

Weaver Academy for Performing and Visual Arts **Required Course Work Handbook**

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Performing and Visual Arts Description

The Performing and Visual Arts Academy at Weaver is a nationally ranked public high school where students have the choice to focus on one of eight disciplines in the Performing and Visual Arts (PVA) and immerse themselves in an all Honors/Advanced Placement (AP) curriculum. As an options high school, it is important to note that admission to this rigorous arts training program is only possible through a stringent application and audition screening process.

The vision for the Performing and Visual Arts Academy at Weaver is to nurture an active, lifelong passion for expressing a chosen art form as well as develop and prepare independent learners through strong academics. Weaver's objectives include challenging students to the highest level of course work, requiring effort and quality in their work, and offering them the support they need to excel.

As the premier arts school in Guilford County, many activities are offered reflecting our magnet theme. Some of the most popular activities include the Weaver Academy Performance Opportunities, called WAPOs, and the Student Concert Series which showcases polished student performances. Additionally, each year the faculty uses a public Faculty Benefit Concert as a vehicle to showcase its credentials to the community. In addition, Weaver showcases nationally and internationally recognized performing artists through our Artist Studio Programs.

Weaver is committed to offering a rigorous pre-professional arts curriculum. The lessons learned at this level of rigor last a lifetime and are transferable to many other life applications. For example, the performance training a student receives from the Piano program can easily transfer to effective and creative presentation in the board room and beyond. Former Secretary of State, Condoleezza Rice, studied to become a concert pianist at the University of Denver's Lamont School of Music before majoring in Political Science.

Weaver's goal is to have students integrate their art throughout their lives whether it is on a professional or amateur level. They may choose to depend on their art form as a source of income or use it as a creative release from their "day jobs." The goal of any education is to cultivate the entire person, and cultivating one's talents and ability in any field of art is part of creating the complete individual. The school's mission is to ensure that its students are prepared for an undergraduate level arts program at a college/university and/or conservatory, understanding that each student may not choose to be an "arts major" in college, but each student completing the program would be prepared for that level. At that point, only the student can make the decision to take that next step. Knowing they have the ability and the choice to decide their next life step is a tremendous gift.

Weaver's ultimate goal is to nurture a lifelong passion for the study of a student's chosen art form. It is through intense, in-depth, and disciplined study of the arts that students are provided the opportunity for self-discovery and self-revelation—this goes beyond mere knowledge.

Principle Area Required Course Work

There are 13 required courses within each art discipline, including the particular student's principle area, as well as other courses and projects designed to develop theoretical knowledge, technical understanding, and historical understanding. **All are required.**

In general, all students will be enrolled in their principle area course **every semester** for intense, in-depth study of their art, as well as one to two other integral courses per year. For example, a Guitar principle will have two semesters each year in Guitar I, II, III, and IV, with additional courses in Music History and Music Theory. Naturally, these courses are in addition to academic requirements for graduation in North Carolina and under the auspices of Guilford County Schools.

The following is the mandatory state criteria based on when students are accepted into the Weaver PVA program:

- When entering as a freshman:
 - All 13 required courses and projects with an unweighted "B" or higher in each course in each semester are mandatory.
- When entering as a sophomore:
 - 11 required courses and projects with an unweighted "B" or higher in each course in each semester are mandatory.
 - Two semesters of the Level I principle area courses will be exempted **only**.
- When entering as a junior:
 - Nine required courses and projects with an unweighted "B" or higher in each course in each semester are mandatory.
 - Two semesters of Level I principle area courses and two semesters of Level II principle area courses will be exempted **only**.
 - It must be noted that earning a CAMy at this level is unlikely.
- When entering as a senior:
 - There is no possibility for a CAMy when entering the PVA program as a senior.

The Weaver PVA program does accept juniors and seniors, but only under exceptional circumstances. In addition to regular application procedures, such students must demonstrate their ability to be at a Level III or IV in the principle area in which they are auditioning. As an example, if this were a "Math Academy," a student with only Algebra I skills would not be able to take an AP Calculus class. Thus, specific required course work will be determined individually. It is unlikely that any student entering Weaver as a junior and/or senior will be able to earn the Curriculum Achievement Medal (CAMy).

Completion timelines and specific courses are listed in each individual department's section of this handbook; however, timelines may be adjusted for the following reasons:

- Student's academic needs in completing the requirements for a NC High School diploma.
- Course availability and course scheduling issues.

- If any of the course options are not available in the future, students will need to complete an independent project agreed upon with the principle instructor.

Exceptions to Required Course Work:

1. Students have to take a required academic course during their freshman year only (e.g.: Math I).
2. A student's Application for Exemption of a Required Course has been approved (See page 5).

Required Grade Point Averages

Students will **maintain an unweighted "B" semester average** or higher in each required area course. If students are unable to maintain an unweighted "B" semester average, they **may be reassigned** to their home school.

Required Capstone Art Project

As a *Capstone Art Project* during their senior year, students will produce a recital, performance, and/or portfolio as specified in their principle area.

Curriculum Achievement Medal Program (CAMy)

This program is designed to support and launch PVA students to the next level of their education—acceptance to an undergraduate arts program. Many of our alumni have given testimonials to the fact that they "placed out" of several courses at the beginning of their undergraduate career due to the high expectations at Weaver Academy.

Affectionately known as a "CAMy," this graduation medal of distinction signifies those students who have successfully completed the following:

1. All principle area courses and prescribed projects with an unweighted "B" or higher each semester
2. Senior Art Capstone Project – Senior Recital/Performance/Portfolio

As students follow their required area of study, the CAMy will be awarded and recognized at both Awards Day and at the graduation ceremony.

Grounds for Reassignment (Dismissal) from Weaver

Students may be reassigned back to their home school for any of the following reasons:

- Not enrolling in any required area course.
- Not maintaining a "B" semester average or higher in any required area course.
- Academic, attendance and discipline issues.
- Asking to be un-enrolled in a required area course.
- Repeated violations of the GCS Student Handbook or Weaver Student-Parent Handbook.

Exemption of Required Course

There are situations where a student may need to apply for an exemption of a principle area required course. Please refer to the form on the next two pages for clarification. Any further questions or concerns should be discussed with the principle area instructor(s).

In an appreciation for each student's unique situation, every application will be reviewed on an individual basis. In general, few exceptions are granted because all PVA students must exemplify a sense of commitment and discipline which is essential to their success. They must understand that each component of the curriculum fulfills an important part of the Academy's pre-professional course for each student. "Because I am not going to pursue this principle area beyond high school" is not a valid reason for exempting any course. Students are reminded that they are always free to return to their home school.

Application for Exemption of a Required Course

The following five steps will be taken to review your application. Once you have completed steps one and two, please return the form to your principle area teacher to continue the process no later than the last Friday in April.

