

**2018-2019 St. John School of the Arts
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Chinese I

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Introduction to Chinese is a beginning-level course in modern standard Chinese (Mandarin) for students with little or no prior experience in the language. The overall goal of this course is to teach English speaking, read, and write modern Chinese.

Students will learn the basics of conversational Chinese. Emphasis will be placed on Chinese pronunciation and tones. Recognizing, reading, typing, and writing simplified Chinese characters will follow. Students will also engage in elements of Chinese culture through exploration of cultural practices and media presentations.

Course Content:

This class is participation oriented. Students will engage in many learning methods including:

1. Word sound associations:
2. Character writing and reading
3. Collaborative Learning: Students learn the with small groups or peers
4. Teach and Reflect: Students are given the opportunity to lead instruction with their peers. Reflect on their work through peer and teacher discussion

Course Objectives:

- learn Pin-yin the intermediary language and the tone system
- learn and compare vowel and consonant sound differences between English and Chinese
- make flash cards and learn how to use them
- stress stroke order as the aid to fluency in character writing
- as students show proficiency with the language they will engage in more peer tutoring focusing on conversation Chinese and dialogue.

Learning Outcomes:

To develop basic listening, speaking, recognizing, reading, typing, and writing abilities in Chinese. Upon completion students should to be able to:

1. Read and write Chinese phonetic symbols (pinyin) with correct tones.
2. Understand the basic principles of the formation of Chinese characters.
3. master 30 Chinese radicals and write characters in the correct stroke order
4. understand simple sentences spoken by a native Chinese speaker at a slow speed
5. comprehend, read and render short sentences in English translation
6. type/write ten sentences using 30 or more characters

Chinese II

Enrollment: Course has no prerequisites



Class Time: 1 Hour

Chinese II is a next level course in modern standard Chinese (Mandarin) for students with little or no prior experience in the language. The overall goal of this course is to teach English speaking, read, and write modern Chinese.

Students will learn the basics of conversational Chinese. Emphasis will be placed on Chinese pronunciation and tones. Recognizing, reading, typing, and writing simplified Chinese characters will follow. Students will also engage in elements of Chinese culture through exploration of cultural practices and media presentations.

Course Content:

This class is participation oriented. Students will engage in many learning methods including:

Build upon word sound associations:

Build upon Character writing and reading

Collaborative Learning: Students learn the with small groups or peers

Teach and Reflect: Students are given the opportunity to lead instruction with their peers.

Reflect on their work through peer and teacher discussion

Course Objectives:

learn Pin-yin the intermediary language and the tone system

learn and compare vowel and consonant sound differences between English and Chinese

make flash cards and learn how to use them

stress stroke order as the aid to fluency in character writing

as students show proficiency with the language they will engage in more peer tutoring focusing on conversation Chinese and dialogue.

Learning Outcomes:

To develop basic listening, speaking, recognizing, reading, typing, and writing abilities in Chinese. Upon completion students should to be able to:

- Read and write Chinese phonetic symbols (pinyin) with correct tones.
- Understand the basic principles of the formation of Chinese characters.
- master 30 Chinese radicals and write characters in the correct stroke order
- understand simple sentences spoken by a native Chinese speaker at a slow speed
- comprehend, read and render short sentences in English translation
- type/write ten sentences using 30 or more characters



Ethnic Drumming

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Content:

Teach African and Latin-American culture through music and drumming throughout this course students will build important work and community skills including communication skills, cooperative teamwork respect for others. Most importantly this course will engage students through an active, hands-on approach to cultural awareness.

Course Objectives:

Listen actively and critically to various styles of music which include percussion. While listening, students will:

- echo drum patterns played by others
- identify the type of instruments being played
- recognize and label styles of music
- Identify the probable culture from which the music comes.

Learning Outcomes:

Understand and place greater value on the musical cultures of Africa and the Caribbean. Students will:

- describe the way drumming is done in at least two contrasting traditions
- discuss how traditional drumming may be the same or different from contemporary styles in various cultures
- have greater respect for the people represented by the traditions studied.
- discuss how traditional drumming may be the same or different from contemporary styles in various cultures



Sing Your Story: Songwriting After Irma And Maria

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

This is a singer/songwriter class instructing on songwriting as means of musical storytelling. The class utilizes student's voice and various instruments to identify, use and apply folk and traditional structures and styles of songs to create their unique song singing their experiences during and after 2017 Hurricane Season in the U.S. Virgin Islands.

Course Content

This year, the USVI territory experienced two category five hurricane storms, Irma and Maria, destroying homes, businesses, scattering family and friends and leaving the entire territory without electricity and basic necessities for months. This class will utilize basic songwriting styles in Folk; students are provided instruction in grooves, major and minor chords, chord progressions, and blues styles to create song structures. Using drums for rhythm styles and tempo variance, piano and guitar for chords and melody, and examples of contemporary singer/songwriter expressive styles in Americana and U.S. Virgin Islands artists, students are tasked to tell their own Hurricane stories of survival and resurrection. Modes of instruction include, lectures, listening to musical examples based on lectures, repeating examples as a class ensemble, and application of the music theory taught to recreate the themes, tones and stories students are interested in sharing in their music.

