

THE ARTS

2025-2026
COURSE CATALOG



Department Chair: Megan Monaghan (mmonaghan@sch.org)

Arts Mission Statement

The Arts Department at Springside Chestnut Hill Academy uniquely challenges our students to think creatively and critically. As an essential part of the school day and through the use of creative tools in the classroom, the arts empower students to discover their individual and collective voices and be active makers of their own media. The arts curriculum provides diverse opportunities for students to invent and practice the artistic process while also developing their expressive voices through engagement with the works of others. Students advance their skills while cultivating an appreciation for the rich legacy of artistic expression throughout the world.

The Arts Department at Springside Chestnut Hill Academy offers a wealth of electives in the Upper School. Through their two-year arts requirement, students can either explore a broad range of media or pursue a highly specialized four-year progression. This pathway enables them to refine their artistic skills and cultivate their unique artistic identity, following a scaffolded curriculum that culminates in the creation of a personalized portfolio for continued collegiate study.

In music, students may begin by taking an ensemble and then work toward Honors-level work and pursue leadership positions in Honors Orchestra, Honors Chamber Ensemble, Honors Jazz Ensemble, or Chamber Singers. In addition, students interested in music composition and music production may begin study in the Songwriting course and take additional semesters that result in individualized instruction. In Visual Arts, students may take a variety of classes or progress to portfolio-building classes in Woodworking, Photography, Drawing and Painting, or Ceramics in their junior and senior years. In New Media, students may choose from progressions in Video Production, Digital Art, Fashion Innovation, and Coding.

9th Grade Arts Options

Ninth-grade students have the opportunity to choose between many options to fulfill their yearlong arts credit. They may choose between a year in Upper School Orchestra (and opt to audition for membership in the Honors Chamber Ensemble or Honors Jazz Ensemble), or Chorus, or they may choose to select two classes from the list below. *Students should be aware that many more arts electives are available to them throughout their Upper School years.*

(Descriptions below in each Arts Category.)

Orchestra (Jazz and Chamber Ensemble by audition) (FULL YEAR CLASS)

Vocal Workshop (FULL and SEMESTER options)

Introduction to Drawing and Painting

Introduction to Sculpture and Ceramics

Introduction to Digital Photography and PhotoShop

Introduction to Woodworking

Introduction to Video Production

Introduction to Songwriting

Theatre Production (Acting or Technical Theatre)

9th - 12th Grade Music Options

9th-10th Vocal Workshop

Grades 9 and 10; semester or full-year course; ½ /1 credit, meets 3 times per 7 day cycle

9th-10th grade Vocal Workshop is a singing class that specializes in building personal vocal and musicianship skills that equips students to continue on in vocal music. The kind of work covered is specifically tailored to create a pertinent and valuable basis from which students may audition for Hilltones and Laurelei during the winter of each year. Students become confident singers often working one on a part. The group performs at Cabaret and annually with Chamber Singers in a combined composition at the Winter Concert and also at the Spring Concert. The music that is covered includes pop a cappella as well as accompanied classic, folk, and show tune arrangements. There are regularly special guest clinicians in class who are expert voice teachers to help each student with their technique in a group voice lesson. We also explore solfege and sight-singing skills to strengthen personal musicianship. An off-campus excursion is often planned for the second semester section. *Students who are interested in applying for Chamber Singers (Hilltones and Laurelei) are required to take this course (one semester of 9th-10th Grade Vocal Workshop) or Orchestra in the Fall semester. If a student was unable to take Vocal Workshop as a prerequisite and would like to audition for Chamber Singers, please reach out to Mr. Woehr or Mrs. Rogers directly.

Honors Chamber Singers (Hilltones and Laurelei)

Grades 10–12; full-year course; 1 credit, meets 4 times per 7 day cycle

***Prerequisites:** Starting with the class of 2026, one semester of 9th-10th Grade Chorus/Vocal Workshop or Orchestra is required to audition for admittance to this course.

Audition Level 1 is for students returning to SCH who have not been able to take a music course as a prerequisite. These auditions must be held in March and will include a choral score to prepare to sing, one singer per part. Students who pass this audition will be called back with Audition Level 2 students the following week.