Step One: In the following lines, please present a valid reason for wanting to exempt a supporting course – include the course you wish to exempt and the course you wish to take in its place. If additional space is required, please attach to this form. Please be concise in your request.

Required Student Signature: _____

Student's current grade level: _____

Required Parent/Guardian Signature: _____

Step Two: Weaver will convene a PVA Faculty Council to review this application.

Principle Area Teacher: _____

Additional PVA Teacher of your choice: _____

Step Three: The PVA Faculty Council will do the following:

- The PVA Principle Area Teacher will inform the Administration of this request.
- The PVA Principle Area Teacher will meet with the appropriate Counselor prior to the Council's meeting to obtain background information.
- The Council will review and determine if the application will be accepted or denied.

Step Four: After a decision has been reached, the PVA Faculty Council will:

- Inform the Administration and Counseling Office of the decision by submitting this form to them. The written decision will be housed in the Principal's Office and a copy will be provided to the PVA Principle Area Teacher.

Step Five: The Administration will inform the student and his/her parents of the final decision.

PVA Faculty Council Review Form

Date of request with parent signature: _____

Date Administration was notified: _____

Date PVA Principle Area Teachers met to discuss request: _____

Date of audition and interview: _____

Date of final review by teachers involved in request: _____

Faculty decision by:

- Current Principle PVA Teacher: _____
- Requested Principle PVA Teacher: _____

PVA Faculty Decision: Accept Request / Deny Request

Decision:

[illegible]

Date of Administration informing student and parents of final decision: _____

Administrative notes (if needed after discussion with the parent):

Procedures for Students to Change Principle Area

In the history of the Performing and Visual Arts (PVA) Academy at Weaver, there have been only a small number of instances where students were allowed to change their principle area of concentration. Each case was different, and each case raised a different set of questions concerning how and if this principle area change should be allowed. From this experience, we have formulated the following plan in which students must submit the *Application for Change of Principle Area* (see next page).

Because students are accepted into the PVA Academy based on their audition in a specific area of concentration, it is the belief of the PVA faculty that the students should continue in that concentration of study and do not endorse changing principle areas. All students must continue coursework for their current PVA area until the change of major process is accepted and finalized. Students are not permitted to stop taking classes in preparation for a change of major.

Only **one** change of principle area during the four years of high school is permitted – if the change is approved. It is important to note that each application will be addressed individually.

Timeline and requirements for *Change of Principle Area*:

- The student seeking a PVA program change must do so during the time frame of audition season (mid/late March) with the change becoming effective the following academic year.
- The student seeking a PVA program change is required to audition for the proposed new PVA area during the week of our general Weaver PVA audition period in mid/late March, or the time period specified by Guilford County Schools.
- The change will become effective only if the student, and both PVA teachers involved in the change, have fulfilled the requirements for the change as stated below.
- The program change may not occur during the student's senior year (in March, as stated above).
- The student requesting the program change must hold a grade of no lower than a "B" average within their PVA and remain in good standing as it relates to participation, behavior, and attendance.

To change a principle area, the following five steps must be taken:

1. A valid reason for changing the principle area must be presented in writing to the original PVA teacher in order to initiate the process. The student must write an essay detailing why he/she wants to pursue the *Change of Principle Area* process.
2. Both teachers must come to an agreement regarding how to proceed.

- a. The original PVA teacher(s) will contact their counterpart to determine if there is space available in the requested program, audition requirements, and academic/behavioral performance. They will share the student's written essay and discuss its merits.
 - b. An agreement by both PVA teachers in the different concentrations that a change may take place must be reached before moving forward.
 - c. Both PVA teachers must meet with Weaver Administration/Counseling Office to sanction the validity for changing principle area.
3. The individual student and parent/guardian will then meet with the original PVA teacher and new PVA teacher to discuss the change. At this time, both PVA teachers will be prepared to discuss information which has been gathered.
4. Re-audition (during regular audition season – mid/late March) in the new PVA principle is mandatory, and the change is subject to a successful audition based on the new PVA instructor's evaluation of the audition. If the audition is not successful, the student may return to the original principle area or make the decision to return to his/her home school.
5. Parent/Guardian must confirm their consent in writing for their student to change the area of concentration.

Application for Change of Principle Area

All requests are to be made during our normal audition window (usually in mid/late March)

Students must recognize that the standards for entering a principle area as an upperclassman are necessarily more stringent than entering as a freshman. The following five steps will be taken to review your application. Once you have completed Steps I and II, please return the form to your current principle area teacher to continue the process.

Step One: On a separate typed page, please present your reasons for wanting to change principle areas. Please be concise in your request. Your request cannot exceed one typed page (12-point Times New Roman font with text double spaced). Attach your request to this form with the appropriate signatures completed. All signatures are necessary to BEGIN the process of changing your principle area.

Required Student Signature: _____

Required Student Current Grade Level: _____

Required Parent/Guardian Signature: _____

Step Two: The current PVA principle teacher(s) will contact their counterpart(s) to determine if there is space available in the program, audition requirements, and academic/behavioral performance. An agreement by all involved teachers must be reached before moving forward.

Required Current Principle Area Teacher Signature: _____

Required Requested Principle Area Teacher Signature: _____

Step Three: The following actions will be taken:

- The current PVA Principle Area Teacher will inform the Weaver Administration of the request.
- The requested PVA Principle Area Teacher(s) will meet with the current Principle Area Teacher(s) prior to the audition to obtain background information.
- The student will be contacted by the requested Principle Area Teacher to schedule an audition. At the scheduled time, the student must present all requested materials (i.e.: portfolio, resume, audition, work samples, etc.). Materials requested may be more extensive than those requested of regular first-time auditions and will be determined by the requested PVA Principle Area Teacher(s).
- The requested PVA Principle Area Teacher will conduct an audition and interview with the prospective student.
- The current and requested PVA Principle Area Teachers will review and determine if the application will be accepted or denied.

Step Four: After a decision has been reached, the PVA faculty will:

- Inform the Weaver Administration and Counseling Office of the decision by submitting this form. The written decision will be housed in the Principal's Office and a copy will be provided to all the involved PVA Principle Area Teachers.
- If the student is denied this *Change of Principle Area* request, he/she may continue in the original principle area or return to his/her home school.

Step Five: The Weaver Administration will inform the student and parents/guardians of the final decision.

____ Accepted ____ Denied Faculty Signature: _____

DANCE

The primary aim of the Dance Department at Weaver is to provide a nurturing and challenging educational community that equips students for involvement in the many facets of the dance discipline. The Weaver Dance faculty is committed to bringing a focused, more advanced dance curriculum to serious dance students from across Guilford County who are dedicated to their personal growth in dance skill and scholarship.