Class Consists of:

Participatory orientation. Class organized in sections:

1. Basic Music Theory
2. Rhythm
3. Chords
4. Chord Progression
5. Groove and Progressions
6. Melody
7. Song Arrangement
8. Lyrical Content
9. Harmony
10. Review
11. Performance

Course Objectives



The objective of the class is to provide a therapeutic learning space for students to gain better understanding of music theory and song creation while processing the devastation or changes that the story has created in their lives and the St. John community as a whole. Utilizing different exemplary songs that speak musically and rhythmically of resurrection, change, and endurance while simultaneously speaking of the physical, social, political and spiritual landscapes of different locations and actions provides the students with an understanding and collective belonging to a field of musicianship that inspires generation after generation.

Learning Outcomes

Demonstrate and appreciation for Folk music styles. Integrate music appreciation for genres outside student's own preferences. Show deeper understanding of how songs are a medium for social and personal reflection. Integrate the emotive ability of music theory with student's personal perspective of life. To create lasting musicians and music aficionados with theoretical and performance depth embolden with the culture of The Virgin Islands.



Guitar I

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

Introduction to Guitar teaches basic guitar rhythm strumming using acoustic steel- string guitars in standard tuning. In this class we will learn and execute the open chord shapes and explore popular guitar strum patterns while engaging with contemporary, global guitar standards.

Content

This guitar class is participant oriented with an expectation of students to practice at home. Basic guitar anatomy and maintenance is taught with an emphasis on ensemble rhythm strumming. All students are taught to tune their guitar using digital tuners as well as harmonically with other strings in standard tuning of EADGBE. The class introduces major guitar chords based on open strings. They utilize visual helpers, chord diagrams, which they create themselves to further integrate the chords shapes as not only forms but the individual notes that create the chords. Rhythm changes are taught in 4/4 time to create ensemble grooves and provide opportunity for full class to play chords and chord changes to real time beats. All students must maintain a guitar folder and have an option to rent a guitar. The class project song is "Hallelujah" by Leonard Cohen orientating the students in the tradition of acoustic guitar standards and $\frac{3}{4}$ rhythm. As students progress we move toward finger picking styles used in the class project song using PIMA finger teaching style. The class culminates with a recital performance, playing the class project song together with a light back track.

Daily class schedule is:

- Tuning- students are instructed early on natural notes and standard tuning of acoustic guitars. Using digital tuners and relative pitch as an ensemble, individuals tune their guitars separately and check their tuning collectively as an ensemble.
- Warm-Up- Students begin with playing thumb strings (E, A, D) Index (G), Middle (B), Annular (E) strings to tempo to assure tuning and teach correct finger picking styles, students continue under direction of instructor to finger strengthening exercises using Index and Middle fingers playing open strings to a 4/4 beat, continuing with open strings to first fret to learn the fret board, warm up culminates with reciting fret board note positions.
- Open Chord Shapes and Rhythm Changes- Students learn chord shapes and names by instructor vocal repetition and demonstration. New chords shapes are drawn by students using tablature chord diagrams to further integrate new material and learn the notes of major chords G, C, D, Em, B7, Am. In students folders, rhythm changes using music staff sheets are practiced weekly varying playing chord changes working our way up to faster chord changes to play the class project song.



- Strum Practice and Music Appreciation- Class culminates with a review of basic chord strums (DUDU, DDDD, UUUU, and Alternating Bass Notes boom chuck) while exploring layering rhythm grooves created by the class or exemplified and class songs like “Hallelujah”.

Course Objectives

1. Learning Guitar technical proficiency
2. Learning to tune guitar.
3. Strengthening ear to correct pitch.
4. Improving ear tonality
5. Making connection between high and low pitches.
6. Improve focus and clarity of mind.
7. Playing in rhythm for duration of a song.
8. Strengthening tempo awareness.
9. Gaining finger dexterity.
10. Building finger strength on fret and strum hands
11. Learn open guitar strings.
12. Identify notes that make up chords
13. Understanding basic language in music (chords, notes, tempo, rhythm, etc.

Demonstrate and appreciation for guitar music styles. Integrate music appreciation for genres outside student’s own preferences. Show deeper understanding of how strum styles can change feeling or grooves in music. Demonstrate how grooves are create through ensemble playing rhythmic strumming. Demonstrate strength and dexterity needed for lasting and quality guitar playing. Integrate basic chord shapes across different songs and genres.



Guitar II

Enrollment: Audition required

Class Time: 1 Hour

Course Content:

Guitar II helps students improve guitar basic guitar chords, picking, and finger picking techniques. To make the learning process engaging students will learn familiar song. Students will also be encouraged throughout the class to compose his or her own original song.

Course Objectives:

- Learning guitar technical proficiency
- Learning to tune guitar.
- Strengthening ear to correct pitch.
- Improving ear tonality
- Making connection between high and low pitches.
- Improve focus and clarity of mind.
- Playing in rhythm for duration of a song.
- Strengthening tempo awareness.
- Gaining finger dexterity.
- Building finger strength on fret and strum hands
- Learn open guitar strings (GCEA).
- Identify notes that make up chords
- Understanding basic language in music (chords, notes, tempo, rhythm, etc).