Audition Level 2 is for students who have taken a music course in 9th grade to prepare for auditions. A choral score will be provided for students to prepare to sing, one singer per part. Auditions will be in March.

Chamber Singers is a select choir for highly able and motivated vocal musicians committed to a rich and demanding choral experience. Students receive instruction in choral and vocal technique and learn to build choral discipline while preparing repertoire for three concerts. As a divisi ensemble, Chamber Singers embraces an ensemble for men (Hilltones) and an ensemble for women (Laurelei).

**Students in grades 10 and 11 who maintain a cumulative average of 89.5% or higher before the Honors adjustment is made to grading, will not need to re-audition for Chamber Singers. Students who fall below that grade will need to re-audition on an equal plane with all other candidates.*

Orchestra

Grades 9–12; full-year course; 1 credit, meets 4 times per 7 day cycle

Prerequisites: Private study or previous steady membership in the Middle School Instrumental Program.

Instrumentalists have the opportunity to play together in an orchestral setting and also participate in a small ensemble experience. Students will play together in the full orchestra and then will have the ability to audition for either the Jazz Ensemble or Chamber Ensemble for Honors credit. Through this instrumental study, students will develop discipline in sight reading, technique, interpretation, and musical independence. Students learn to build a cohesive ensemble while preparing repertoire for two major performances. Evaluations, both written and performance-based, are a cornerstone of the grading process for the ensembles. The Orchestra, Jazz Ensemble, and Chamber Ensemble take a performance tour together every three years. Members of the rhythm section (guitar, bass, piano, drum set) will be accepted after an audition process.

Honors Chamber Ensemble

Grades 9–12; full-year course in conjunction with Orchestra; 1 credit

Prerequisites: By audition*

Chamber music has often had the connotation of being “music for friends,” because of its intimate nature. Students will learn the skills necessary to weave together individual “solo” parts in order to create a tightly woven ensemble. Participation in the Chamber Ensemble will provide students with an opportunity to participate in an ensemble experience that demands a high level of technical skill and musicianship. Music from different time periods and cultural backgrounds will be studied. This advanced ensemble will be an ambassadorial instrumental ensemble. This is an auditioned, Honors-level ensemble.

**Admittance into the Honors-level instrumental ensembles will be based on an audition for new and returning members at the beginning of the year.*

Honors Jazz Ensemble

Grades 9–12; full-year course in conjunction with Orchestra; 1 credit

Prerequisites: By audition*

Membership in the Jazz Ensemble will provide opportunities for motivated and musically competent instrumentalists to explore and perform different styles of jazz or jazz-influenced music. The development of improvisation technique and knowledge of jazz theory will be emphasized while cultivating the performance practices that define

jazz performance. This advanced ensemble will be an ambassadorial instrumental ensemble. This is an auditioned, Honors-level ensemble.

** Admittance into the Honors-level instrumental ensembles will be based on an audition for new and returning members at the beginning of the year.*

Introduction to Songwriting and Music Production

Grade 9; fall/spring semester; ½ credit, meets 3 times per 7 day cycle

Songwriting and Music Production takes the student through the complete songwriting process, from constructing a song to producing a final mix of the song. Students will become familiar with song form and lyric schemes, and become more thoughtful and appreciative listeners. In addition, class assignments will enhance knowledge of simple scales, chords, and rhythms, which will further inform composition work. This class meets in the Vidcast and Jamie Bell Recording Studios to utilize the latest in music software and recording equipment.

Songwriting and Music Production 1

Grades 10–12; spring semester; ½ credit, meets 4 times per 7 day cycle

Songwriting and Music Production 1 takes the student through the complete songwriting process, from constructing a song to producing a broadcast ready version of the song. Students will become familiar with song form and lyric schemes, and become more thoughtful and appreciative listeners. In addition, class assignments will enhance knowledge of simple scales, chords, and rhythms, which will further inform composition work. This class meets in the Vidcast and Jamie Bell Recording Studios to utilize the latest in music software and recording equipment. The class is capped at 16 participants.