The department offers a comprehensive program of instruction and performance which serves to prepare students for the professional and academic world of dance. Emphasis is placed on skill development, critical thinking, and professionalism, all of which equip students to enter pre-professional or university dance programs. Acknowledging that the arts are powerful, the department seeks to promote dance through creative and scholarly work, honoring the role that dance plays in society and culture.

Principle Area Course Work and Projects

Dance principles will successfully complete the following courses with an unweighted “B” as a semester final grade or higher.

Assessments

- Students’ artistic work will be assessed by the faculty at the end of each semester. This is viewed as “real world” experience in the form of a professional interview or audition.

Portfolio:

- Students will begin the process of collecting materials for a portfolio during the first semester of their freshman year. They will add to and refine the contents of the portfolio each semester up to graduation.
- Students will compile a record of their dance skills and learning which could later be used for application to college or professional work.
- The portfolio will include the dance resume, documentation of performance, documentation of composition, written examples of dance scholarship, written reflections, lists of master classes and workshops, and records of other related experience including, but not limited to production, design, and costuming.

REQUIRED COURSE WORK AND SUGGESTED FOUR YEAR PLAN

FRESHMAN YEAR

Dance Intermediate (Contemporary Dance I): Fall Semester

Contemporary Dance I is an introduction to a comprehensive selection of movement concepts through beginning level modern dance technique, improvisation, composition, theory, and analysis. Experiences will promote both a greater awareness of self and an increased understanding of the dance medium.

Honors Ballet Proficient (Ballet I): Spring Semester

Ballet I develops an understanding of basic ballet technique and vocabulary. Dance history, anatomy, choreography, and performance are included. This process develops greater self-discipline and confidence.

SOPHOMORE YEAR

Honors Dance Proficient (Contemporary Dance II): Fall Semester

Contemporary Dance II is designed to increase the dancer's skills in contemporary dance styles. Emphasis is on developing a refined kinesthetic sense and individual expression through technique and improvisation.

Honors Advanced Ballet (Ballet II): Spring Semester

Ballet II offers continued study of ballet technique, vocabulary, dance history, choreography, and performance. Dancers also develop self-discipline and confidence.

Honors Choreography: Spring Semester

Choreography is the study of dance composition through explorations of choreographic theories and design. Students study the process of creating dance through a series of structured exercises and explorations of movement and movement design. Each student creates a dance to be presented in a public showing at the end of the semester.

JUNIOR YEAR

Honors Dance Advanced: Fall Semester

Students will follow the advanced dance standards as outlined in the dance portion of the North Carolina Arts Honors Standards. Students will understand, identify, and demonstrate movement elements and skills, as well as choreographic principles, processes, and structures. Students will also study dance in various cultures and historic periods and will connect dance to other disciplines.

Honors Dance Advanced: Spring Semester

Students will further develop professionalism in rehearsal and performance with the opportunity to work with student choreographers.

Honors Dance History: Fall Semester

Dance History is the study of dance that traces the evolution of our contemporary, theatrical, and ritual dance forms including ballet, modern dance, and cultural dance. Dance is explored as an expressive art that reflects various social and cultural movements in history, as students study the great works, choreographers, and star dancers of each period. Students watch dance on film, read and discuss primary sources, and participate in movement studies that address aspects of dance through the ages.

SENIOR YEAR

Honors Dance Advanced II: Fall Semester

Students will follow the advanced dance standards as outlined in the dance portion of the North Carolina Arts Honors Standards. Students will understand, identify, and demonstrate movement elements and skills, as well as choreographic principles, processes, and structures. Students will also study dance in various cultures and historic periods and will connect dance to other disciplines.

Honors Dance Advanced II: Spring Semester

This course is designed to emphasize students' abilities to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. Students compose their own original work as well as perform in the works of their peers.

Senior Dance Concert—Capstone Art Project (2nd semester senior year – part of Honors Dance Advanced II course)

Students apply choreographic devices to design and compose their own original work with clear artistic intent.

Honors Human Anatomy and Physiology (One semester, senior year)

Prerequisite: Honors Chemistry

ELECTIVES

Students must select two of the following core courses to complete their dance requirements:

- Vocal Music (by audition)
- Class Piano
- Basic Musicianship
- Music Theory (senior year only)
- Recording Engineering Beginning
- Musical Theatre

- Technical Theatre
- Adobe Visual Design
- Film I
- Advanced Physical Fitness
- Apparel I
- Interior Design
- Honors Project Management

GUITAR

The Guitar Program at Weaver offers a focused study in Classical Guitar and encourages students to pursue a variety of styles. Students attend Guitar class every day for 90 minutes in pursuit of both solo and ensemble repertoires.

Students are prepared not only as performers, but also as teachers. The ultimate goal of the program is to develop students rapidly from beginning and intermediate levels to an advanced level. This is to prepare them for college studies and a professional life.

Principle Area Course Work and Projects

- Guitar principles will successfully complete the following courses with an unweighted “B” as a final semester grade or higher.

Assessments

- Students’ artistic work will be assessed by faculty members at the end of each semester. This is viewed as “real world” experience in the form of a professional interview or audition.

REQUIRED COURSE WORK AND SUGGESTED FOUR YEAR PLAN

FRESHMAN YEAR

Guitar Intermediate, Honors Guitar Proficient (courses combined as Guitar I): Fall AND Spring Semesters

This is a comprehensive skill and artistic development course that strives to reach beyond the early intermediate level through individual repertoire development, study of principle area and natural minor scales and related arpeggios, level appropriate collaborative ensemble work and introduction of a multitude of performance skills. Lessons will be centered on themes derived from Aaron Shearer's "Learning the Classic Guitar."

Class Piano: Fall OR Spring Semester

This course will provide basic music reading skills at the keyboard through the development of successful problem-solving and practice habits. Regular playing skills tests featuring rudimentary solo and ensemble pieces will be given to assess each student's progress.

SOPHOMORE YEAR

Honors Guitar Proficient (Guitar II): Fall AND Spring Semesters

Building from foundations built on the previous classes, this course strives to reach beyond the intermediate level through individual repertoire development, level appropriate collaborative ensemble work and refinement of a multitude of performance skills. Different schools of technique and teaching methods will also be introduced.

Basic Musicianship: Fall OR Spring Semester

This course serves as an introduction to fundamentals in music. Students will experience critical listening, introduction to classical literature, instrumental and vocal identification, basic theoretical knowledge, and music reading skills. The students will be challenged to take an in-depth look at music's importance and relevance to society. This course will also include the explorations of music halls, recitals, concerts and performance procedures and etiquette. This course is meant to provide a solid foundation and stepping stone to music theory, music history, and the serious study of music performance at Weaver Academy.

