HOUSTON
FINE ARTS

Proposal DRAFT of the

FINE ARTS FACILITIES OVERVIEW

Prepared by the HHS Fine Arts Master Planning Subcommittee

STRATEGIC PLAN GOAL CONNECTIONS:
2.2 DEVELOP OPPORTUNITIES FOR STUDENT ENGAGEMENT OUTSIDE OF THE TRADITIONAL CLASSROOM



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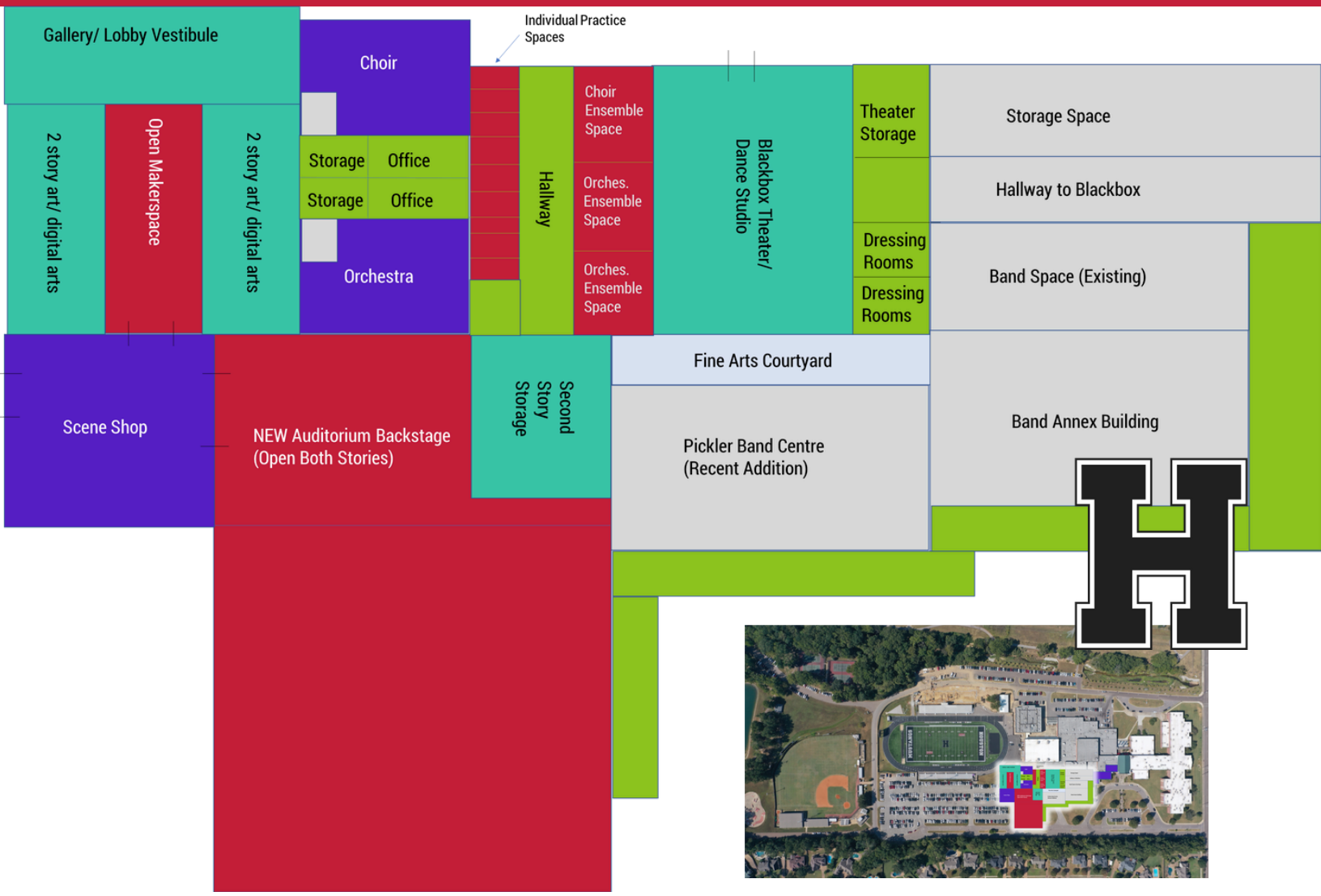
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2021 | MARCH

HHS MASTER PLANNING COMMITTEE



ABOUT THE FINE ARTS PROPOSALS

Our overall master plan involves three major phases that will benefit each individual program. The overall vision involves:

1. The creation of a BRAND NEW Industry-Standard Auditorium as an addition to the existing school facility.
2. The repurposing of the current auditorium space into three distinct spaces; A Blackbox Theater/Dance Studio, An Orchestra/Choir/Individual & Ensemble Practice Rooms, and a Visual Arts Complex.
3. The repurposing of the current space (choir, visual arts, theater classroom, and 'band hallway' storage) into meaningful classroom spaces to be shared by the programs.

Each separate space has been made into its own proposal under the Fine Arts Subcommittee, as each has a unique set of specifications and may appeal to a different client in regards to fundraising or naming rights.

The image above is a physical representation of basic layouts and how they might interact with one another. Some degree of connectivity is important between two departments, i.e. the theatrical scene shop and the visual arts lab space or the proximity to individual and ensemble practice rooms to all music programs.



THE INDIVIDUAL 'ELEMENTS'

A quick high-level overview of each individual proposal is included below:

- **BLACKBOX THEATER/DANCE STUDIO** Where the current stage and backstage area sit, imagine an intimate, versatile space that functions as a dance studio during the day--and a small-scale theater with lighting/sound production capabilities after school hours. This space is top of the list for our theater program, which is excited about a large auditorium--but moreover wishes for a more intimate space for many of their projects. It can also be utilized for guest speakers, ensemble recitals, and student-led TED Talks. The dance studio would pave the way for a four-year dance program at Houston, as well as provide supporting space for our Colorguard, cheer, and pom dancers.
- **HOME FOR THE ORCHESTRA/CHOIR/INDIVIDUAL & ENSEMBLE PRACTICE ROOMS** Where the audience currently sits in the existing auditorium, would be transformed into a new home for two fast-growing programs at Houston--the Choirs and the Orchestra. A hallway connecting the rehearsal hall/classrooms from the main building to the NEW auditorium and the existing band facilities would be lined with individual and ensemble practice spaces. Each music instructor has explained their ideal teaching spaces and amenities in this proposal.
- **VISUAL ARTS COMPLEX** As one of Houston's largest fine arts programs, our two art teachers do not have 'studio space'. One of our instructors is teaching out of a science closet currently. This new home for visual arts would give our teachers appropriate art classrooms along with room to expand into a much-needed digital art and filmmaking four-year pathway in a cross-collaboration with our CTE department. The concept described also creates a gallery space for students to showcase their work, a workshop for expanded media applications, and is adjacent to the theatrical scene shop to promote more collaboration between the art and theater productions.
- **INDUSTRY-STANDARD AUDITORIUM** This NEW space would eliminate the need for our music programs across the district to seek rentals at GPAC for concerts, and ideally be able to seat an entire grade level with faculty or the entire GMSD staff for events. The plan allows for industry-standard fly and wing space for professional productions, a shell for our musical performers, storage space for risers, and levels (whether via rake or balcony) for audience members. One of the most sought after elements of this theater would include a true orchestra pit and state-of-the-art lighting and sound for the stage.