Learning Outcomes:

Demonstrate and appreciation for guitar music styles. Integrate music appreciation for genres outside student's own preferences. Show deeper understanding of how strum styles can change feeling or grooves in music. Demonstrate how grooves are created in ensemble playing using rhythmic strumming. Demonstrate strength and dexterity needed for lasting and quality guitar playing. Integrate basic chord shapes across different songs and **genres**.



Groovin' With Ukulele: Ukulele I

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

Introduction to Ukulele teaches basic Ukulele rhythm strumming using acoustic steel-string Ukuleles in standard tuning. In this class we will learn and execute the open chord shapes of C, Em, Am, F, G. We will learn the basic strum patterns using 4/4 rhythms, while engaging with contemporary Ukulele music standards of fun Caribbean, Hawaiian and Pop genres.

Content

This Ukulele class is participant oriented with an expectation of students to practice at home. Basic Ukulele anatomy and maintenance is taught with an emphasis on ensemble rhythm strumming. All students are taught to tune their Ukulele using digital tuners as well as harmonically with other strings in standard tuning of EADGBE. The class introduces major Ukulele chords based on open strings. They utilize visual helpers, chord diagrams, which they create themselves to further integrate the chords shapes as not only forms but the individual notes that create the chords. Rhythm changes are taught in 4/4 time to create ensemble grooves and provide opportunity for full class to play chords and chord changes to real time beats. All students must maintain a Ukulele folder and have an option to rent a Ukulele. The class project song is "It's Raining It's Pouring" Folk and Nursery Rhyme orientating the students in melody playing on string instruments. The class culminates with a recital performance, playing the class project song together with a light back track.

Daily class schedule is:

- Tuning- students are instructed early on natural notes and standard tuning of Ukuleles. Using digital tuners and relative pitch as an ensemble, individuals tune their Ukuleles separately and check there tuning collectively as an ensemble.
- Warm-Up- Students begin with playing open strings to tempo to assure tuning and teach individual string playing, students continue under direction of instructor to finger strengthening exercises using Index and Middle fingers playing open strings to a 4/4 beat, continuing with open strings to first fret to learn the fret board, warm up culminates with reciting fret board note positions up to the fifth fret.
- Open Chord Shapes and Rhythm Changes- Students learn chord shapes and names by instructor vocal repetition and demonstration. In students folders, rhythm changes using music staff sheets are practiced weekly varying playing chord changes working our way up to faster chord changes to play the class



project song. Movement is used to further integrate rhythm grooves and changes using head, hands, and feet then to Ukulele.

- Strum Practice and Music Appreciation- Class culminates with a review of basic chord strums (DUDU, DDDD, UUUU, and Alternating Bass Notes boom chuck) while exploring layering rhythm grooves using chords learned in class.

Course Objectives

Learning Ukulele technical proficiency

Learning to tune Ukulele.

Strengthening ear to correct pitch.

Improving ear tonality

Making connection between high and low pitches.

Improve focus and clarity of mind.

Playing in rhythm for duration of a song.

Strengthening tempo awareness.

Gaining finger dexterity.

Building finger strength on fret and strum hands

Learn open Ukulele strings (GCEA).

Identify notes that make up chords

Understanding basic language in music (chords, notes, tempo, rhythm, etc.

Learning Outcomes:

Demonstrate and appreciation for Ukulele music styles. Integrate music appreciation for genres outside student's own preferences. Show deeper understanding of how strum styles can change feeling or grooves in music. Demonstrate how grooves are created in ensemble playing using rhythmic strumming. Demonstrate strength and dexterity needed for lasting and quality Ukulele playing. Integrate basic chord shapes across different songs and **genres**.



Mama and Me

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

A weekly, parent-child music class utilizing dance, games and sing-a-long songs for moms, dad's babies and toddlers to bond with each other over music and games with Caribbean language and grooves.

Course Content:

The course will take hand rhythm and clapping games, nursery rhymes sung and played utilizing Calypso rhythms, and dance/rhythmic movement for parents to do with their children ages 10 months-3 years old. Motor Skills are taught through rhythmic playing using Marimbas and hand percussive instruments, name association through game play, enunciation, language skills in English and Spanish by hearing nursery rhymes and musical games in multiple languages, multicultural appreciation through public atmosphere of different families and listening to songs from different genres, body and hand coordination in clapping games and "Baby Races" to encourage crawling and walking, rhythm and tempo, social skills, and music appreciation in Caribbean (Calypso and Reggae) styles and rhythms.

Class Consists of:

1. Welcome Handclap games and sing-a-long time with marimbas and percussive instruments to encourage motor skills, coordination and learn old/new parent and/or baby member's names.
2. Dance/Movement Games and group activities to get students coordinating large muscle movement with rhythm and song, social skills and language skills.
3. Free Time to varying music styles to promote social skills, language skills and bonding with parents
4. Closing ceremony/songs: Group reunites over songs and sharing of family experiences to continue social skill and bonding between family and other members.