JUNIOR YEAR

Honors Guitar Advanced (Guitar III): Fall AND Spring Semesters

Building on skills and concepts built on the previous classes, this course strives to reach beyond the late intermediate level through individual repertoire development, level appropriate collaborative ensemble work and refinement of a multitude of performance

skills. The students will experience in-depth studies of guitar pedagogy and compare different schools of teaching methods (Shearer vs. Calevero, etc.).

Music History & Appreciation: Fall OR Spring Semester

This course seeks to foster an appreciation of Western European and alternative forms of music as well as a familiarity with trends, terms, and musical personalities associated with them. Listening to a wide variety of music within each style period will be emphasized. Students will be trained to listen to music with a critical ear to detect musical elements (melody, harmony, rhythm, texture, form) that are associated with different stylistic periods and musical genres. A college-level Music Appreciation text is used.

SENIOR YEAR

Honors Guitar Advanced (Guitar IV): Fall AND Spring Semesters

Building on skills and concepts from the previous classes, this course strives to reach beyond the early advanced level through individual repertoire development. During this year, students will focus on the preparation of auditioning for college studies and real life teaching experiences. It is the summative year for our students.

Honors Music Theory: Fall Semester

This course emphasizes a thorough review of music fundamentals as a precursor to AP Music Theory. Attention is given to the areas of key signatures, scale construction, and triad construction/inversion. Rudimentary exercises in four-part figured bass realization will be assigned throughout the course; also included is the development of sight-singing as well as melodic/harmonic dictation skills within the common-practice tonal tradition.

AP Music Theory: Spring Semester

The students will master those aspects of Music Theory which will enable them to be successful in taking the College Board examination in this topic area. Emphasis will be given to the areas of harmonization/part writing, aural dictation, and sight-singing skills. Melodic form and harmonic analysis assignments, as well as creative composition exercises will be assigned throughout the course. The course will also include the development of listening skills using standard (common practice) Western tonal repertoire.

Senior Solo Guitar Recital—Capstone Art Project (2nd semester Senior year - part of Honors Guitar Advanced)

Designed to prepare students for undergraduate auditions with 20-30 minutes of memorized material representing Baroque, Classical, Romantic and Contemporary styles.

PIANO

The Piano Department at Weaver is committed to an in-depth study of piano performance that will inspire and sustain a lifelong passion for creating and performing music. By providing a learning environment that is creative and nurturing, yet challenging, students develop into well-rounded piano artists. They are engaged in a variety of approaches ranging from individually tailored lesson plans to large group study.

Students will focus on development of Technical Studies (scales and arpeggios), music reading skills, and a comprehensive study of solo and ensemble performance skills. Typically, there are six (6) different piano performances per year including traditional solo recitals, large multiple keyboard ensemble concerts and informal “cafés” featuring improvisation.

Principle Area Course Work and Projects

- Piano principles will successfully complete the following courses with an unweighted “B” as a final semester grade or higher.

Assessments

- Students’ artistic work will be assessed by faculty members at the end of each semester. This is viewed as “real world” experience in the form of a professional interview or audition.

REQUIRED COURSE WORK AND SUGGESTED FOUR YEAR PLAN

FRESHMAN YEAR

Piano Intermediate, Honors Piano Proficient (courses combined as Piano I): Fall AND Spring Semesters

Piano I is a comprehensive skill and artistic development course that strives to reach beyond early intermediate level through individual repertoire development, study of principle area and natural minor scales and related arpeggios, level appropriate collaborative ensemble work, and the introduction of a multitude of performance skills. Lessons will be centered on themes derived from Dr. Stewart Gordon's work, *Memorization in Piano Performance*.

Basic Musicianship: Fall OR Spring Semester

This course serves as an introduction to fundamentals in music. Students will experience critical listening, introduction to classical literature, instrumental and vocal identification, basic theoretical knowledge, and music reading skills. The students will be challenged to take an in-depth look at music's importance and relevance to society. This course will also include the exploration of music halls, recitals, concerts and performance procedures and etiquette. This course is meant to provide a solid foundation and stepping stone to music theory, music history, and the serious study of music performance at Weaver Academy.

SOPHOMORE YEAR

Honors Piano Proficient (Piano II): Fall AND Spring Semesters

Building from foundations in Piano I, this course strives to reach beyond the intermediate level through individual repertoire development, study of principle area contrary and harmonic minor scales and related arpeggios, level appropriate collaborative ensemble work and refinement of a multitude of performance skills. Lessons will be centered on themes derived from Madeline Bruser's *The Art of Practicing*.

Elective Options: Fall OR Spring Semester

Students must select ***one*** of the following core courses to complete the Piano principle requirements. The first three bullets represent classes available for selection in the sophomore year. If the three options are not chosen during the sophomore year, the student must take Anatomy and/or AP Psychology as a senior to meet the Piano principle requirements.

- Studio Guitar
- Vocal Music (by audition)
- Introduction to Recording Engineering
- Honors Human Anatomy and Physiology (Prerequisite: Honors Chemistry)
- AP Psychology

JUNIOR YEAR**Honors Piano Advanced (Piano III): Fall AND Spring Semesters**

Building on skills and concepts in Piano II, this course strives to reach beyond the late intermediate level through individual repertoire development, study of harmonic contrary and melodic minor scales and related arpeggios, level appropriate collaborative ensemble work and refinement of a multitude of performance skills. Lessons will be centered on themes derived from Alfred Publishing's *Performance Practice* series.

Music History & Appreciation: Fall OR Spring Semester

This course seeks to foster an appreciation of Western European and alternative forms of music as well as a familiarity with trends, terms, and musical personalities associated with them. Listening to a wide variety of music within each style period will be emphasized. Students will be trained to listen to music with a critical ear to detect musical elements (melody, harmony, rhythm, texture, form) that are associated with different stylistic periods and musical genres. A college-level Music Appreciation text is used.

SENIOR YEAR**Honors Piano Advanced (Piano IV): Fall AND Spring Semesters**

Building on skills and concepts in Piano III, this course strives to reach beyond the early advanced level through individual repertoire development, study of harmonized principle area and harmonic minor scales and related arpeggios, level appropriate collaborative ensemble work, and refinement of a multitude of performance skills. Lessons will be centered on themes derived from Aaron Copland's *What To Listen For In Music*.

Honors Music Theory: Fall Semester

This course emphasizes a thorough review of music fundamentals as a precursor to AP Music Theory. Attention is given to the areas of key signatures, scale construction, and triad construction/inversion. Rudimentary exercises in four-part figured bass realization will be assigned throughout the course. The course will also include the development of sight singing as well as melodic/harmonic dictation skills within the common-practice tonal tradition.