BETWEEN THE SPACES

CLASSROOM SPACE FOR ARTS APPRECIATION This plan would leave available classroom space (the current art, choir, and theater classrooms, respectively) that may need minor redesigns and repurposing. Desire has been expressed for a theater classroom that is more appropriate. Each music instructor has requested a separate teaching space for their music appreciation classes, or other classes such as AP Music Theory. It's also been suggested that a new course aimed at a sampling of each fine arts discipline be offered in an exciting, versatile space.

MARKETING TO ENCOURAGE STUDENTS TO PURSUE A FOUR-YEAR PATHWAY IN THE FINE ARTS It would be optimal for students to feel a sense of brand identity as they enter the fine arts section of the school. Each program has generated ideas for wall wraps, signage, or use of glass that beckons students to wonder what is happening behind the classroom doors.

SPOTLIGHT OF FINE ARTS ALUMNI One suggestion would be to create a 'wall of fame' similar to our athletics department. Imagine a hallway that showcases the artist talent Houston High School has generated walking down the hall that eventually bleeds into the Athletics Hall of Champions. As an added bonus, this installation may engage some of our fundraising base for the spaces.





BRAND IDENTITY FOR THE FINE ARTS ACADEMY A 'brand identity' extends far beyond a good logo or wall decor. Cross-collaboration between programs and the creation of spaces to promote that should be considered in the redesign. For example, a 'Fine Arts Courtyard' with outdoor cafeteria tables as a special place for fine arts students and teachers to eat on nice days--or socialize when not in class would be one such idea.

HOUSTON
FINE ARTS

Proposal for creation of a

VISUAL ARTS COMPLEX

Prepared by Bobby Spillman, Amanda Schulter,
Bill Gillespie, and Kate Crowder

STRATEGIC PLAN GOAL CONNECTIONS:
2.2 DEVELOP OPPORTUNITIES FOR STUDENT ENGAGEMENT OUTSIDE OF THE TRADITIONAL CLASSROOM



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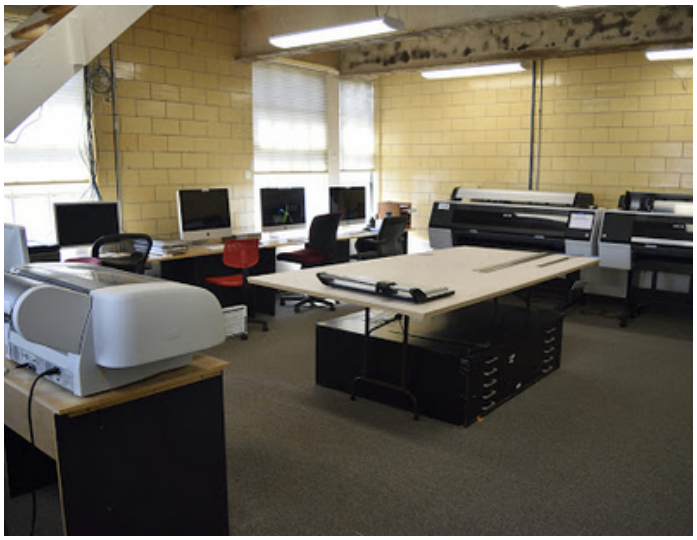
HHS MASTER PLANNING COMMITTEE



PROPOSAL DESCRIPTION

Our proposal includes the development of a multifaceted addition to the campus of Houston High School to support and expand the existing Visual Arts programs, offer connections to and expansion of current Career and Technical Education offerings, and to offer a creative communal workspace for the students and residents of Germantown.

We envision a multi-story facility comprising functional teaching spaces which encompass an open common work, event, performance, and installation space. Each teaching studio would be dedicated in part to instruction in specific two-dimensional or three-dimensional disciplines either currently offered or unable to be offered in present facilities. We consider these facilities a necessary step in the evolution of our Fine Arts Academy as we seek to ensure students are well prepared for post-secondary success.



On the upper floor, two studio spaces dedicated to drawing, new media arts and photography would overlook the common area. The first, a digital design Mac lab and studio incorporating Adobe suite creative software would allow an expansion of the existing digital arts program of study to include dual enrollment or Advanced Placement courses while supporting opportunities for students to earn industry certifications prior to graduation.

Lab space would additionally include mobile 3-D printing stations in addition to digital sublimation printing capable of poster and textile printing. The inclusion of a digital production press would allow students to offer in-house printing support for school publications, pamphlets, athletic banners, flyers, show bills, and the like. Advanced classes could offer bids to local businesses for design and print support. The second space, an open naturally-lit drawing studio would provide for multiple levels of two-dimensional art instruction with the additional inclusion of a darkroom to offer photography students options in both traditional and digital media.

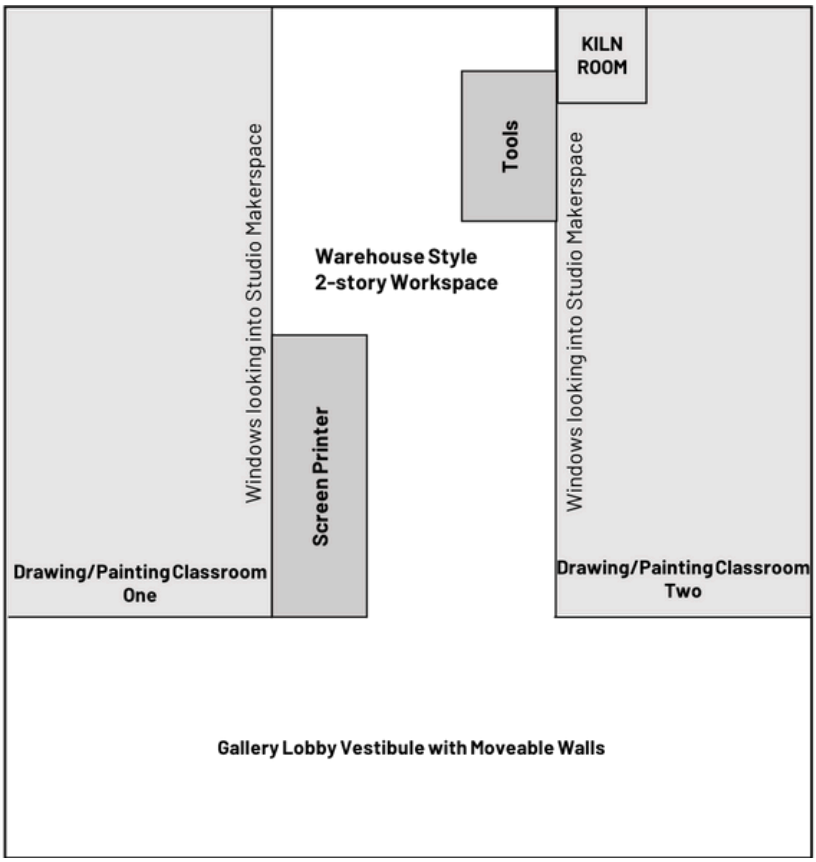


On the ground floor, an enlarged art and painting studio would serve students in multiple courses and disciplines from introductory art to Advanced Placement studio offerings. The additional space would allow for necessary equipment such as materials storage and drying racks without sacrificing instructional space. Updated paint trap, filtration and ventilation systems would provide opportunities for instruction in and safe application of media such as oils and acrylics unavailable to students in current facilities. A second studio space would include a kiln room to fire ceramics and larger presses and equipment to facilitate paper and printmaking. Retractable glass panel walls would allow each of the studio spaces on the ground floor to be closed or opened to further enlarge the studio space or the central common area on the ground floor as needed, allowing oppotunities for joint class collaborations, juries or critiques.