Course objectives

- Motor Skills
- Language skills
- Body and Hand Coordination
- Introduce rhythm skills
- Improve crawling or walking skills
- Gain social skills



- Improve family relations
- Introduce music appreciation
- Introduce tones and pitch
- Promote cultural awareness
- Promote/introduce multi-lingual abilities

Learning Outcome:

Students will demonstrate a love for family time. Gain an appreciation for music as a means of entertainment and education. Integrate rhythm and language skills. Achieve an ear for tone and pitches. Demonstrate ability to follow tempo and discern rhythm styles. Gain an appreciation for music styles of the Caribbean.



Expressive Art -Paint and Drawing:

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

Have fun making art with Expressive Painting and Drawing! Learn to drip, layer, and smear on bright colors and textures. Sometimes students paint and draw big using the whole body, and sometimes we'll paint and draw small. Students also learn about the elements of painting and drawing by practicing how to mix color, using brushes, and learning how to draw and paint from observation.

Course Content:

This class is participation oriented. Students will engage in several learning methods including:

Create and Reflect: Students learn to talk about their art projects as a group.

Watch and Reflect: Students observe the teacher's demonstration, engage in accountable talk, create and then reflect.

Collaborative Learning: Students learn the meaning of group art making, by working as a group they learn to share ideas and materials.

Teach and Reflect: Students are given the opportunity to lead instruction with their peers.



Art Out and About:

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

Students learn about the purpose of displaying art in the public as well as how to repurpose trash and other found objects for artistic expression. Students will engage in activities that increase their knowledge of public art. Students will learn that displaying art in public spaces makes art accessible and visible to all. Students learn that art enriches their lives as well as the communities' lives. Students will display a colorful mural, and additional works made from recycled materials.

Course Content:

This class is participation oriented. Students will engage in several learning methods including:

- Create and Reflect: Students learn to talk about their art projects as a group.
- Watch and Reflect: Students observe the teacher's demonstration, engage in accountable talk, create, and then reflect.
- Collaborative Learning: Students learn the meaning of group art making. By working as a group they learn to share ideas and materials.
- Teach and Reflect: Students are given the opportunity to lead instruction with their peers.



Paint like a Famous Artist:

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

Learn to copy art work by Henri Matisse, Vincent Van Gogh, Jackson Pollock, Claude Monet and more! Students will also learn about the history of art by copying techniques and styles of artists throughout history.

Course Content:

This class is participation oriented. Students will engage in several learning methods including:

- **Create and Reflect:** Students learn to talk about their art projects as a group.
- **Watch and Reflect:** Students observe the teacher's demonstration, engage in accountable talk, create and then reflect.
- **Collaborative Learning:** Students learn the meaning of group art making, by working as a group they learn to share ideas and materials.
- **Teach and Reflect:** Students are given the opportunity to lead instruction with their peers.



Pre-Ballet (3 and up)

Enrollment: Course has no prerequisites

Class Time: 45 Minutes

Course Description:

Students learn to love movement and explore multiple ways of moving around a space. Students learn ballet terminology and steps, stretches, and movements across the floor, while having fun. Students hear a mix of classical ballet music, and silly songs. Dancers use their imagination to transform into animals. Dancers also have fun using props such as ribbons, instruments, parachutes, and much more!

Course Content:

Students spend 30 minutes engaged in movement. They begin with ballet steps, then stretches, then movement around the space.

Course Objectives:

1. Students will feel confident participating in a group dance class
2. Students will learn to follow structure and instructions
3. Students will develop a knowledge of basic ballet terms (first position, second position, plie, tendu, releve, bourree, passe)
4. Students will improve balance, flexibility, and coordination
5. Students begin to understand rhythm



Ballet Level I, (ages 6 and up)

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

Students learn the structure of a traditional ballet class. Reinforce the Fundamentals of classical ballet, focusing on proper body alignment, basic ballet technique and terminology, and musicality,. Students will be introduced to elementary barre and center work. This class is offered once a week. Students continue to work towards more advanced steps.

Course Content:

Students are expected to participate in the full 45 minute class. Students begin at the barre, move to cent for stretching and center work, then move across the floor.

Course Objectives:

1. Students develop discipline and an understanding of the structure and flow of a ballet class.
2. Students begin to understand ballet technique, and how to incorporate it into their movements
3. Students learn ballet terminology and are able to demonstrate steps learned
4. Students gain flexibility, balance, and coordination
5. Students develop a sense of musicality



Ballet Level 2, (ages 9 and up) is an extension of ballet one.

Enrollment: Placement by SJSA instructor

Class Time: 1 Hour

Course Description

Students are invited to Ballet Level 2 after they have demonstrated full understanding of the previous level. Body alignment and muscle awareness will determine progress. Students learn the structure of a traditional ballet class, rms, direction of the body, and increased movement vocabulary. . Students learn ballet steps, and continue to work towards more advanced steps.