AP Music Theory: Spring Semester

The students will master those aspects of Music Theory which will enable them to be successful in taking the College Board examination in this topic area. Emphasis will be given to the areas of harmonization/part writing, aural dictation, and sight-singing skills. Melodic form and harmonic analysis assignments, as well as creative composition exercises will be assigned throughout the course. The course will also include the development of listening skills using standard (common practice) Western tonal repertoire.

Senior Solo Piano Recital—Capstone Art Project (2nd semester senior year—part of Piano IV)

Designed to prepare students for undergraduate auditions with 15—20 minutes of memorized material representing Baroque, Classical, Romantic, and Contemporary styles.

Recording Engineering

The goal of the Recording Engineering discipline at Weaver is to prepare students to be successful in their post-secondary endeavors studying digital and analog recording. Students will leave with increased knowledge and experience in musical arranging, modern music history, job opportunities in the music business, and concepts of innovative recording techniques.

Principle Area Course Work and Projects

- Recording Engineering principles will successfully complete the following courses with an unweighted “B” as a final semester grade or higher.

Assessments

- Students’ artistic work will be assessed by faculty members at the end of each semester. This is viewed as “real world” experience in the form of a professional interview or audition.

Senior Music Production Portfolio (Capstone Art Project)

(2nd semester senior year – part of Recording Engineering 12 Advanced Honors)

- Students will begin the process of collecting materials for a portfolio in the first semester of their freshman year. They will add to and refine the contents of the portfolio each semester through graduation. This portfolio could be used for application to college or professional work. The portfolio will include: the artist’s resume of recording experience, including the type of systems on which he/she has worked (Pro Tools, Reason, Recycle, Roland, and Yamaha), documentation of engineering live sound events, examples of original music in different styles, examples of contribution to the production of a supporting segment of an internet podcast, and examples of contribution to the writing and production of original works in collaboration with an outside entity.

REQUIRED COURSE WORK AND SUGGESTED FOUR YEAR PLAN

FRESHMAN YEAR

Music Production I: Fall AND Spring Semesters

This course serves as an introduction to the basics of sound and recording systems. Students will learn beginning terminology, study design and application, and become familiar with the fundamental operations of a studio set up. The student will also learn basics in jazz theory to help them arrange music for a variety of ensembles. Students will be responsible for the setup and breaking down of shows at Weaver.

Class Piano: Fall OR Spring Semester

This course will provide basic music reading skills at the keyboard through the development of successful problem-solving and practice habits. Regular playing skills' tests featuring rudimentary solo and ensemble pieces will be given to assess each student's progress.

SOPHOMORE YEAR

Music Production II: Fall AND Spring Semesters

This course is a continuation of Music Production I, and delves more deeply into studio recording techniques, expanding into live sound situations and the mix down process. Students will continue written musical production using the knowledge from MP I.

Basic Musicianship: Fall OR Spring Semester

This course serves as an introduction to fundamentals in music. Students will experience critical listening, introduction to classical literature, instrumental and vocal identification, basic theoretical knowledge, and music reading skills. The students will be challenged to take an in-depth look at music's importance and relevance to society. This course will also include the exploration of music halls, recitals, concerts and performance procedures and etiquette. This course is meant to provide a solid foundation and stepping stone to music theory, music history, and the serious study of music performance at Weaver Academy.

JUNIOR YEAR

Music Production III: Fall AND Spring Semesters

A continuation of Music Production II, students will demonstrate knowledge of previously learned information through application. This course consists of assisting in all aspects of pre-production, recording sessions and post-production. Students in this class are expected to interact with other Weaver Academy groups for live recording and studio sessions.

Music History & Appreciation: Fall OR Spring Semester

This course seeks to foster an appreciation of Western European and alternative forms of music as well as a familiarity with trends, terms, and musical personalities associated with them. Listening to a wide variety of music within each style period will be emphasized. Students will be trained to listen to music with a critical ear to detect musical elements (melody, harmony, rhythm, texture, form) that are associated with different stylistic periods and musical genres. A college-level Music Appreciation text is used.

SENIOR YEAR**Music Production IV: Fall AND Spring Semesters**

This course offers the student hands-on experience in the studio, assisting with recordings and the post-production process. Students actively participate in the production of a bi-weekly Podcast entitled, *Weaver Action News*. Each student is afforded the opportunity to experience an on-going commercial production schedule as well as produce and edit defined projects in preparation for broadcast on the Internet.

Honors Music Theory: Fall Semester

This course emphasizes a thorough review of music fundamentals as a precursor to AP Music Theory. Attention is given to the areas of key signatures, scale construction, and triad construction/inversion. Rudimentary exercises in four-part figured bass realization will be assigned throughout the course. The course will also include the development of sight singing as well as melodic/harmonic dictation skills within the common-practice tonal tradition.

ELECTIVES

Students must select one of the following core courses to complete Music Production requirements.

Choose one of the following:

- Studio Guitar
- Vocal Music (by audition)
- Technical Theatre I
- Computer Graphics I
- AP Music Theory
- AP Computer Science
- Electronics I
- Other Elective class approved by the Music Production & Recording Engineering Instructor

STRINGS

Participation in the Strings program at Weaver will enable students to perform master works by the greatest composers of Western music history on an exceptionally high musical and artistic level. Through this process, the goal is that students will grow as musicians and as individuals.

Principle Area Course Work and Projects

- Strings principles will successfully complete the following courses with an unweighted “B” as a final semester grade or higher.

Assessments

- Students’ artistic work will be assessed by faculty members at the end of each semester. This is viewed as “real world” experience in the form of a professional interview or audition.

REQUIRED COURSE WORK AND SUGGESTED FOUR YEAR PLAN

FRESHMAN YEAR

Studio Strings: Fall AND Spring Semesters

The focus of this course will be the preparation of instrumental string music emphasizing the Baroque era. Performance practices of this era will be examined by playing multiple solo and ensemble works. Major and minor scales up to and including two sharps and two flats will be drilled (including their respective arpeggios). Solo string repertory for 9th grade students will be primarily drawn from musical works of the Baroque era. This course will also include sight reading and a solo playing assessment at the end of each semester.

Class Piano: Fall OR Spring Semester

This course will provide basic music reading skills at the keyboard through the development of successful problem-solving and practice habits. Regular playing skills tests featuring rudimentary solo and ensemble pieces will be given to assess each student's progress.

SOPHOMORE YEAR

Advanced Strings: Fall AND Spring Semesters

The focus of this course will be the preparation of instrumental string music emphasizing the Classical era. Performance practices of this era will be examined by playing multiple solo and ensemble works. Major and minor scales up to and including four sharps and four flats will be drilled (including their respective arpeggios). Solo string repertory for 10th grade students will be primarily drawn from musical works of the Classical era. This course will also include sight reading and a solo playing assessment at the end of each semester.