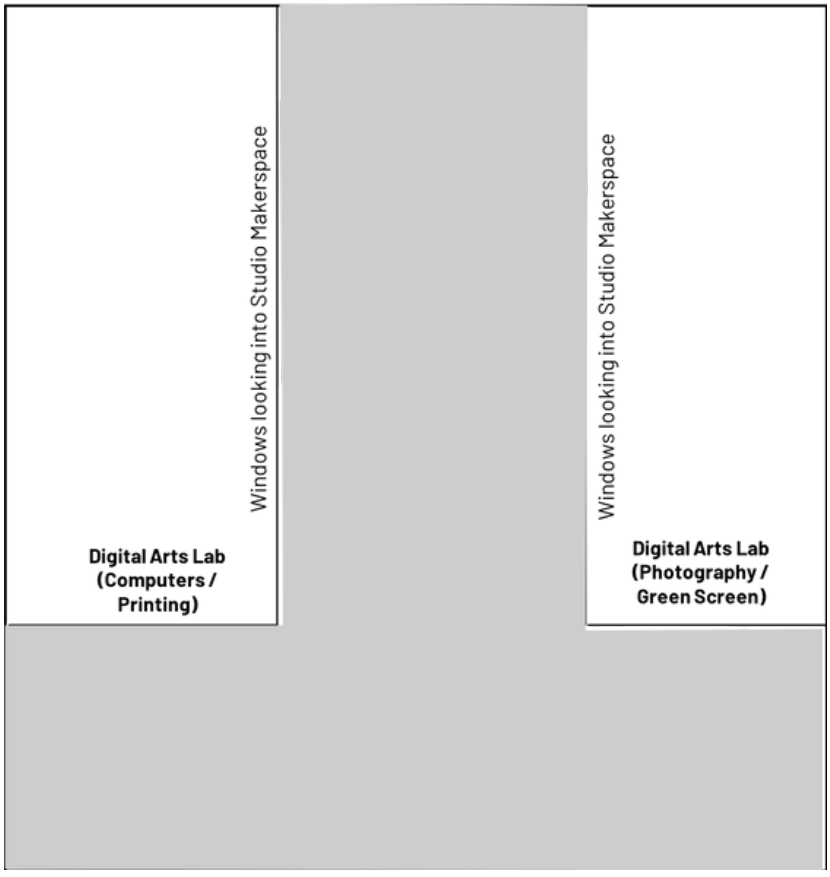


from top: well lit, open studio spaces capable of housing multiple seating arrangements and easel space

From left: the open printmaking lab from RCA in London: room for press operation; glass topped-inking tables; inventive use of space for drying work



FIRST FLOOR LAYOUT



SECOND FLOOR LAYOUT

Primary entry to the ground floor would include a large antechamber serving a dual purpose: principally to offer a secure entry point to ensure student safety, but also to serve as a smaller gallery and installation space. Including movable walls, the interior shape of the space is customizable allowing student work to be on constant display.

The rear of the building would house a workshop and supply storage space. Woodworking tools such as miter station, lathe and table saw stations in addition to hand tools, present students in multiple disciplines access to the means often necessary to complete projects. Ideally connected to the performing arts wing, such a workshop offers collaborative space for design and creation of sets for HHS productions.

The central common area is intended to facilitate a number of curricular and community connections. Though its central purpose is to serve students, we envision the space as capable of housing small performances, meetings or community events as well as an extension to house larger gallery shows and installations. Additional movable walls create individual gallery spaces and smaller work areas. The additional height offered within creates a space for current mural crews to safely stage and display work out of the elements as well as options for large work currently constrained by traditional facilities.

Finally, we see this structure as a place of creative community beyond our current student body: a core unit open to interpretations of space, use and design. We envision an inviting communal space where students, faculty and local artists can offer workshops to community members of all ages. Summer art camps facilitated by Houston High School students create not only opportunities to share knowledge but to make forays into arts education themselves. Facility rentals and open workshop hours allowing use of equipment to local small businesses, community groups or entrepreneurs could aid in the financial support of these programs.

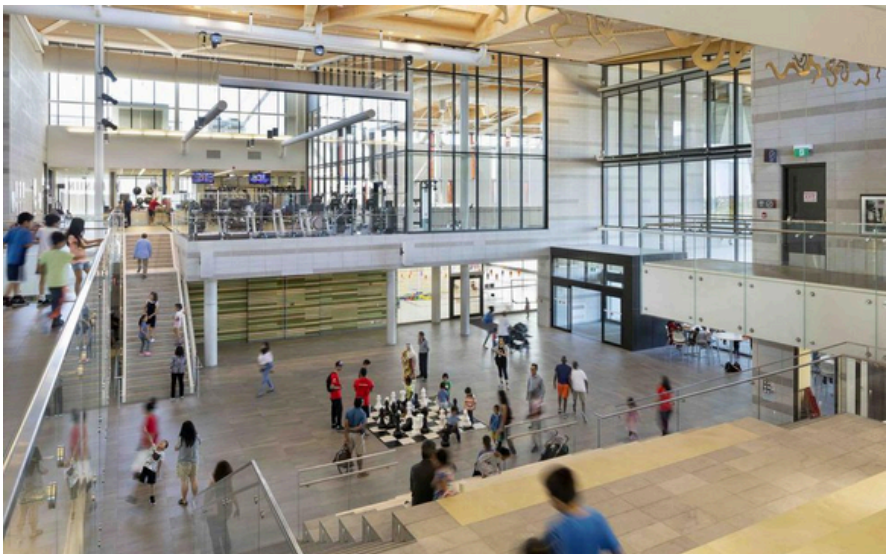








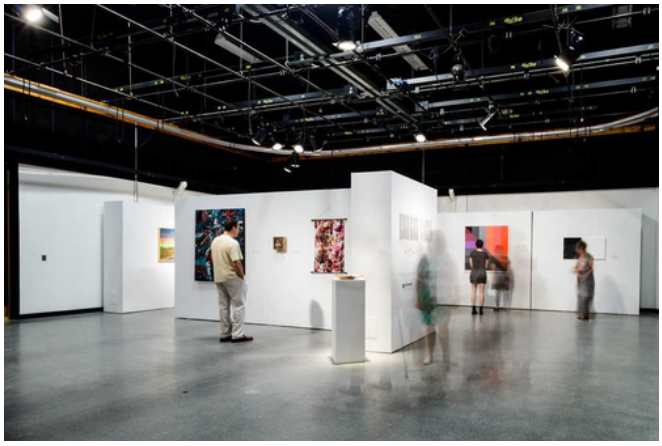
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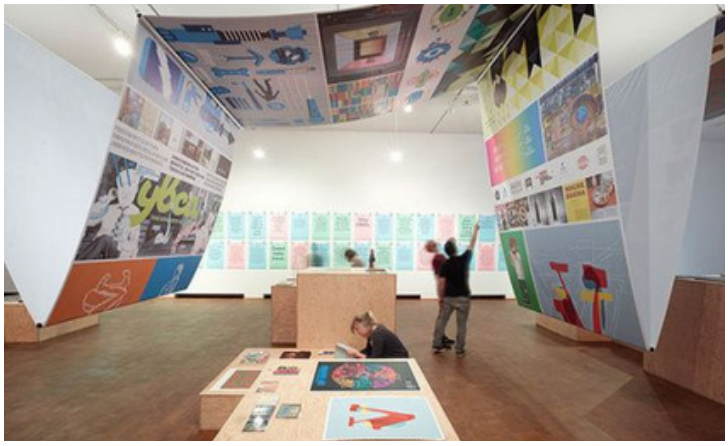