Songwriting and Music Production 2, 3, and Portfolio

Grades 11, 12; spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Completion of Songwriting and Music Production 1 (for Level 2) and 2 (for Level 3) and 3 (for Portfolio).

Students will learn more advanced compositional techniques and further their knowledge of music production tools in this class. In addition, students will learn how to use virtual instruments and orchestrate within the computer. The final composition project is a fully realized song ready for promotion. Those interested in enrolling in this class must have successfully completed Songwriting and Music Production I, but not necessarily in the same school year.

Private Instrumental Lessons

Grades 9–12; full-year course; 0 credit

SCH Academy offers private instrumental instruction in all instrumental media and voice with superb performing artists and educators. Private instruction is provided after

school and, in certain cases, during school hours. This service is offered for an additional fee above the cost of tuition and is not applicable for music course credit or the graduation requirement in music. See the link in the "Key Parent Resources" tile in mySCH for more information.

9th - 12th Grade Visual Arts Options

Introduction to Sculpture and Ceramics

Grade 9; fall/spring semester; ½ credit, meets 3 times per 7 day cycle

This course is designed to provide a beginning experience in sculpture and wheel throwing (ceramics). Students will explore a variety of mediums including papier-mâché, clay, cardboard, and mixed media. We will also look at contemporary art from various perspectives. Emphasis will be on learning to build using basic design elements, function, aesthetics, creativity, and craftsmanship. Students will gain an understanding of essential vocabulary, and a playful approach to creating.

Ceramics 1

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

This course introduces students to the aesthetic, concept, and design of ceramics. We will investigate tactility and the process of realizing form. Students produce work through the effective use of the potter's wheel, casting, jiggering, and/or hand building. This course introduces students to historic and contemporary ceramics, firing techniques, and glaze application.

Ceramics 2 & 3

Grade 10; spring semester; ½ credit, meets 4 times per 7 day cycle

Grades 11, 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Ceramics 1 (for Level 2) and 2 (for Level 3)

This course is designed to encourage more advanced research and individual focus in ceramics. Advanced handbuilding or wheel throwing techniques will be explored. Simple and complex mold making will also be covered. In-depth analysis of historical and contemporary ceramics helps direct students through their own personal exploration in clay. More advanced glazing methods and the discussion of glaze chemistry will be utilized in the production of student work.

Ceramics Portfolio

Grade 11; spring semester; ½ credit, meets 4 times per 7 day cycle

Grade 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: 1 Semester of Ceramics 1, 1 Semester of Ceramics 2 and 1 Semester of Ceramics 3

This course is designed for students who are considering Ceramics or Sculpture as a college major or for students who want to include a portfolio as a supplement to their college application. Students will create a body of work from a written thesis that generates a clear and focused portfolio. From there, the course will teach exhibition techniques and procedures for documenting the artwork. At the conclusion of the course, students will have a portfolio of 20 slides and an artist statement to complement their body of work.

Introduction to Drawing and Painting

Grade 9; fall/spring semester; ½ credit, meets 3 times per 7 day cycle

Introduction to Drawing and Painting explores the basics of drawing and painting. Students use a variety of media such as graphite, charcoal, brush, pastel, ink and acrylic paint to create projects focused on portraiture, typography, collage, graphic novels, and essential photoshop skills. Each project is designed to help students engage foundational visual concepts such as composition, value, mark-making, color, concept, and perspective.

Drawing, Design, Painting 1

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

This class is geared towards students with a desire to strengthen their drawing and painting skills. Students work from photographic references and life observation to explore scale, proportion, line, perspective, composition, spatial relationships, color, value, and mark-making. Students will use pencil, charcoal, pen, brush and ink, scratchboard, pastels, acrylic, and oil paint. Two-dimensional design projects introduce students to more advanced color theory, layering techniques, and basic graphic design skills within photoshop. Instruction is geared towards the development of creative problem-solving, observational and conceptual skills, and personal voice.