Course Content

Students are expected to participate in the full 45 minute class. Students begin at the barre, move to cent for stretching and center work, then move across the floor.

Course Objectives

1. To learn and execute an intermediate level of ballet technique
2. To understand and practice alignment as it pertains to ballet
3. To increase strength, flexibility and coordination
4. To learn advanced ballet terminology



Ballet Level 3 (ages 9 and up)

Enrollment: Placement by SJSA instructor

Class Time: 1 Hour

In Ballet Level 3, attention is paid to the proper extension of the limbs, shape of the feet, developing movement sequences, port de bras and balance. Students will see an increase in difficulty in barre and center work. Students begin focusing on repetition and retention.



Caribbean Movement (ages 7 and up)

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

This is an introduction to Caribbean Dance. Students will learn and execute the fundamentals of Caribbean Dance by practicing movement exercises and dance phrases designed to increase knowledge of Caribbean dance. Students will engage in traditional Caribbean and contemporary cultural forms such as afro – Caribbean movement, merengue, bacchanta, calypso, and soca.

Course Content

This class is participation oriented. Movement is presented by means of demonstration and description. Repetition and rehearsal are the primary modes of learning and are followed by correction, clarification, and feedback. As students' progress movement will become more complicated and demanding, integrated and refined. The class is 60 minutes and consists of the following:

- Warm up exercises designed to re-pattern movement habits, stretch and strengthen the body, increase technical skills, and prepare the student to move fully.
- Dance combinations that encourage the development of individual expression as well as honor the historical roots of the dances.
- Closing exercise(s)- incorporating stretching, breathing, and centering. The purpose is to bring closure to our class session, to give care and protection to our muscles and joints and to honor the work we are able to do together.

Learning Outcomes

- Students will demonstrate the ability to consistently perform Caribbean dance combinations including afro Caribbean movement, merengue, bacchanta, calypso, and soca with the understanding of body alignment, fluid, and rhythmic movement through classroom participation
- Students will show their deeper understanding of polyrhythmic, polycentric, and body isolations, strength, and endurance with increased technical skills through dance movements during class.
- Students will learn to integrate other movement across various Caribbean dance disciplines in order to develop technical proficiency as a dance artist by assessing professional dance performance
- Students will demonstrate their knowledge of Caribbean history through a developed awareness of Caribbean dance and its origins.



Jazz (ages)

Enrollment: Course has no prerequisites

Class Time: 1 Hour

Course Description

Introduction to jazz technique, focusing on basic jazz positions, turns, jumps, leaps
Choreography technique, strength, and flexibility. Students will also learn proper stretching techniques to enhance strength and flexibility.

Course Content

Students will be exposed to various styles of jazz such as Broadway, Street and Contemporary to help develop a well rounded dancer. Class curriculum includes warm-up, stretches, isolations, across-the-floor progressions, and combinations.

Objectives

- Students will demonstrate their knowledge of Caribbean history through a developed awareness of Caribbean dance and its origins.
- to learn and perform beginning jazz dance combinations.
- develop skeletal and muscular awareness through movement.
- improve body alignment and coordination.
- develop balance, focus and clarity (both mental and physical).
- increase flexibility, strength and endurance.
- develop awareness of musicality in dance (rhythms, phrasing).
- learn terminology and basic principles used in the study of jazz dance technique.
- observe professional dancers in concert and discuss, in writing, the relationship of jazz dance technique (training) to performance, based on your personal experience in this class.

Learning Outcomes

- Students will demonstrate the ability to consistently perform jazz dance combinations with the understanding of body alignment using basic ballet and jazz technique through classroom participation.
- Students will show their deepened understanding of balance, flexibility, strength and endurance with increased technical skills through dance movements during class.
- Students will learn to integrate other movement studies into their own personal perspective on the process of developing technical proficiency as a dance artist by attending a professional dance performance and writing a paper based on their relationship with in class experiences and what is expressed on stage.
- Students will demonstrate their knowledge of ballet and jazz terminology through an in class written exam.



Piano Lab I I & II Course Syllabus

Course Name: Piano Lab I &II (

Prerequisite to Piano Lab II is Piano Lab I or a placement test)

Course Description/Mission Statement:

This course will be structured like “group piano lessons.” We will start from the very beginning with the most basic skills in piano and music reading. Mostly importantly, students will learn the piano while participating in fun activities.

Method Books / Workbooks:

We will be using the following books:

Alfred’s Basic Piano (Levels 1A, 1B, 2, 3, 4, 5, 6)

The Complete Book of Scales, Chords, Arpeggios, and Cadences by Willard A. Palmer

The Older Beginner Piano Course by James Bastien

Harvard Concise Dictionary

Course Material:

Sharpened pencils w/ eraser

Binder

Copy book

3 hole punch Staff paper

Course Objectives and Goals:

To learn basic keyboard skills.

To develop a strong foundation in music reading skills.

To develop a basic understanding of music theory.

To develop a strong musical vocabulary.

To learn performance ethic.

To learn about a wide range of styles of musical material available for the piano.