PICTURED: Multiple inspirations for interior communal space: large stairs to both connect floors and allow seating; glass partitions to separate instructional space from common space; easily movable furnishing to enable spatial transformations; exposed concrete flooring to limit maintenance

IN SUMMARY

As GMSD continues its mission of inspiring personal excellence within our students, we consider such a space vital to bolstering multiple goals within our strategic plan. The access to industry-standard equipment and training provides students increasingly authentic instructional experiences outside of a traditional setting. We believe the space itself will serve to inspire student outreach, community involvement, and leadership speaking to the whole child. The academic options created by the development of this space additionally affords expansion of already robust course offerings, but more importantly, it offers opportunities for GMSD to continue the recruitment of highly-skilled experts qualified to offer our students access to current practices and skills necessary to succeed beyond graduation.







From top left; moveable gallery walls, a noticeable entryway, vestibule lobby with moveable walls and gallery lighting grid to showcase student work





An entrance that both highlights student work and features interior glass to evoke curiosity from students entering the building would bolster interest in the program.

An inspiration for the shared workspace can be found on Summer Avenue in Midtown at the Five in One Social Club (pictured below).

The City of Germantown would benefit from a space that could be staffed by Fine Arts Academy students earning hours for visual arts community service; teaching fellow students or other residents arts and crafts, screenprinting, printmaking, and other handicrafts.

CROSS-CURRICULAR CONNECTIONS: The theatrical scene shop should be adjacent to the workshop space in the visual arts facility.





WHAT HHS CURRENTLY OFFERS

- Art I
- Art I Honors*
- Art II
- Art II Honors*
- Digital Arts I
- Advanced Mixed Media Studio +
- Advanced Painting & Drawing Studio +
- Dual Enrollment Art History +
- Advanced Placement Art

+ new course offerings for 2021

TN COURSE CODES FOR POTENTIAL FUTURE CLASSES:

- IIIG05HC0 Visual Arts: Sculpture
- IIG05HC1 Visual Arts: Sculpture
- IIIG05HC6 Visual Arts: Fibers/Textiles/Papermaking
- IIG05HC7 Visual Arts: Fibers/Textiles/Papermaking
- IIIG05HB4 Visual Arts: Painting
- IIG05HB5 Visual Arts: Painting
- IIIG05H30 AP 2-D Art and Design
- G05H24 AP Drawing
- G05HB6 Visual Arts: Drawing
- IIG05HB7 Visual Arts: Drawing
- IIIG05HB4 Visual Arts: Painting
- IIG05HB5 Visual Arts: Painting
- IIIC11H06 Digital Arts & Design
- IC11H05 Digital Arts & Design
- IIC11H16 Digital Arts & Design
- IIIC11H08 Dual Enrollment Arts & Design
- IC11H09 Dual Enrollment Arts & Design
- IIG05HB8 Visual Arts: Ceramics
- IIG05HB9 Visual Arts: Ceramics
- IIIG05HC2 Visual Arts: Photography
- IIG05HC3 Visual Arts: Photography
- IIIG05HC4 Visual Arts: Printmaking
- IIG05HC5 Visual Arts: Printmaking
- IIIG05HC0 Visual Arts: Sculpture
- IIG05HC1 Visual Arts: Sculpture III

HOUSTON
FINE ARTS

Proposal for creation of a

INDUSTRY-STANDARD AUDITORIUM

Prepared by Kell Christie, Paul Ross, John Hagan, and Chris Cooper

STRATEGIC PLAN GOAL CONNECTIONS:
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ABOUT THE HOUSTON BAND

The Houston Band is the be-all-end-all band program in the Mid-South, massive in size and massive in accolades, you can see their collection of trophies in their practice space.

THE MARCHING BAND will compete across the Mid South this fall and is proud to be sponsored by the Houston High School Band Boosters.

WIND ENSEMBLE is made up of approximately 60 members and is established through auditions at the end of the marching season. The very best musicians in our band program become members of the Wind Ensemble. Many of its members are also members of the All-West Tennessee Band, the All-State Tennessee Band, the All-West and All-State Tennessee Orchestra, the Memphis Youth Symphony, and the Memphis Youth String Orchestra. Wind Ensemble plays and interprets the highest level of high school band literature. They present several concerts a year and take a trip each spring to compete nationally.

SYMPHONIC BAND is made up of approximately 60 members and is established through auditions at the end of the marching season. This band serves as a feeder group for the Wind Ensemble. A high level of band literature is performed. The Symphonic Band presents several concerts each year and takes a trip each spring to participate in national competitions.

CONCERT BAND is comprised of approximately 70-80 members and is established through auditions at the end of marching season. This band serves as a feeder group for the Symphonic Band.

JAZZ ENSEMBLE is a performance based course intended serve as an introduction to the rich history of American jazz music. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form.

COLOR GUARD The color guard is a non-musical section that provides additional visual aspects to the performance. The color guard performs alongside the marching band at football games and most guards regularly compete in competitions during the fall. The purpose of the color guard is to interpret the music that the marching band is playing via the synchronized work of flags, sabers, rifles, the air blade, and through dance.

INDOOR GUARD is similar to color guard, except the performances are indoors on gymnasium floors through the winter season. The traditional marching band music heard during fall season is replaced with a recording of various musical genres



ABOUT HOUSTON THEATRE

The talent of the people who make up the students and teachers in the fine arts department are among the best in the country. Kell Christie was formerly the artistic director of Theatre Memphis, a Tennessee Major Cultural Institution and one of the oldest theatres in the country; she left to follow the pull of the classroom. The plays that have been produced at GMSD under her tenure have been nominated for Best Overall Production three out of the five years they've participated in the High School Musical Theatre Awards (the high school equivalent of the Tony awards), and won once. Ms. Christie was the inaugural recipient of the HSMTA Most Inspiring Teacher award and a finalist for the Tony award for Best Teacher.

The motto of the theatre department is "Curiosity, Humility, and Courage." These three words guide the learning that we do in theatre arts. Each theatre course begins with the assertion that innovative thinking is essential for any profession and for all people. This kind of thinking can only be achieved through curiosity. Humility is necessary for each of us to understand that we are never finished learning, and that everyone we encounter may have something to teach us. Courage of heart allows us to be curious even though we might sometimes be embarrassed or feel awkward. The goals for the classes center around creative thinking, problem-solving, active listening, and analytical skills—all necessary for innovative work. Additionally, these courses connect to and complement other core areas of learning. This is most obvious with history, social studies, English, and the other fine arts, but connections also exist to mathematics, physics, chemistry, and biology.