Basic Musicianship: Fall OR Spring Semester

This course serves as an introduction to fundamentals in music. Students will experience critical listening, introduction to classical literature, instrumental and vocal identification, basic theoretical knowledge, and music reading skills. The students will be challenged to take an in-depth look at music's importance and relevance to society. This course will also include the exploration of music halls, recitals, concerts and performance procedures and etiquette. This course is meant to provide a solid foundation and stepping stone to music theory, music history, and the serious study of music performance at Weaver Academy.

JUNIOR YEAR

String Ensemble and Honors String Ensemble: Fall AND Spring Semesters

The focus of this course will be the preparation of instrumental string music emphasizing the Romantic era. Performance practices of this era will be examined by playing multiple solo and ensemble works. Major and minor scales up to and including five sharps and five flats will be drilled (including their respective arpeggios). Solo repertory for 11th graders will survey musical pieces from the Romantic era and the Twentieth century. This course will also include sight reading and a solo playing assessment at the end of each semester.

Music History & Appreciation: Fall OR Spring Semester

This course seeks to foster an appreciation of Western European and alternative forms of music as well as a familiarity with trends, terms, and musical personalities associated with them. Listening to a wide variety of music within each style period will be emphasized. Students will be trained to listen to music with a critical ear to detect musical elements (melody, harmony, rhythm, texture, form) that are associated with different stylistic periods and musical genres. A college-level Music Appreciation text is used.

SENIOR YEAR

Strings IV and Honors Strings IV: Fall AND Spring Semesters

The focus of this course will be the preparation of instrumental string music emphasizing the Romantic era and the Twentieth century. Performance practices of these eras will be examined by playing multiple solo and ensemble works. Major and minor scales up to and including seven sharps and seven flats will be drilled (including their respective arpeggios). Solo repertory for 12th graders will survey musical pieces from the Romantic era and the Twentieth century. This course will also include sight reading and a solo playing assessment at the end of each semester.

Honors Music Theory: Fall Semester

This course emphasizes a thorough review of music fundamentals as a precursor to AP Music Theory. Attention is given to the areas of key signatures, scale construction, and triad construction/inversion. Rudimentary exercises in four-part figured bass realization will be assigned throughout the course. The course will also include the development of sight singing as well as melodic/harmonic dictation skills within the common-practice tonal tradition.

AP Music Theory: Spring Semester

The students will master those aspects of Music Theory which will enable them to be successful in taking the College Board examination in this topic area. Emphasis will be given to the areas of harmonization/part writing, aural dictation, and sight-singing skills. Melodic form and harmonic analysis assignments, as well as creative composition exercises will be assigned throughout the course. The course will also include the development of listening skills using standard (common practice) Western tonal repertoire.

Senior String Performance—Capstone Art Project (2nd semester senior year—part of Strings IV)

Students will prepare at least two selections with each at least three minutes or more in length. Pieces must feature the string player as a soloist or in an ensemble setting. String students may fulfill this requirement by participating in a performance hosted by another PVA music area.

THEATRE

The Theatre Department at Weaver is committed to bringing a focused, more advanced theatrical education to high school students from across Guilford County and endeavors to provide students with the tools necessary to function as developing artists. A comprehensive combination of classroom training, company engagement, and realized production work allows for a well-rounded learning experience with an emphasis on collaboration and creative process. Students of the department experience a wide range of classes that are not offered at other area schools including courses such as advanced acting methods, directing, period styles, and musical theatre. The department offers a full season of diverse theatre productions, competitions, and performance opportunities.

Principle Area Course Work and Projects

- Drama principles will successfully complete the following courses with an unweighted “B” as a final semester grade or higher.

Assessments

- Students’ artistic work will be assessed by faculty at the end of each semester.

Portfolio

- Students will begin the process of collecting materials for a portfolio the first semester of their freshman year.
- They will add to and refine the contents of the portfolio each semester through graduation.
- Students will compile a record of their theatre skills and learning which could later be used for application to college or professional work.
- The portfolio will include: drama resume, selected audition & monologue materials, examples of scene work, examples of tech projects, samples of research, script writing, review, etc., records of all acting and tech experiences including artifacts will be included when possible.

REQUIRED COURSE WORK AND SUGGESTED FOUR YEAR PLAN

FRESHMAN YEAR

Theater Arts Intermediate (Fundamentals): Fall Semester

The first level principle area course serves to set fundamentals and create ensemble from which to build the next four years. The course is a general exploration of theatre that develops a better understanding of the elements of theatre, an introduction to voice and body work, beginning vocabulary, and creating a production. Students will develop an understanding of the various roles of the theatre artist and gain a greater appreciation through collaboration and practical application for creating theatre. Students will explore pantomime, monologue and scene work.

Honors Theater Arts Proficient (Acting I): Spring Semester

The second level principle area class is a performance based class in which students will work on exercises, scenes and monologues in order to better understand the vocal, physical and psychological techniques. Students will be required to memorize lines and movement, work with other students, participate in class work, and write about the acting process and about performances outside of class. Students will also explore theatre history, improvisation, script writing, and children's theatre.

Honors Script Writing and Analysis: Spring Semester

This course covers the basic elements of playwriting including structure, character, dialogue, conflict and theme. Students will use an improvisational approach to writing focusing on a series of directed prompts resulting in many short works that may be chosen from for development into longer plays. Students will complete a 10-minute or one-act play.

SOPHOMORE YEAR

Honors Theater Arts Proficient (Acting II - Internal Tools): Fall Semester

This course continues the exploration of basic techniques of acting, with an emphasis on external techniques focusing on voice, body, and physical approaches to characterization such as Commedia Dell'arte. Students apply techniques that allow them to inhabit the role within the given circumstances of the play. It is designed to empower the students to make bold, intelligent, creative, and well researched physical choices. The students will continue to explore theatre games, improvisation, monologue and scene work.

Honors Theater Arts Proficient (Acting II - External Tools): Spring Semester

This course explores the basic techniques of acting, with an emphasis on internal techniques focusing on scoring, objectives, tactics, character analysis, character history and an in-depth understanding of the relationship between the voice, body and

character. The students will continue to explore theatre games, improvisation, monologue and scene work.

Honors Technical Theatre: Spring Semester

Students get an overview of the entire process of the technical aspects of designing and running a theatrical production. Students will choose a single play for a portfolio project which includes research and analysis, set design, costume design, make-up design, sound design, lighting design, properties, and publicity & promotion. Additionally, this is a hands on class for an actual play production on campus, instructing the students about basic skills for scenery construction and painting techniques, lighting, sound, make-up and safety techniques in all work areas.

