Comments
4	Art	IntH Art I, IntH Art II, Art III On-Level/IB, Art IV AP/IB (grades 9-12)
2	Auxiliary Class	Can be selected from Agricultural Mechanics & Metal Technology (welding), Animation, Architectural Design, Construction Management (double blocked—wood shop), Diversified Manufacturing (metal shop), Fashion Design, Film, Graphic Design, Principles of Architecture, Principles of Construction (wood shop), Principles of Manufacturing (metal shop).
Fall	Contest/Competition	Grades 9-10 must enter at least 1 art contest/competition. Grades 11-12 must enter at least 2 art contests/competitions.
Fall	Museum/Gallery Visit	Visit at least 2 Art museums/gallery showings (grades 9-12)
Spring	Contest/Competition	9 <sup>th</sup> and 10 <sup>th</sup> grades must enter at least 2 art contests/competitions—VASE and GISD shows required. Grades 11-12 must enter at least 3 Art contest/competitions—VASE and GISD Shows required
Spring	Museum/Gallery Visit	Attend at least 1 GISD Art Show (grades 9-10) Attend at least 1 GISD Art Show and 2 museums/gallery showings (grades 11-12)
Spring	Portfolio Review	Submit and pass a Portfolio Review from the AVAPA Art staff
Fall & Spring	Professional Reflection	Must attend a professional show/gallery and submit a 500 word reflection (grades 9-12)
Senior	Exhibition Project	Students must test AP or IB and attend the appropriate Exhibition/Reception

## **AVAPA Convocations**

The aim of convocation is to provide AVAPA students with a hands-on, engaging learning experience that is beyond the normal classroom setting. Each year, AVAPA students will be field tripped out of class to work with a successful professional or group in their chosen discipline.

## **“Barrier” Component**

A barrier component has been implemented to add a reteach option for projects not completed due to eligibility, family emergencies, illness, etc.

- ❖ Barrier performances/assignments will be conducted the last week of each semester.
- ❖ Students will perform/complete the missed assignment or an alternative assignment equal in skill/standards.
- ❖ Students will perform/present to the entire AVAPA faculty.
- ❖ Students not completing/passing the barrier will be placed on probation for the following semester.

## **Probation**

Magnet Program (AVAPA) students must maintain report card grades of at least 70 in all courses for each grading cycle, AND complete the AVAPA requirements for each discipline. Failure to meet these expectations will place the student on probation for the grading cycle. At the end of each grading cycle, the Magnet Coordinator will evaluate the student's progress and determine whether to remove the student's probationary status, extend the probation, or exit the student from the program (see *GISD Magnet Policy*, page 13-14).

## ***Secondary Student Expectations, Probation, Exit & Appeals***

Listed below are the student expectations, probation criteria, exit procedures, and appeals process for magnet programs in Garland ISD. The intent of these policies is to assist each student to reach their maximum level of success by assuring appropriate placement.

**Student Name:** \_\_\_\_\_ **Student Grade/Graduation Year:** \_\_\_\_\_

### **STUDENT EXPECTATIONS**

All magnet program students will be expected to:

1. Maintain attendance based on state and local district guidelines.
2. Maintain report card grades of at least 70 in all courses for each grading cycle.
3. Pass all sections of the State of Texas Assessment of Academic Readiness (STAAR).
4. Comply with all *GISD Student Code of Conduct* guidelines. Examples of noncompliance include persistent misconduct, repeated suspensions (either in-school and/or out of school suspensions), placement in the Alternative Education Center, and/or expulsion.
5. Comply with any additional requirements that are specific to the magnet program for which the student is enrolled.

### **PROBATION CRITERIA**

1. Failure to meet the expectations as stated above shall require a Magnet Student Review Meeting. The Magnet Review Committee will include the Magnet Advisor (or principal designee) and the student. Parents shall be notified regarding the meeting and the probation requirements.
2. The Magnet Advisor will develop an individual probationary plan that addresses the identified area(s) in which the student did not meet magnet student expectations. The purpose of the plan is to assist the student in making improvements in the identified area(s) and for overall student success in the program.
3. At the end of each grading cycle, the Magnet Advisor will evaluate the student's progress and determine whether to remove the student's probationary status, extend the probation, or recommend that the student exit the magnet program.

### **EXIT PROCEDURES**

In the event that the Magnet Advisor recommends that a student should be exited from the magnet program, the following procedures will be implemented:

1. Failure to meet the requirements of the probation plan will require a Magnet Exit Meeting. The Exit Committee will include a building administrator, school counselor and magnet advisor and magnet teacher when appropriate. Parents shall be notified about the meeting and will serve as a member of the committee.
2. If the recommendation to exit occurs before the end of a semester, the student may continue receiving transportation to the magnet campus until the end of the semester.
3. If the decision to exit the student precedes the Choice of School process, the parent will use the Choice of School Form to select a school for the child to attend in the upcoming year.
4. If the decision to exit the student occurs after the Choice of School period has closed, the parent will complete an in-district transfer form with the transfer to take effect at the beginning of the following school year. Parents should be aware that in this circumstance, transfers to the school of choice can only be approved if space is available in that school. Student Services will work with the student to determine best school placement.
5. Students who exit the magnet program will be ineligible to re-apply to the program for one school year.
6. Students may be exited from the magnet program during the senior year; however, the students may continue at the magnet campus for the remainder of the year.

**APPEAL PROCESS**

To appeal the Magnet Exit Committee's decision to exit a student, a written appeal must be received by the building principal within 10 school days of the decision to exit. Parents will be notified of the results of the appeal by the program's Area Director.

I understand the student expectations and policies related to probation, exit and appeal for a magnet program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

GHS Website: [Link](#)

AVAPA Facebook: [Link](#)

Twitter: @ghs\_vapa

Choir [Link](#)

Film

Band [Link](#)

Guitar

Orchestra [Link](#)

Piano

Theatre [Link](#)

Visual Arts [Link](#)