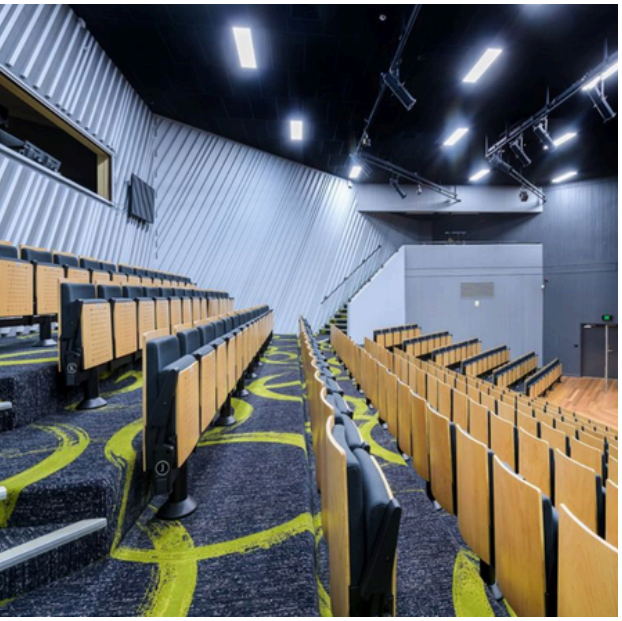


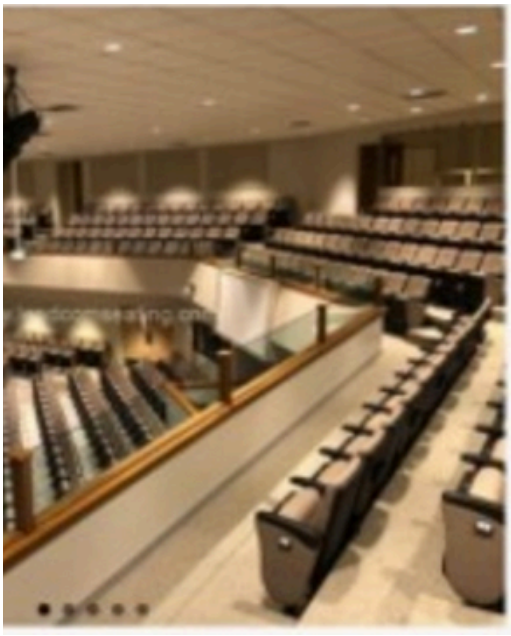


AUDITORIUM FEATURES

A STANDOUT FEATURE—A TURNTABLE One thing that would really set our theatre apart from others is to include aspects that no other area theatres, especially other educational theatres. Such aspects might include a turntable, famously used by the cast of Hamilton. It could also include a set that is able to raise and lower depending on the scenic needs.

SEATING NEEDS We would prefer there to be balcony seating in addition to floor seating. This serves multiple purposes including to limit seating to the floor for an intimate experience. The balcony section allows our programs to get multiple views to make videos or performances and improves the overall sound quality. As far as capacity, we would recommend a seating capacity of around 1,000. The need for further intimate performances can be accommodated by the blackbox theater. Rentals at GPAC cost the district around $15,000 annually.







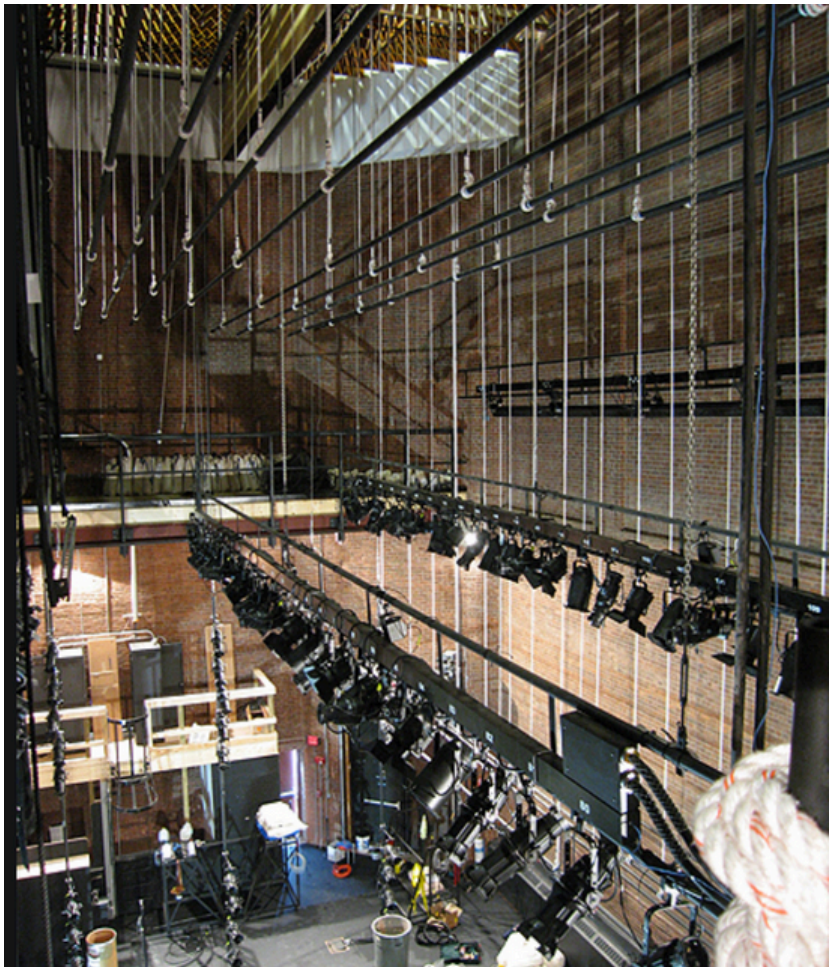
SCENE SHOP The scene shop needs to lead directly to the stage with a loading dock-sized door. It needs to be equipped with scene shop tools appropriate for carpentry. Our Art I classes would also like to become more involved in scenic design and painting, so it would be ideal for the scene shop to be easily accessible to our visual arts programming.

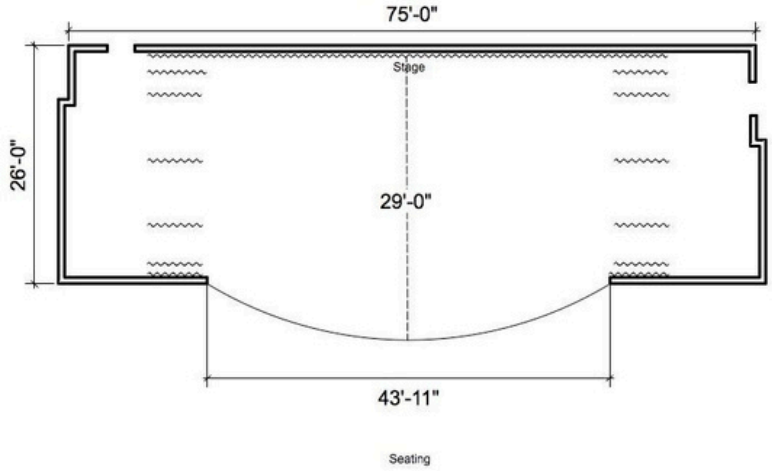
LIGHTING The lighting system we have at the school works well. The present limitations exist because of the architecture and wiring of the current space. There's no need to light the front of the auditorium with stage lights; rather, resources should be spent on complete coverage of the stage. A new auditorium would contain better sight-lines, better stage coverage, and an industry-standard cyclorama. Many fixtures recently purchased with augment any new instruments purchased, while some fixtures may remain in the blackbox theater (outlined in an additional proposal). Additional fixtures might include more moving lights and lighting channels.