Learning Activities:

- Sight Reading: Playing various pieces of music
- Writing-journals: Keeping notes on musical terms, notations, and other important musical aspects
- Assessments: Quiz, Test, and Playing
- Listening: Different styles of music playing
- Videos/Movies: Music styles, music theory, composers
- Games: Music theory, note identification



- **Critical Thinking:** Apply students increased practice time to individual performance
- **Participation:** Discussion, worksheets, and individual playing assignments



Pop Piano

Enrollment: Course has prerequisites

Class Time: 1 Hour

Course Description

This is an introductory piano course where songs are broken down into small manageable chunks. Two students work together to play a song, four hands working together to make the song come together. Students will learn proper piano posture and hand position, basic music theory, where the notes are on the keyboard and major and minor chord structure.

Course Content

This class is 6- minutes and meets once a week. Students are expected to practice songs between classes, either at home or at the St John School of the Arts.

- A. Each class will begin with students playing a simple song or finger pattern that they learned in the previous class.
- B. Brief music theory lesson to introduce the next concept they are working on.
- C. Practice adding the new material to what they have already learned.
- D. Discussion of what to work on next and each student's commitment to practice.

Course Objectives

- 1. To learn how to find the 1,4, and 5 chord in every key
- 2. Ear training exercises to help students learn how to play songs on their own.
- 3. Begin exploring improvisation, creating variations in melodies against different chord combinations
- 4. To learn proper posture and techniques in piano playing
- 5. Practice playing different rhythms
- 6. To learn some basic music theory and simple transposition.



Art around the world/ Multicultural art

Enrolment: Course has no prerequisites

Class Time: 1 Hour

This class will explore the roots and design traditions found in arts and crafts around the world.

This class will not reduce cultural artifacts to empty forms devoid of historical or social significant, nor it will subsume art from different cultures under narrow formal or technical concerns derived from European aesthetic frameworks.

Course content:

This class will operate as a studio workshop, which is interactive by nature. Engaging in a studio activity, help children to:

1. Learn to develop concepts
2. Engage and persist
3. Envision and express
4. Observe and reflect

All studio workshops for children aid in the process of conceptualization, stimulate thinking, and promote individual worth. Students will be encouraged to bring their own pre-existing knowledge and experience into the learning process.

Course Objectives:

1. Through hands on activities the kids will absorb basic sensibilities about the wondrous traditions and culture of others.
2. The students will be introduced to visual stimuli via projection of artifacts from around the world.
3. Basic cultural facts will be given to enrich the experience (7-11).
4. For the adolescence group (12-up), this class aims to sensitize them to issues of cultural identity, And to acquire an understanding of the relationship between these artistic traditions and non-western philosophy, cultural values, and social structure.

Learning Outcomes:

Upon completion students should be able to:

1. Complete several works of art derived from different cultures.
2. Learn to recognize characteristic art objects from different cultures.
3. Discuss different systems of thought, cultural practices and their relations to non-western art.
4. Gain an insight of their own place in history and the capacity and ability of all human beings.



Art for Social Change/Social Reconstructionist Art

Enrollment: Course has no prerequisites

Class time: One hour

This class advocates an approach which stresses the vital connections between students' lives inside and outside of school within a framework of social and historical analysis. This approach encourages students to speak, create, and represent themselves from their own positions, as well as encourages them to critique their environment, and confront social issues in ways that are synthesized with the study of art. When the focus is shifted to issues and ideas that students truly care about and that are relevant within a larger life-world context, art becomes a vital means of reflecting upon the nature of society and social existence.

Course content:

This class will operate as a studio workshop. Engaging in a studio activity, help children to:

5. Learn to develop concepts
6. Engage and persist
7. Envision and express
8. Observe and reflect

All studio workshops for children aid in the process of conceptualization, stimulate thinking, and promote individual worth. Students will be encouraged to bring their own pre-existing knowledge and experience into the learning process.

Course objectives:

1. Through hands on projects students will be able to connect everyday experience, social critique, and creative expression.
2. Students will learn about contemporary art and artists who are associated with the "politics of difference", challenging homogeneous view of history in the name of diverse perspectives; acknowledging historical specificity and plurality, and dealing with issues of *how* and *what* constitutes difference.
3. The students will be introduced to visual stimuli via projection of contemporary art.
4. Students will be encouraged to collaborate with each other in creating meaningful works.
5. Students will learn about and will be encouraged to create conceptual art, photo-text art, installations and more.

Learning outcomes:

Upon completion students will be able to:

1. Complete several socially engaged projects.
2. Better understand their own place in history and in their immediate environment.
3. Look at the pieces of the world not as separate but as being irrevocably intertwined and interdependent.
4. Possibly, show their art in the library or Bajo del Sol.



Environmental Art/Green Art/Eco-Conscious Art

Enrollment: course has no prerequisites

Class time: one hour

This class aim to integrate the creating of art projects using the reduce, reuse, recycle ideology with the teaching of basic environmental science (level of material will be tailored according to age group). We will investigate how we use the Earth's resources, how we treat the environment that surrounds us and come up with better, safer, cleaner ways of living on Earth.