JUNIOR YEAR

Honors Theater Arts Advanced (Acting III - Special Challenges): Fall Semester

This advanced acting course emphasizes ensemble work, character development, script analysis, and introductions to college-level acting techniques. Students continue to explore voice and body, improvisation, monologue, and scene work.

Honors Theater Arts Advanced (Acting III - Teachers and Tools): Spring Semester

Students examine the principle area theories and aims of acting in conjunction with practice in the techniques of the art of acting. This course will continue the student's exploration of the role of theatre artist as actor. Focus will be on the various acting teachers and their techniques; students will experience Delsarte, Aaron Hill, Stanislavski, Uta Hagen, Meisner, Adler, Viewpoints, Mamet, Suzuki, and others.

Honors Musical Theatre: Spring Semester

Students will explore the world of musical theatre through research, discussion and practical experience in auditioning for and performing in musical theatre. Students are required to participate in a cabaret style performance in front of a live audience.

SENIOR YEAR

Honors Theater Arts Advanced (Directing): Fall Semester

This senior level course explores the role of the director with specific emphasis on play interpretation, casting, rehearsal procedures, staging, and practical application through projects in which the students take turns directing each other and the underclassmen. The class culminates in the production of NOW (Night of Original Work).

Honors Theater Arts Advanced (Period Styles): Spring Semester

This is an advanced acting course emphasizing acting style and techniques related to specific periods of world theatre from the Greeks to Ibsen. Focus includes characterization and interpretation with a special emphasis on the language and movement of the period.

Honors Film: Fall OR Spring Semester

This course is a study of the history, progression, techniques and styles of movies from early films through the present.

Senior Theatre Performance—Capstone Art Project (2nd semester, senior year)

During senior year, students will produce a recital style performance. This capstone project is REQUIRED and an essential component of the CAMy.

ELECTIVES

Students must select one of the following core courses to complete theatre requirements:

- Construction Trades/ CORE
- Dance Intermediate/Contemporary Dance I (by audition)
- Vocal Music (by audition)
- Class Piano
- Guitar Intermediate (by audition)
- Basic Musicianship
- Recording Engineering Beginning
- Interior Design or Apparel I
- Computer Graphics Beginning or Honors Photographic Design Proficient
- Music Theory
- Human Anatomy and Physiology

Production Experience

Students are expected to log hours with the co-curricular acting company of the Weaver Theatre department throughout their four years. Students are required to participate in a minimum of two shows yearly either on stage or on a production crew. All records will be maintained through the International Thespian Society and their established point system.

VISUAL ART

The Visual Art Department at Weaver is dedicated to providing an advanced technical and creative visual arts education to motivated high school students from Guilford County by providing a more comprehensive program in both the Fine Arts and Design. Students will work extensively with various media, exploring both traditional and non-traditional uses and examine advanced design problems with an emphasis on the development of their visual voice.

Our goal for students is a mastery of technical skills that allows students to expand on their individual strengths and develop their visual language for more sophisticated forms of visual expression. Students will have the opportunity to take more specific courses than are offered at other high schools such as Drawing, Painting, Two and Three Dimensional Design, Digital Media and Figure Drawing. We work closely with area arts organizations and offer real world experiences that will provide insight into being a professional artist and working for a specific audience. In addition, the department offers students several exhibition opportunities throughout the year, at both our school and professional galleries.

Principle Area Course Work and Projects

- Visual Art principles will successfully complete the following courses with an unweighted “B” as a final semester grade or higher.

Assessments

- Students’ artistic work will be assessed by faculty members at the end of each semester. This is viewed as “real world” experience in the form of a professional interview or audition.

Exhibitions

- Each year, students are expected to participate in Students’ Select (our annual juried student exhibition), The Art Appreciation Exhibition (the final examination requirement for that course), the Senior Exhibition (also required of the graduating class for that year), and the PTA Reflections Awards. In addition, students are expected to participate in other exhibition opportunities as they arise. Attendance at receptions for our exhibitions is mandatory.

Portfolio

- Students will begin the process of collecting materials for a portfolio the first semester of their freshman year. They will add to and refine the contents of the portfolio each semester through graduation. Students will compile a record of their art and design skills that could later be used for application to college or professional work. The portfolio may include examples of the following: use of color, use of value, use of line, drawing from observation, use of linear perspective or complex use of space, portraiture, drawing from the figure, digital photography and/or graphic design, and 3D design.

REQUIRED COURSE WORK AND SUGGESTED FOUR YEAR PLAN

FRESHMAN YEAR

Visual Art (Intermediate), Honors Visual Art 9 (Proficient): Fall AND Spring Semesters

During Visual Art (Intermediate), the focus will be on principles of design, linear perspective, color theory, line (contour, gesture, texture), composition, isometric (design) drawing, a brief introduction to 3D principles, and presentation techniques.

During Honors Visual Art 9 (Proficient) the focus will be on drawing fundamentals/media – perspective, line (contour, gesture, texture), value, illusion of space/depth, scale, subject matter, drawing from observation, composition, exploration of drawing media and techniques, exploration of artists using the media, with emphasis on contemporary.

Computer Graphics I (Beginning): Fall OR Spring Semester

Computer Graphics I concentrates on the introduction to computer graphics, visual communication and publication design. Students will use programs in the Adobe Suite (Photoshop, Illustrator and InDesign) on Mac OS.

SOPHOMORE YEAR

Honors Visual Art 10 (Proficient): Fall AND Spring Semesters

One semester of Honors Visual Art 10 (Proficient) will focus on painting/color theory – extensive exploration of color/color theory, watercolor, acrylic, pastel and mixed medias including different grounds and supports for painting. Traditional methods and properties of each medium are explored with emphasis on contemporary painting and techniques. In the second semester of Honors Visual Art 10, the focus will be on 3D design using a variety of materials.

Art History/Appreciation (Beginning): Fall OR Sprig Semesters

Art History/Appreciation concentrates on the study and analysis of historical and contemporary trends in both Western and Non-Western visual art, with an emphasis on creation, context, and production. Specific attention is given to the *Principles of Design* as a means of analysis. Students will eventually study the influences and work of a particular style or period of art and execute a body of work within those parameters to be displayed at an exhibition location to be determined by the Visual Arts Department.

JUNIOR YEAR

Honors Visual Art 11 (Advanced): Fall AND Spring Semesters

One semester, the focus will be on figure drawing – the intense study of anatomy and the figure, the use of the figure in contemporary art, and application of prior media/techniques. The second semester will focus on development of the portfolio in preparation for AP Studio Art and college interviews. Open-ended assignments based on AP and college application expectations will be made in conjunction with exploration of new media.