AUDITORIUM FEATURES

WING SPACE There should be adequate space in the wings of the stage for scenery pieces to move on and off.

U**SABLE FLY SPACE** Of all of the desired elements, this one was most essential to our theater program. The electrics (places above the stage where the lights are centered) should be able to come down and up, and scenery should be able to be flown in and out. This is the first place that architects start cutting, but if you want a truly first-class auditorium capable of housing touring shows, it's a must.





COSTUME SHOP While this is a big ask, it would be nice to have a place for costume construction that leads directly to the dressing rooms. Having a dedicated shop would give our students in technical theater valuable experience in this industry--as well as lead to (hopefully) dedicated storage space for costumes.

DRESSING ROOMS The dressing rooms must hold at least 40 actors, have a rack in the center that hangs from the ceiling for costumes, and mirrored seating areas. The boys' dressing room can be smaller than the girls' dressing room.

STORAGE Adequate storage must exist for large scenic elements (platforms, stair units, furniture, flats, etc.), small props, and costume inventory. The department cannot grow without it. The music department also needs stage storage space for stage items like a concert shell, piano, and choral risers. The theater space at Oxford High School made good use of the second story, providing additional storage space for all fine arts programs.

AUDITORIUM FEATURES

STAGE FLOOR The stage floor should be sprung wood to allow for dancers to use it without injury.

SOUND Between 20 to 30 wireless microphones on a frequency that is not about to be taken over by the FCC. Microphones hung above the stage to capture sound for band, orchestra, and choir. As many handheld microphones as the choir needs. A soundboard that can mix all of these elements together along with sound cues for plays. A dedicated laptop/iPad for the soundboard. A full roster of suggested sound elements has been created in a Google Sheet, here.

FRONT CURTAIN A front curtain that can be raised and lowered or opened across the stage.

LARGE STAGE SPACE The stage should be similar in size to GPAC, easily able to accommodate our student music groups. With the exception of our large-scale theatrical musicals, there should be a way to seat at least one hundred people on the stage itself, allowing for smaller, more intimate shows.

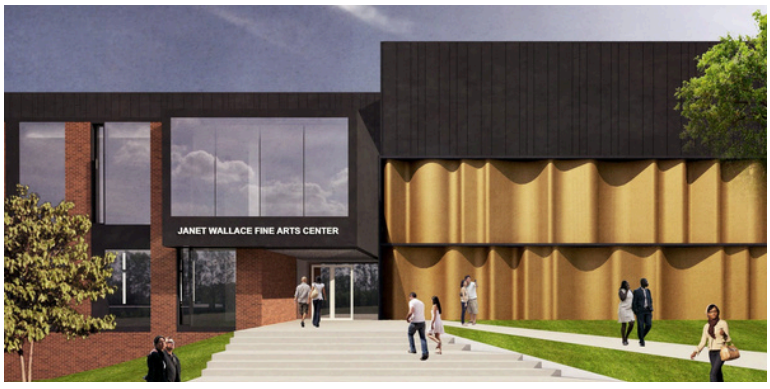
THEATER CLASSROOM SPACE A dedicated theatre classroom with arena-style seating. At one theater we visited, this space and the theater director's office were neatly included in the backstage area.

ACOUSTICS The theatre would be built in such a way that it would have great natural acoustics and would not be a square cinder block design.

SHELL There will be a need for an acoustic shell for all music programs. A motorized shell, while a large investment ($550K) would be incredible.

ORCHESTRA PIT The theatre stage would include a built-in orchestra pit with a small elevator to lower equipment (see Oxford HS design) into the pit. The pit would also have access via a staircase and include a stage cover. A Dante A/V system that connects the pit and dressing rooms to the action on the stage via closed-circuit television.

PROJECTOR SCREEN The theatre would need a large built-in drop-down projection screen at the center of the front of the stage for assemblies, parent nights, etc (see Oxford High design).



FRONT OF HOUSE/CURB APPEAL This group coalesced around central theming for the interior needs of a new auditorium very quickly. There was little discussion around the exteriors. The use of glass and other creative materials to create a beautiful space for families and students as they enter is, however, a desire.

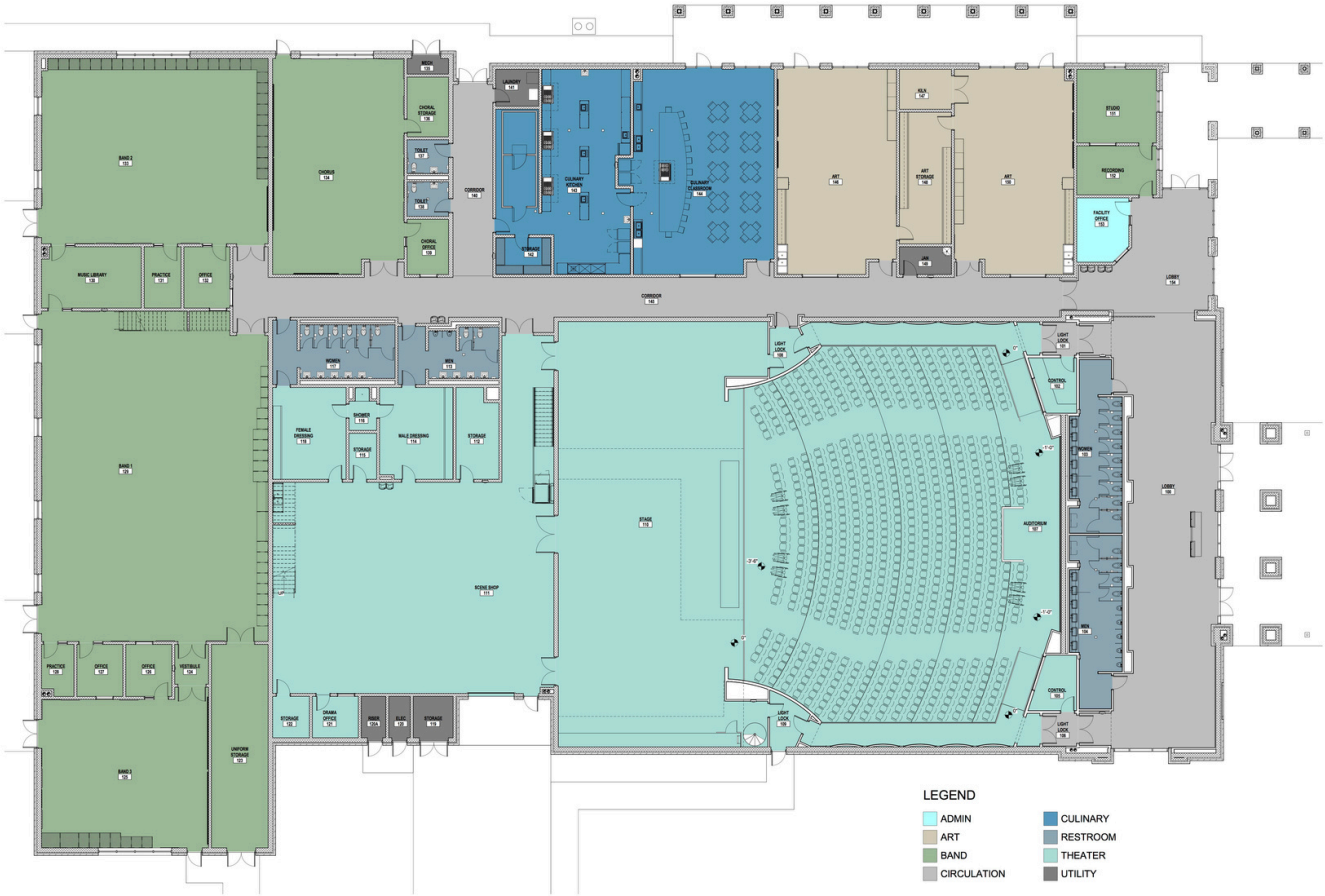
RESEARCH EXEMPLARS

SIZING The Orpheum
We strongly encourage comparison of any design to the 'gold standard' in the area, The Orpheum. Sizes dimensions and other specifications for The Orpheum can be found here.