Drawing, Design, Painting 2 & 3

Grade 10; spring semester; ½ credit, meets 4 times per 7 day cycle

Grades 11, 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Drawing, Design, Painting 1(for Level 2) and 2 (for Level 3)

This course will build upon the basic skills learned in Drawing, Design, Painting I. Students will explore style, aesthetics, drawing, and painting from different cultural frameworks. They will continue to build their skills and refine techniques from their observational work, while starting to explore concepts to inspire imaginative and symbolic art making. They will engage in integrating design principles with a focus on art evaluation and with an increasing discovery of artists and their work. Students will be encouraged to develop their own artistic voice within each project and learn to develop an artwork over a longer period of time. Each student is also asked to discover a range of working methods to include the change of scale in drawing or painting and investigate a range of different drawing and paint media. This level also provides time for each

student to examine the process involved in making a piece of art, so that one idea may culminate in multiple sketches or a variation of pieces that make up a whole project.

Drawing, Design, Painting Portfolio/AP

Grade 11; spring semester; ½ credit, meets 4 times per 7 day cycle

Grade 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Two semesters of Drawing and Painting 2, or Woodworking 2

Students who wish to pursue their interest in 2D (Drawing, Painting, or Woodworking) art beyond level three may continue at the portfolio level and/or elect to take the AP Studio Art course and AP college board exam. This is an opportunity for students to design their own curriculum and delve more deeply into a specific area or work on developing a portfolio of their work for the college admission process. Each student will be assisted in the process of selecting and documenting work for their college portfolio. Students may opt to take this course in both semesters.

Introduction to Woodworking

Grade 9; fall/spring semester; ½ credit, meets 3 times per 7 day cycle

This course will introduce students to the fundamentals of woodworking. Students will learn traditional joinery techniques and work primarily with hand tools.

Woodworking 1

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Students will become familiar with power tools and traditional joinery techniques, furniture designs, and various methods of applying finish. Historically important styles and craftsmen will be discussed as they relate to the students' projects. Each student will build a furniture or sculpture project of their own design. In the second half of the semester, students will also have the option to explore bowl-turning on the lathe and CNC fabrication. Students will learn to distinguish different species of wood by their color and grain and identify a variety of trees by their leaves.

Woodworking 2 & 3

Grade 10; spring semester; ½ credit, meets 4 times per 7 day cycle

Grades 11, 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Woodworking 1 (for Level 2) and 2 (for Level 3)

Advanced woodworking students will be challenged to design projects building and expanding on the skills they acquired in Woodworking 1. An emphasis will be placed on creative design, joinery, and developing a greater sensitivity to the unique qualities inherent in different species of wood. Students will have the opportunity to work more independently and can select project-work focused on lathe, CNC, furniture design, sculpture, or combinations thereof.

Woodworking Portfolio

Grade 11; spring semester; ½ credit, meets 4 times per 7 day cycle

Grade 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: One Semester of Woodworking 1, One Semester of Woodworking 2, and one Semester of Woodworking 3

Students who wish to pursue their interest in woodworking beyond level three may continue at the portfolio level. This is an opportunity for students to pursue more advanced projects and further their skills. Students are expected to challenge themselves regarding design and joinery and reach for a higher level of refinement in their work. CNC skills, proficiencies, and projects will also be emphasized. They will be assisted with documenting their projects if they wish to create a portfolio for their college application.

Digital Photography and Photoshop

Grade 9; fall/spring semester; ½ credit, meets 3 times per 7 day cycle

In this course, students will learn basic photographic theory and procedures on a digital SLR camera provided by the school. Students will learn through a series of projects designed not only to familiarize them with the rich history of the art form but also to expand their visual abilities when framing a photograph. In addition, students will discover how Photoshop can be used to enhance, abstract, and change an image. Students will learn about digital file types and how to print and share their work.

Photography 1

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Students will learn basic photo theory and printing techniques using both a 35mm SLR film camera and a digital SLR camera provided by the school. Students will learn to produce traditional gelatin silver prints in the darkroom and digital inkjet prints adjusted in Photoshop. Photoshop will also be used to expand the possibilities for creative photo-based work, allowing for hybrid works employing both traditional and digital sensibilities. Students will be exposed to historically important work as well as the latest contemporary ideas representing the field of photography.