Course content:

This class will operate as a studio workshop, which is interactive by nature. Engaging in a studio activity, help children to:

9. Learn to develop concepts
10. Engage and persist
11. Envision and express
12. Observe and reflect

All studio workshops for children aid in the process of conceptualization, stimulate thinking, and promote individual worth. Students will be encouraged to bring their own pre-existing knowledge and experience into the learning process.

Course objectives:

1. Through hands-on activities, the students will create both two and three-dimensional art projects using, recycled, scrap, or "found" materials.
2. "Earth friendly" terms like biodegradable, biodiversity, ecosystem, sustainable etc. will be introduced, as well as other fun facts.
3. Class will be divided to sections on plastic, metal, paper, glass, and organic matter.
4. "Green" paint and adhesive recipes will be introduced and used.
5. The students will be introduced to visual stimuli via projection of "green" works by artists from all over the world, who choose to work with the Earth rather than take from it.

Learning outcomes:

Upon completion students will be able to:

1. Complete several wonderful art pieces from materials that leave little or no impact on the environment.
2. Will be knowledgeable about earth friendly lingo and basic environmental facts.
3. Will acquire simple solutions that they can put into action each day to clean up the Earth.
4. Understand their own place, power, and role in saving Earth.



Tumbling

Tumbling of tots

3:30 to 4:40 ages 3 to 5 years old

Enrollment: This course has no prerequisites.

Course Description: the students will learn basic tumbling and participation within a group.

Course Content: The students will learn fundamental of tumbling appropriate to their age group, tumbling terminology and safety.

Course Objective:

Resources: Select relevant goal for related activities. Allocates time to do the activities and prepares, understands and follows a schedule. Emphasis on strength, flexibility, balance, and coordination. Requires group participation.

Interpersonal: work cooperatively with others. Safety is an important element to tumbling.

Understands criticism; monitor and corrects performance skills. Assessment of each student's skill level will be made throughout the course. Upon successful demonstration of learned skill, each student will learn additional technical skills to build up the prior skill or learned behavior.

Personal qualities: Responsibility, sociability, and self-management.

Clothing

Boys should wear underpants and loose clothes. No jeans allowed.

Girls should wear loose clothes, leotard and shorts are preferred. No jeans allowed.

Beginning tumbling

Prerequisite: no prerequisites. ages 6 to 11 years' old. This class is for beginner tumblers or a tumbler who has not had tumbling class in a while to refresh their tumbling skills.

Course Description: the students will learn basic tumbling and participation within a group.

Course Content: The students will learn fundamental of tumbling appropriate to their age group, tumbling terminology and safety.

Course Objective:

Resources: Select relevant goal for related activities. Allocates time to do the activities and prepares, understands and follows a schedule. Emphasis on strength, flexibility, balance, and coordination. Requires group participation.



Interpersonal: work cooperatively with others. Safety is an important element to tumbling.

Understands criticism; monitor and corrects performance skills. Assessment of each student's skill level will be made throughout the course. Upon successful demonstration of learned skill, each student will learn additional technical skills to build up the prior skill or learned behavior.

Personal qualities: Responsibility, sociability, and self-management.

Boys should wear underpants and loose clothes. No Jeans allowed.
Girls should wear loose clothes, leotards and shorts preferred. No jeans allowed.

Intermediate tumbling class

Prerequisite: ages 5 to 14 years' old. Student must have teacher's permission to sign up for this class.

Course Description: the students will learn basic tumbling and participation within a group.

Course Content: The students will learn fundamental of tumbling appropriate to their age group, tumbling terminology and safety.

Course Objective:

Resources: Select relevant goal for related activities. Allocates time to do the activities and prepares, understands and follows a schedule. Emphasis on strength, flexibility, balance, and coordination. Requires group participation.

Interpersonal: work cooperatively with others. Safety is an important element to tumbling.

Understands criticism; monitor and corrects performance skills. Assessment of each student's skill level will be made throughout the course. Upon successful demonstration of learned skill, each student will learn additional technical skills to build up the prior skill or learned behavior.

Personal qualities: Responsibility, sociability, and self-management.

Clothing

Boys should wear underpants and loose clothes. No jeans allowed.
Girls should wear loose clothes, leotards and shorts preferred. No jeans allowed.

*****Note about the jeans. If a should come to class wearing jeans, they will not be allowed the take the class. Long or short jeans.



BASIC ARCHERY

COURSE DESCRIPTION

Archery is a blend of long tradition and modern technology, a combination of physicality and mental concentration. This course is designed for the archery beginner, aimed at developing self confidence, concentration, discipline and upper body strength. In partnership with St. John School for the Arts, our beginners courses are fun & safe for all age groups.

Course Goals

1. Broaden the student's knowledge and understanding of archery as it relates to the physical, mental, and psychosocial aspects of fitness.
2. Give the students a working understanding of the rules, competition events, and etiquette of archery.
3. Provide the students with an understanding of safety practices necessary to safely participate in the various archery sports.
4. Provide the student with a knowledge of community related archery activities.