Computer Graphics II (Intermediate): Fall OR Spring Semester

Computer Graphics II (Intermediate) concentrates on advanced computer graphics, product design, illustration, client collaboration, and flash animation. Student projects are open-ended to allow the students to choose which programs best suit their skill set to execute their work. ***Juniors may take one of the approved electives as an alternative to Computer Graphics II (Intermediate). Computer Graphics I (Beginning) is the prerequisite course for all of these options.***

SENIOR YEAR

Seniors will select one of the following:

- AP Studio Art (Drawing) and Lab (Fall OR Spring Semester)
- AP 2-D Design and Lab (Fall OR Spring Semester)
- AP 3-D Design and Lab (Fall OR Spring Semester)

AP Studio Art is an intensive, college-level course, based on the standards of excellence required by the College Board and the admissions standards of top visual arts programs. Work will demonstrate students' mastery of technical skills and media, as well as development of a series of artistic pieces related both visually and conceptually. Students will produce a portfolio of their best work which will be submitted to the College Board and used for admissions to arts programs around the country.

Senior Exhibition—Capstone Art Project

Seniors will organize, curate and mount an exhibition of their work.

ELECTIVES

Students must select two of the following core courses to complete art requirements:

- Honors Art IV
- Photographic Design
- Core & Sustainable Construction
- Technical Theatre
- Honors Drafting I
- Recording Engineering Beginning

- Journalism/Yearbook
- Honors Human Anatomy & Physiology (Prerequisite: Honors Chemistry)
- Introduction to Engineering Design
- Apparel I
- Adobe Visual Design

VOCAL MUSIC

The Vocal Department at Weaver is comprised of students chosen through a competitive audition process and is committed to providing an advanced vocal education to high school students from across Guilford County. The department has established a reputation of superior performance and musical excellence throughout Guilford County and the State of North Carolina.

In addition to the Weaver Academy Chorale, students of the Vocal Department experience a wide range of music classes that complement and enhance the vocal/choral training they receive, including Basic Musicianship, Class Piano, Music History, and Music Theory. The department offers a full season of choral concerts, competitions, travel, and various additional performance opportunities.

Principle Area Course Work and Projects

- Vocal Music Principles will successfully complete the following courses with an unweighted “B” as a final grade or higher.

Assessments

- Students’ artistic work will be assessed by faculty members at the end of each semester. This is viewed as “real world” experience in the form of a professional interview or audition.

REQUIRED COURSE WORK AND SUGGESTED FOUR YEAR PLAN

FRESHMAN YEAR

Studio Voice I: Fall AND Spring Semesters

Vocal Music I is a voice class consisting of intensive training in the basic skills necessary to become a successful vocalist. The class focuses on learning principles of vocal hygiene, the vocal mechanism, and vocal technique. Students will become acquainted with the International Phonetic Alphabet, and how to use it as a tool for proper vowel and consonant formation in English, Latin, Italian, French, and German pronunciation. Vocal students work extensively on vocal performance skills and will sing solo performances on a regular basis. In the second semester of Academy Vocal Music I, a chorus is formed through which students continue to study vocal technique and diction skills. The chorus will perform in the Weaver Academy Choral Concert at the end of each quarter of the second semester. They will also perform at the annual NCMEA Solo/Ensemble Festival and individuals will be encouraged to perform as soloists. Students will also be encouraged to audition for All-County Chorus, the Mars Hill Choral Festival, and the All-State Choral Festival.

Class Piano: Fall OR Spring Semester

This course will provide basic music reading skills at the keyboard through the development of successful problem-solving and practice habits. Regular playing skills tests featuring rudimentary solo and ensemble pieces will be given to assess each student's progress.

SOPHOMORE YEAR

Chorale: Fall AND Spring Semesters

The Chorale is a select, mixed chamber vocal ensemble that performs advanced choral repertoire. Students will be exposed to a wide variety of musical time periods, styles, and languages. Students will continue to study vocal technique and diction skills. The Chorale will perform at the NCMEA Solo/Ensemble Festival in the Spring and individuals will be encouraged to perform as soloists. Students will also be encouraged to audition for All-County Chorus, the Mars Hill Choral Festival, and the All-State Choral Festival. Members of the Academy Chorale are strongly encouraged to take private voice lessons to support and supplement their training at Weaver Academy.

Basic Musicianship: Fall OR Spring Semester

This course serves as an introduction to fundamentals in music. Students will experience critical listening, introduction to classical literature, instrumental and vocal identification, basic theoretical knowledge, and music reading skills. The students will be challenged to take an in-depth look at music's importance and relevance to society. This course will also include the exploration of music halls, recitals, concerts, and performance procedures and

etiquette. This course is meant to provide a solid foundation and stepping stone to music theory, music history, and the serious study of music performance at Weaver Academy.

JUNIOR YEAR

Vocal Music III, Honors Vocal Music III: Fall AND Spring Semesters

In addition to the above course description, students in Vocal Music III are expected to be musical leaders of the Chorale; students in Honors Vocal Music III are expected to take positions of organizational leadership, including those of choir officers and section leaders.

Music History & Appreciation: Fall OR Spring Semester

This course seeks to foster an appreciation of Western European and alternative forms of music as well as a familiarity with trends, terms, and musical personalities associated with them. Listening to a wide variety of music within each style period will be emphasized. Students will be trained to listen to music with a critical ear to detect musical elements (melody, harmony, rhythm, texture, form) that are associated with different stylistic periods and musical genres. A college-level Music Appreciation text is used.

SENIOR YEAR

Vocal Music IV, Honors Vocal Music IV: Fall AND Spring Semesters

In addition to the above course description, students in Vocal Music IV are expected to be proficient in choral technique, vocal techniques, diction, sight-singing and music theory. Students in Honors Vocal Music IV are expected to be musical and organizational leaders of the Chorale, and to be proactive in assisting other students learn music and develop positive and productive habits of choral performance and rehearsal etiquette.

Honors Music Theory: Fall Semester

This course emphasizes a thorough review of music fundamentals as a precursor to AP Music Theory. Attention is given to the areas of key signatures, scale construction, and triad construction/inversion. Rudimentary exercises in four-part figured bass realization will be assigned throughout the course. The course will also include the development of sight-singing, as well as melodic/harmonic dictation skills within the common-practice tonal tradition.

AP Music Theory (*optional*): Spring Semester

The students will master those aspects of Music Theory which will enable them to be successful in taking the College Board examination in this topic area. Emphasis will be given to the areas of harmonization/part writing, aural dictation, and sight-singing skills. Melodic form and harmonic analysis assignments, as well as creative composition exercises will be assigned throughout the course. The course will also include the development of listening skills using standard (common practice) Western tonal repertoire.

Senior Voice Recital—Capstone Art Project (2nd semester Senior year – part of Voice IV)

This project is designed to prepare students for undergraduate auditions.