Photography 2 & 3

Grade 10; spring semester; ½ credit, meets 4 times per 7 day cycle

Grades 11, 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Photography 1 (for Level 2) and 2 (for Level 3)

Advanced students are given the opportunity to refine their exposing, developing, and printing skills. Digital imaging is also explored in depth, with a greater emphasis placed upon individual artistic expression and acute visual awareness. Students compare and contrast traditional 35mm materials with a digital SLR camera and learn to use Photoshop to make the necessary adjustments to photos as well as explore the

program's creative potential as a means of manipulating images. Projects are designed with the purpose of encouraging collaboration and helping the student more fully experience the creative process from initial concept to finish.

Photography Portfolio

Grade 11; spring semester; ½ credit, meets 4 times per 7 day cycle

Grade 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: One Semester of Photo 1, One Semester of Photo 2, and One Semester of Photo 3

This class will be offered to a select group of advanced students who have expressed interest in working to produce a photographic portfolio for college submission. This portfolio can be the primary component to an art school application or function as a visual supplement, along with a range of other materials. This portfolio will consist of 12-24 high-quality digital images that have been selected based on technical and aesthetic quality, as well as stylistic and conceptual considerations. Also, a separate artist's statement and comprehensive written analysis of the body of work will be required for inclusion in the portfolio package.

10th - 12th Grade New Media Options

Department Chair: Ed Glassman (eglassman@sch.org)

Fashion Design and Innovation

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

This course introduces students to fashion design, with an emphasis on digital fabrication. Students will learn how to sketch fashion flats, sew using custom-designed patterns, and integrate innovative techniques that merge traditional garment making with 3D printing, laser cutting, vinyl cutting, and other digital fabrication tools. The end of the semester will culminate into a fashion display that showcases original fashion pieces designed and created from concept development to final garment construction. 2D and 3D Modeling software such as Rhinoceros 3D and Adobe Illustrator will be utilized, and there will be a light emphasis on marketing and retail animations.

Architectural Design 1

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

This course will teach students the foundations of architectural design and theory. Key concepts such as abstraction, representation, program, plan, materials, historical context, and structure will be paired with studio design projects. Studio projects will teach critical thinking and the fundamentals of building design including architectural drawing, model making, and original conceptual development for small-scale urban design. The class will simultaneously incorporate traditional and digital methods of design generation and visualization.

Architectural Design 2 & 3

Grade 10; spring semester; ½ credit

Grades 11, 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Architectural Design 1 (for Level 2) and 2 (for Level 3)

This course is a continuation of Architectural Design 1 and will focus on using more of Rhino 3D's tools for modeling and form finding. Students will further their understanding of architectural design through a real-world project brief which will take into account a geographical site, cultural context, and site-planning. The final project will involve building a scale model and continuing to learn how to use the digital fabrication tools in the fabrication lab.

Design Portfolio

Grade 11; Spring Semester; ½ Credit, Meets 4 Times Per 7 Day Cycle

Grade 12; Fall/Spring Semester; ½ Credit, Meets 4 Times Per 7 Day Cycle

Prerequisite: One Semester of Arch Design 1, One Semester of Arch Design 2, and One Semester of Arch Design 3

This course helps students prepare a Design Portfolio for those interested in design majors as they apply for college. These majors could include but are not exclusive to Architecture, Interior Design, Graphic Design, Digital Arts, Industrial Design, Interior Architecture, New Media and the Arts, and Animation. The student will work individually with the instructor and emphasize individual investigation and discovery with his or her body of art and design work. The student will create their portfolios specific to the college or university's requirements, including both paper/physical portfolios, or digital portfolios and web based portfolios.

Digital Art and Graphic Design 1

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Do you have a message to communicate? How do you send your message? If you use any visual medium at all—if you make a poster; type a letter; create a business logo, a magazine ad, or an album cover; even make a computer printout—you are using graphic design. Digital Art will teach students the concepts and aesthetics of computer-generated graphic design. Students learn about graphic design while working in Adobe Photoshop and Illustrator as well as with traditional art and design media. Projects involve digital imaging, typography, identity design, and page layout. The student's creative process and problem-solving skills are emphasized throughout the course.