LIGHTING Briarcrest
Briarcrest has an exceptional lighting system that can be host to both theatrical productions as well as concerts (the moving lights create the look seen in most of the photos of our choir performing at their theater below).



FLY SPACE & ORCHESTRA PIT Oxford High School
The scope and design of the theater seemed MOST in alignment with the needs of the programs at Houston High School.



HOUSTON
FINE ARTS

Proposal for creation of a

DANCE STUDIO & BLACK BOX THEATER

Prepared by Kate Crowder, Kell Christie, Matt Taylor, Laura Freeman

STRATEGIC PLAN GOAL CONNECTIONS:
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BRIEF DESCRIPTION

The Black Box Theatre & Mustang Dance Studio is an intimate space that provides the ultimate flexibility for a small house or rehearsal. Space configurations include but are not limited to Dance Classroom, End Stage, Two-sided, Three-sided, Thrust, and Theatre in the round. This space will make a wonderful rehearsal hall for multiple student groups. A fully capable lighting grid, curtains that hide full wall mirrors with a mounted ballet barre, and a basic sound and presentation system provide ample playback and usage options for this space. Two dressing rooms, multiple access points to the space, and a storage area all complement this wonderful little theatre.
Audience Capacity: Approximately 100 depending on configuration

USABILITY

Imagine a space that serves many functions for Houston High School:

- A home for a four-year dance program, Colorguard, vocal music choreography rehearsal
- A versatile performance space for smaller-scale theatrical productions, student-directed projects, small ensemble musical performances, technical theater teaching space, and one-act plays.
- A lecture space for poetry readings, Beyond Boundaries social issue student organization, guest speaker series hosted by the HHS Honors Academy, student-led TED talks, or other intimate speaking engagements.
- Event space for end-of-year banquets, with a fully functional lighting grid and basic sound/presentation system; this spacious room would be beautiful with rented tables and catering.

DESIRED COMPONENTS

FLEXIBLE SEATING

Moveable risers with seats or chairs for 75-100 guests. See how this high school created a space with motorized, moveable risers/chairs for an idea of the desire. CLICK HERE TO VIEW. Risers are preferred as a means to create multiple elevations for a small audience.



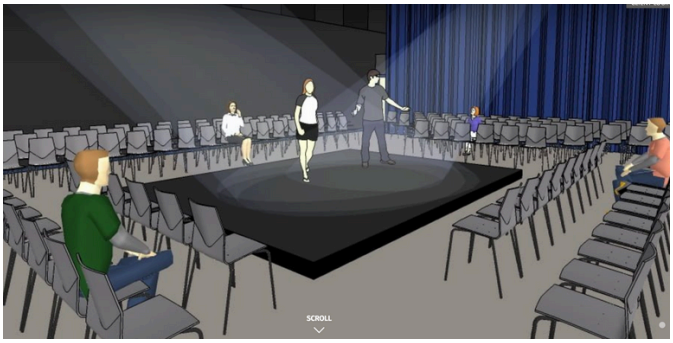














LIGHTING GRID/LIGHTING AND SOUND CONTROL BOOTHS

Inspiration space: Rhodes College's McCoy Theater. The space is small, making it ideal for a training ground on technical theater. The smaller space can be repurposed in multiple ways (see inspiration photos from the McCoy Theater below).





EASY TO USE AUDIO PLAYBACK, SOUND CAPABILITIES, AND AUDIOVISUAL OPTIONS

Imagine a flexible space for our guest speakers, professional development sessions, or student-led presentations. It is important that this space makes small-scale 'performance' simple for all users. The space should also be intimate enough that microphones are not needed to hear performers.







WHY A DANCE PROGRAM?

Simply put, the City of Germantown is home to many students who dance. Outside of projected student interest, dance works in tandem with our existing programs in theater arts, vocal performance, and marching band. Students in those programs would benefit from taking a dance course in lieu of 'lifetime sports' to receive their health and wellness credit for graduation while gaining valuable supporting skills to their programs.

GMSD also has a successful pom and cheerleading program that wins national championships more than it does not. A dance program would be a natural fine arts credit choice for our pom and cheerleader athletes.

In the future, a vibrant, four-year comprehensive dance program may awaken the artist in students we have not yet identified today. Adding a dance program addresses whole child education. Dance is a physical expression through the movement and rhythm of relationships, feelings, and ideas. Dance is a part of the pulse of humanity.

Studies collected by Nielsen and Burridge explore how a deeper understanding of dance challenges standard conceptions of intelligence and achievement and show the transformative power of movement for people of all ages and backgrounds.

In summary:

- Dance is excellent exercise
- Dance may be a gateway for some students to discover an appreciation for the fine arts
- Research has found that teens who dance experience a boost in social and self-acceptance
- Dance represents an opportunity for students to express originality and creativity
- Dance is based on routines and helps teens to develop good habits
- Dance can help some students improve communication, as it is a form of audience-centered storytelling.

POTENTIAL HHS COURSES

- G05H23 Dance IV
- G05H22 Dance III
- G05H20 Dance I
- G05H21 Dance II
- G05X12 Multi-Age Vocal Music (Chorus/Choir/Vocal Ensemble) Grades 6-12
- G05HC9 Dual Enrollment Theater Arts
- G05H19 Theatre Arts IV
- G05H18 Theatre Arts III
- G05H17 Theatre Arts II
- G05H16 Theatre Arts I

SPECIAL COURSES

There are also possibilities for expansion beyond the listed courses that will benefit from sharing this space. GMSD has the ability to apply for special course codes.

HOUSTON
FINE ARTS

Proposal for creation of a

HOME FOR THE HOUSTON ORCHESTRA & HOUSTON CHOIRS

Prepared by Kinsey Moline, Long Long Kang, and Kate Crowder

STRATEGIC PLAN GOAL CONNECTIONS:

2.2 DEVELOP OPPORTUNITIES FOR STUDENT ENGAGEMENT OUTSIDE OF THE TRADITIONAL CLASSROOM



2021 | MARCH

HHS MASTER PLANNING COMMITTEE



ABOUT HOUSTON ORCHESTRA

The Houston Orchestra is the culminating destination for over 200 GMSD orchestra students across our elementary and middle schools. Under the direction of Dr. Long Long Kang, our high school orchestra program has received first place and superior ratings from numerous local and national competitions. The orchestra performs regularly at the Germantown Performing Arts Center and local events. Many students have been selected for All-West, All-State, and All-National Orchestras every year, setting records for local school districts. The orchestra has performed all across the country in well-known venues like Carnegie Hall in New York City.