LEARNING OBJECTIVES

The course is designed for the beginning or novice archer and uses recurve indoor target bows and equipment. The purpose is to introduce students to the basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance shooting form and techniques, competition.

The students will be able to:

1. Attend and participate regularly in class activities.
2. Demonstrate proper skill techniques in the nine basic steps of the shot process.
3. Observe all safety regulations and current practices.
4. Properly assemble, tune, use and store archery equipment
5. Properly and safely set up, maintain and manage an archery range
6. Practice stringing and unstringing the bow
7. Practice components for nocking drawing, aiming and shooting on targets.
8. Practice scoring and retrieving arrows.
9. Be exposed to basic rules, competitions and etiquette of target archery.



10. Practice stretching and warming up specifically for archery
11. Become proficient and safe enough to shoot in local and national archery events.
12. Learn archery games and activities for different groups and interests of people, that can be used in schools and community events.

Instructional Methods: 15% Lecture and demonstration, 75% skills practice, 10% Game and tournament practice, 30 minutes homework per week.

Outcome

Our Beginners course covers the steps of the shooting technique that are the basis of good consistent shooting. Our classes cover all the fundamentals and principles necessary to handle and shoot a bow safely and with sound technique. You will be taught the Basic Archery Shot Cycle to help you form a harmonious & shooting sequence. When you understand how to apply the basics we will teach you to become more consistent and accurate in your shooting. We hope that by the end of the course you will be a confident and skilled archer ready for the next level!

Prepared by : Marlon V. Parohinog



Hip Hop-Break Dance

Enrollment: This course has no prerequisites.

Course Description: Hip Hop/ Break Dance with Margot is a high energy dance class that provides students with fitness, coordination, rhythm, self expression, confidence, teamwork, discipline and FUN!

Course Content: The students will learn fundamental of hip-hop and breakdancing. Students will strengthening core and arm muscles to engage in appropriate to breakdance technique.

Course Objective:

The students will learn to execute Hip Hop and Break Dance moves properly. They will learn names and history of the moves as well. Class begins with a Zumba warm up, stretches and strengthening. We will do a rhythm section called Stepping into across the floor Hip Hop walks and combos. Class will then go into a dance routine that we will add onto each week. We will end with Break Dance moves on the mat and a Freestyle circle for the students to do their own moves.

Learning Outcomes

Students will demonstrate the ability to consistently perform Hip Hop dance combinations with the understanding of coordination (using more than one body part at one time) and rhythm (moving to different beats and tempos in the music) through classroom participation.

Students will show their deepened understanding of hip hop and break dance movements during class with strings of steps performed from a standing position while the student maintains cleanliness, form, attitude and expression. The students will acquire momentum, speed, endurance, strength, flexibility, and control to execute movement on the floor with the hands supporting the dancer as much as the feet.

Students will learn to integrate styles of Hip Hop and Break Dance. They will demonstrate their knowledge of Hip Hop and Break Dance history through a developed awareness of Street dance and its origins. Students will learn the proper names and terms for each movement and the proper way of executing each move.



Recorder

Enrollment: This course has no prerequisites.

Course Description:

Students will learn to read and play the standard notation for B, A, and G on the recorder; sing and perform a song for recorder with accompaniment; compose, and perform on recorder, a 16-beat melody with notes B, A, and G and rhythmic phrase cards

Course Content: This class addresses composing and performing melodies using the recorder notes B, A and G. The Orff process is embedded within each lesson as students experience music aurally, orally, kinaesthetically and visually.

Course Objective:

Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) a. reading, writing, and performing rhythmic patterns using standard notation, including: augmentation and diminution

b. reading, writing, and performing patterns in a variety of meters,

c. reading, writing, and performing patterns of pitch (pentatonic and diatonic major, minor, and modes) and known songs and absolute pitch letter names (e.g., recorder)

d. Students perform music alone and with others in a variety of settings with musical accuracy

b. playing a varied repertoire representing various genres, styles, cultures using the recorder



Classical Guitar II

Enrollment: Audition required

Class Time: 1 Hour

Course Content:

Classical Guitar offers a structured, active, and comprehensive entrance into the world of classical guitar, and is a perfect fit for students with pick-style electric and acoustic guitar backgrounds.

Course Objectives:

- Learning guitar technical proficiency
- Learning to tune guitar.
- Strengthening ear to correct pitch.
- Improving ear tonality
- Making connection between high and low pitches.
- Improve focus and clarity of mind.
- Playing in rhythm for duration of a song.
- Strengthening tempo awareness.
- Gaining finger dexterity.
- Building finger strength on fret and strum hands
- Learn open guitar strings (GCEA).
- Identify notes that make up chords
- Understanding basic language in music (chords, notes, tempo, rhythm, etc).

Learning Outcomes:

Demonstrate and appreciation for guitar music styles. Integrate music appreciation for genres outside student's own preferences. Show deeper understanding of how strum styles can change feeling or grooves in music. Demonstrate how grooves are created in ensemble playing using rhythmic strumming. Demonstrate strength and dexterity needed for lasting and quality Ukulele playing. Integrate basic chord shapes across different songs and **genres**.