Digital Art and Graphic Design 2

Grade 10; spring semester; ½ credit, meets 4 times per 7 day cycle

Grades 11, 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Digital Art and Graphic Design 1

Digital Art 2 takes the next step into publishing, advertising, or in-depth artistic production. Students continue working in Adobe Photoshop and Illustrator, but also get an introduction to InDesign, as well as with traditional art and design media. Projects involve digital imaging, typography, identity design, and page layout. The student's creative process and problem-solving skills are emphasized throughout the course.

Coding 1: Introduction to App Development

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Students will apply the skills, knowledge, and experience acquired in Intro to App Development toward a more involved app development programming experience. This course provides students an opportunity to build and deploy iOS applications using basic programming skills and iOS frameworks. Students learn the basics of object-oriented programming, basic data structures, and a solid understanding of how an iOS app is constructed. Using real-world industry tools and best practices, students create several working applications that grow in complexity throughout the semester. Additionally, students learn how to employ Agile Project Management and work in an environment similar to that of a traditional development shop, thus improving their ability to work well under pressure, their time management skills, and their ability to prioritize and delegate work. The course content is divided into five units, each of which teaches the necessary skills to build and develop an application. The units are sequential in terms of complexity and spiral concepts from previous app units.

Coding 2 & 3: App Development

Grade 10; spring semester; ½ credit, meets 4 times per 7 day cycle

Grades 11, 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Coding 1 (for Level 2) and 2 (for Level 3)

This iOS App Development course is a follow-up to Intro to App Development and App Development 1. This course provides students an opportunity to build and deploy an iOS application from end-to-end using a specific template and framework. Students will build on their knowledge of sequential and object-oriented programming, basic data structures, and overall understanding of how an iOS app is constructed. Similar to App Development 1, the course content is divided into five units, each of which is sequential in terms of complexity and spiral concepts from previous app units. By the end of the first semester, students will experience building at least 10 apps. In the second semester, students will work on designing and developing unique and original app ideas with the goal of distributing them in the Apple App Store.

Coding: App Development Portfolio

Grades 11–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: 1 Semester of Coding 1, 1 Semester of Coding 2, and 1 Semester of Coding 3

This portfolio course is designed to engage students in a comprehensive experience as a developer. Students learn advanced Swift programming skills, design thinking skills, development team skills (e.g., Agile Development), and client relationship skills. The program is also designed to be aligned with AP Computer Science – Principles, so students also investigate the social impact of a significant computing innovation and other areas of study and practices from AP CS-P. This is a course where students will have the opportunity to engage in a personalized programming experience based on a specific interest as well as skills and knowledge obtained in previous coding courses. Students will be required to write a short proposal outlining the experience they wish to engage in. Students are encouraged to approach this course with an idea in mind for an app they want to design/develop. Students who successfully complete the course possess a robust portfolio to showcase their skills to professional development teams.

Introduction to Video Production

Grade 9; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Students in this class will explore digital storytelling, from script to finished film. Students will learn the foundational elements of what it is to tell stories through visual mediums. They will also engage with the question of why one would want to tell a story this way. We will learn to use video cameras, lighting instruments, and microphones and will edit video work in DaVinci Resolve. This project-based class is designed so students are learning as they create, and they reflect on what they are making. The final project will be designed by the student and finalized in a format that the student can use to share their work.

Video Production 1

Grades 10–12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

In this class, students are grouped into a production team with a Director, Actors, Director of Photography, Lighting Designer, Camera Operator, etc. as we dissect a script in order to create it as a film. Each film made has a budget. This class is completely hands-on and project based. Students have an enormous amount of creative control throughout the production process and are encouraged to share their thoughts and perspectives. This is a unique opportunity to create at SCH.

Video Production 2 & 3

Grade 10; spring semester; ½ credit, meets 4 times per 7 day cycle

Grades 11, 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Video Production 1 (for Level 2) and 2 (for Level 3)

This class is offered to advanced students who have been filmmaking at SCH for some time already. This class is for students who wish to continue the style of production explored in Video 1.