Currently comprised of approximately 100 high school students, the program grows every year. Looking at feeder programs, the high school orchestra is projected to reach 150 students in 2025. Houston High School students are offered a variety of orchestra courses, some of which have multiple sections, including:

- **ORCHESTRA**

Houston Orchestra is open to all students who desire to learn how to play a string instrument or for students with limited performing experience. No audition is necessary for this class.

- **ORCHESTRA HONORS**

The Houston Chamber Ensemble is a performance-based class. This course offers performance opportunities for more experienced string players. Students will continue to refine sight-reading skills and performance techniques.

- **STRING QUARTET HONORS**

Explore the profound repertoire of the string quartet music that was composed from the Baroque period to the Twentieth century. Develop the ensemble skill and the ability to choose proper bowings and fingerings.



ABOUT HOUSTON CHOIRS

The Houston High School Choirs provide high-quality training for aspiring young vocalists. Through the courses offered, each Houston High School Choir graduate should attain skill sets and character qualities in order to prepare for college, a possible career as a professional musician, and at the very least, the potential to be a lifelong independent musician.

The philosophy of the Houston Choir Program is founded on the principles of self-motivation, artistic excellence, professionalism, and a strong work ethic. Students must also understand that mastery of any craft takes daily work, effort, and practice. Talent is simply not enough.

Currently there are approximately 100 students in the existing choir program with a desire to expand to 150 over the next five years. The Houston Choirs had 15 students place in the TN All-State Choir and one student participate in the All-National Choir. They've traveled to perform in NYC, Prague, Vienna, and Hawaii. With an aim to expand, the Houston Choirs currently offers:

- **CONCERT CHOIR**

This is an auditioned and honors credit mixed course for students with advanced vocal skills. Course content includes study of fundamental vocal technique, sight-reading, music theory, and music history.

- **WOMEN'S CHOIR**

Course content includes study of fundamental vocal technique, sight-reading, music theory, and music history.

- **FIFTH MEASURE**

This is a contemporary a cappella mixed choir comprised of 16 voices. Students sing a variety of pop music and perform all over the Memphis area. During Christmas, the group, dressed in traditional Dickens attire, becomes a caroling group.

- **HOUSTON MADRIGAL**

This chamber ensemble is the newest addition to Houston Choirs. The mixed group is comprised of selected advanced singers who perform sacred and secular early choral music.

- **DOLCE BELLA**

This is a contemporary a cappella treble choir comprised of 16 voices. Students sing a variety of pop music and perform all over the Memphis area.

CLASSROOM SPACES

COMMONALITIES FOR BOTH CHOIR AND ORCHESTRA

Both programs would benefit from tall ceilings, acoustic paneling, and space appropriately sized for their large groups. It is best practice to rehearse in a space that models performance conditions. Additionally, each classroom needs an audiovisual display (projector or otherwise) and an easy way to electronically play music. Both spaces need a piano, conductor space, and posture chairs appropriate for music instruction. Both instructors also expressed an interest in natural lighting and inspiring materials.

RESEARCH ON SIZE OF EACH SPACE:

To ensure sufficient cubic volume, this rule-of-thumb should be considered: each band/orchestra musician requires 16 to 20 m3 (550 to 700 cu ft), while each choral musician needs 10 to 14 (350 to 500 cu ft). For a band/orchestra rehearsal room that accommodates 60 to 75 students, the ceiling height should be a minimum of 5.5 to 6.7 m (18 to 22 ft) and the floor size approximately 232 m2 (2500 sf). The resulting total cubic volume will be 1274 to 1557 m3 (45,000 to 55,000 cu ft).







Helmut Koch Hall in the Haus des Rundfunks, Berl

CLASSROOM SPACES

ORCHESTRA CLASSROOM SPECIFICATIONS

This classroom needs to accommodate 40-80 students per class period/rehearsal. For size comparison, it would be two-thirds the size of the new band addition rehearsal room. This classroom also needs an office for the director and storage spaces for both its sheet music library and over 100 student instruments. The preference for music storage is a separate room (similar to the band program) in which students are retrieving and putting away instruments in a space that is not the main classroom. Dr. Kang prefers no risers for seating in the room.



VOCAL MUSIC CLASSROOM SPECIFICATIONS

Ms. Moline's most immediate need is choral risers that are large enough to accommodate posture chairs for students. Following best practice for conducting choirs, these choral risers need to form a U-shape around the room. Ms. Moline prefers the risers to be built-ins, rather than moveable. Along the focal wall in the space, full wall mirrors masked by a moveable curtain for choreography work are desired. An office for the choral director along with dedicated storage space for sheet music should be included.



NOT DESIRED

Built-in risers that are not rounded like those pictured above.



DESIRED

Built-in risers that are ROUNDED like those pictured above. Space also allows for choreography rehearsal in the open space.

INDIVIDUAL & ENSEMBLE PRACTICE SPACES
Our four music teachers all agree that the largest need across programs is individual & ensemble practice spaces. The size of an "ensemble practice room" would be approximately half the size of a regular classroom. It would be optimal for these spaces to be soundproof but offer glass doors for proper supervision by instructors.

While these spaces could be shared, each program has listed how many spaces would be used daily by their students:

CHOIR
1 ensemble space
2 individual spaces

ORCHESTRA
2 ensemble spaces
4 individual spaces

BAND
8 individual spaces

WHY IS MUSIC IMPORTANT?

Last year, Germantown Municipal School District was proud to be named a Best Community for Music Education by the National Association for Music Education. Germantown was chosen because of the incredible history of parental and community support provided by local gem, GPAC. Research into music education continues to demonstrate educational/cognitive and social skill benefits for children who make music. After two years of music education, the research found that participants showed more substantial improvements in how the brain processes speech and reading scores than their less-involved peers and that students who are involved in music are not only more likely to graduate high school, but also to attend college as well. Everyday listening skills are stronger in musically-trained children than in those without music training. Significantly, listening skills are closely tied to the ability to: perceive speech in a noisy background, pay attention, and keep sounds in memory. Later in life, individuals who took music lessons as children show stronger neural processing of sound; young adults and even older adults who have not played an instrument for up to 50 years show enhanced neural processing compared to their peers. Not to mention, social benefits include conflict resolution, teamwork skills, and how to give and receive constructive criticism. According to National Association for Music Education here are some other benefits to supporting music programming in school:

- Helps develop language and reasoning
- A mastery of memorization
- Students learn to improve their work
- Increased coordination
- A sense of achievement
- Kids stay engaged in school
- Success in society
- Emotional development
- Students learn pattern recognition
- Better self-confidence
- Better SAT scores
- Fine-tuned auditory skills
- Builds imagination and intellectual curiosity
- Musical instruments can teach discipline
- Preparation for the creative economy
- Development in creative thinking
- Music can develop spatial intelligence
- Kids can learn teamwork
- Responsible risk-taking

POTENTIAL HHS COURSES

- G05X12 Multi-Age Vocal Music (Chorus/Choir/Vocal Ensemble) Grades 6-12
- G05X15 Multi-Age Instrumental Music (Band/Orchestra/Other) Grades 6-12
- G05H92 Orchestra/Strings IV
- G05H91 Orchestra/Strings III
- G05H90 Orchestra/Strings II
- G05H89 Orchestra/Strings I

SPECIAL COURSES

There are also possibilities for expansion beyond the listed courses that will benefit from sharing this space. GMSD has the ability to apply for special course codes. Private instruction in a musical discipline is one such idea.