Video Production Portfolio

Grade 11; spring semester; ½ credit, meets 4 times per 7 day cycle

Grade 12; fall/spring semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: 1 Semester of Video Production 1, 1 Semester of Video Production 2, and 1 Semester of Video Production 3

Video Production Portfolio is offered to highly motivated Video students who wish to expand their knowledge in all aspects of video production by producing large-scale video works. Students are expected to work independently and gather the necessary crew needed for extensive shoots. The student and the instructor will meet before each new project to define new skills to develop and will work together to create a timeline for student work. Students can shape their projects in a variety of ways, and a portfolio will be completed by the end of the semester. Students will present their work to the Video Production class when each project is complete and each video will be showcased on the Vidcast YouTube site.

9th - 12th Grade Performing Arts Options

Department Chair: Megan Monaghan (mmonaghan@sch.org)

Theatre Production

Grade 9; fall semester; ½ credit, meets 4 times per 7 day cycle

Students taking this course will work with other students taking Acting, Technical Design, Directing, and Playwriting, collaborating as part of a theatrical production team in the creation of live performances. This course is part of five Theatre Production courses meeting simultaneously in the same block. Students need to select between either an Acting or a Technical Design concentration.

Theatre Production: Acting

Grades 9–12; fall semester; ½ credit, meets 4 times per 7 day cycle

Students will explore and develop acting and communication skills, including improvisation, script analysis, character development, stage presence, and voice and movement techniques. This course meets simultaneously with the other Theatre Production courses as students collaborate in the creation of live performances.

Honors Theatre Production: Advanced Acting

Grades 10–12; fall semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Theatre Production: Acting

This course offers highly motivated theatre students the opportunity to further develop their acting and communication skills. Students will focus on the more advanced aspects of standard acting techniques and methods. This course meets simultaneously

with the other Theatre Production courses as students collaborate in the creation of live performances.

Theatre Production: Technical Design

Grades 9–12; fall semester; ½ credit, meets 4 times per 7 day cycle

Students will explore and develop aspects of technical theatre (crew), utilizing script analysis in the creation and construction of scenic, property, costumes, lighting, and sound designs. This course meets simultaneously with the other Theatre Production courses as students collaborate in the creation of live performances.

Honors Theatre Production: Directing

Grades 11, 12; fall semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Theatre Production: Acting and Theatre Production: Technical Design OR Theatre Production: Acting and Theatre Production: Advanced Acting

This course offers the highly motivated theatre student the opportunity to explore and develop aspects of theatrical directing, including higher level script analysis, effective blocking, use of tempo, dynamic, and articulation choices, and the successful coordination of actors and technicians. Students will also practice communication and leadership skills. This course meets simultaneously with the other Theatre Production courses as students collaborate in the creation of live performances.

Honors Theatre Production: Playwriting

Grades 11, 12; fall semester; ½ credit, meets 4 times per 7 day cycle

Prerequisite: Theatre Production: Acting and Theatre Production: Technical Design OR Theatre Production: Acting and Theatre Production: Advanced Acting

This course offers the highly motivated theatre student the opportunity to explore and develop aspects of playwriting in the creation of original dialogue and stage directions. Students will utilize the standard play-script format and higher level script analysis as they edit and revise their work in order to more effectively communicate the story and message of their play. This course meets simultaneously with the other Theatre Production courses as students collaborate in the creation of live performances.

History Of Musical Theatre

Grades 10–12; spring semester; ½ credit, meets 4 times per 7 day cycle

This survey course introduces and explores musical theatre “from page to stage” as a live performance art form. Topics will include the relationship between theatre and society – by putting shows into their greater cultural and historical context – and dramatic structure, theatrical representation, and production challenges. From classics like *Oklahoma* to historically-based masterpieces like *Hamilton* and *Come from Away* to modern commentaries like *Rent* and *Tick, Tick, Boom*, the course will feature listening,

reading, discussion and engaging with live performances and video archives of past performances of pivotal musical theatre productions.