

**2019 - 2020 St. John School of the Arts  
Class Descriptions / Course Catalog**

Chinese I.....2  
 Chinese II.....3  
 Ethnic Drumming.....4  
 Quadrille (Dance) .....5  
 Guitar I.....6  
 Guitar II.....8  
 Groovin' with Ukulele 1 & 2 .....9  
 Fabric Dye .....11  
 Expressive Art Paint and Drawing .....12  
 Clay Modeling .....13  
 Tumbling I - III .....14  
 Creative Movement 1 .....15  
 Creative Movement 2 .....16  
 Ballet I-Level 1.....17  
 Ballet II, Level II.....18  
 Ballet III (Teens), Level III.....19  
 Caribbean Movement.....20  
 Advanced Jazz.....21  
 Acting for Theatre I & II .....22  
 Art for Social Change .....23  
 Image and Color .....24  
 Environmental Art.....25



## 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



## Quadrille: The Dance of the Virgin Islands

**Enrollment:** Course has no prerequisites (Ages 8 & up)

**Class Time:** 1 Hour

### Course Description

Quadrille is the official dance of the Virgin Islands. Students will learn basic quadrille language and dances.

### Course Content

Cultural Dances are important to keep pieces of history alive. This course offers the opportunity for students to learn about our musical culture and to increase knowledge of the dances. Classes will include oral discussions about the origin of quadrille dancing and how it became a part of Virgin Islands Culture. The type of music used in quadrille dancing will also be discussed. Students will learn the function of a floor master and understand the floor master's role in the organization of a dance.

### Class Organization:

1. Warm-up Movements
2. Oral Discussion
3. Quadrille Dancing
4. Close-Out Routine to Review
5. Performance



## 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 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 student's improve guitar basic guitar chords, picking, and finer 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:

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 (GCEA).
12. Identify notes that make up chords
13. 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**.



## Groovin' With Ukulele: Ukulele I + II

**Enrollment:** Ukulele I has no prerequisites / Ukulele II Prerequisite: Ukulele I

**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

14. Learning Ukulele technical proficiency
15. Learning to tune Ukulele.
16. Strengthening ear to correct pitch.
17. Improving ear tonality
18. Making connection between high and low pitches.
19. Improve focus and clarity of mind.
20. Playing in rhythm for duration of a song.
21. Strengthening tempo awareness.
22. Gaining finger dexterity.
23. Building finger strength on fret and strum hands
24. Learn open Ukulele strings (GCEA).
25. Identify notes that make up chords
26. 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**.



## Fabric Dye

**Enrollment:** course has no prerequisites

**Class time:** one hour

### Course Description:

This class aim to integrate the creating of fabric art works using the many dye techniques like tie-dye, mud cloth, shibori, and batik with the introduction to the history of textile dyes. We will explore and investigate the use of natural resources like roots, berries, bark, leaves, wood and other organic, naturally occurring substances in the creation of beautiful works of art.

### 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 students will create beautiful and functional fabric art pieces utilizing various techniques from around the world.
2. The students will be introduced to visual stimuli via projection of many examples of fabric art from around the world, past and present.
3. The students will learn to create natural dyes through experimentation.
4. Guided instructions will help stimulate their intuitive abilities and explore different routes to creativity.
5. The students will be introduced to sustainability and “green” art and cultures and artists around the world who choose to work with the Earth rather than against it.

### Learning outcomes:

Upon completion students will be able to:

1. Complete several beautiful and functional (shirts, napkins, wall art, etc.) works of art.
2. Will be knowledgeable about different natural dyeing techniques and different mordants.



3. Will be knowledgeable about different styles of dyeing fabric from around the world and will be able to recognize characteristic fabric art styles and motifs from different cultures.



## **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.



## Clay Modeling

**Enrollment:** course has no prerequisites

**Class time:** one hour

### Course Description:

This class will introduce the students to clay. One of the world's greatest resources, clay has been used by humans for more purposes than any other material. Demonstrated and explained in this course, are some of the very enjoyable ways in which one can make things of utility and beauty from clay.

### Course content:

This class will operate as a studio workshop, which is interactive by nature. 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 activities the students will create both two and three - dimensional clay art projects.
2. With proper guidance, students will produce increasingly sophisticated clay sculptures.
3. Clay techniques will be explained and will be followed by step-by-step directions which will lead the students through the basics of a technique, yet invite creative solutions.
4. Through the course, illustrations of finished clay art works by artists from many cultures, past and present, will be provided.

### Learning outcomes:

Upon completion students will be able to:

1. Complete several wonderful utilitarian clay pieces like bowls, cups, mugs, and candle holders as well as sculptures.
2. Will be knowledgeable about the many hand-clay manipulation techniques like: poke, pinch, pound, roll, squash, squeeze and stretch, as well as terms like: Wedging, modelling, slab, composition, texture and more.
3. As a result of working with clay, a special kind of communication among hands, clay and imagination is fostered, making the experience very personal almost therapeutic.



## Tumbling I - III

**Enrollment:** Course has no prerequisites

**Class Time:** 1 Hour

### **Course Description:**

The students will learn stretching and strength exercises as well as a progressive tumbling movements. As each student masters a tumbling skill, the next tumbling trick will be introduced. The students will always learn about safety and team work and positive discipline.

### **Course Content:**

This class focuses on providing cheerleaders, dancers, and gymnasts with the skills necessary to become good tumblers. Students will spend time working on strength and tumbling drills that will help them get one step closer to better tumbling for classes and try-outs.

**Beginner tumbling (Tumbling I/Tumbling for Tots)** will work on strengthening handstands, cartwheels, bridges, and rolls, as well as drills for round offs, and walkovers.

**Intermediate Tumbling (Tumbling 2)** have mastered these skills, and will work on perfecting their round-offs, handsprings and walkovers.

**Advanced Tumbling (Tumbling 3)** students have already grasped above skills, and will work on round off back handsprings, front handsprings, front/back tucks, twisting, and more.



## **Creative Movement I (Formerly Pre-Ballet) (Ages 3 - 5)**

**Enrollment:** Course has no prerequisites

**Class Time:** 45 Minutes

### **Course Description:**

The students will learn stretching and strength exercises as well as a progressive tumbling movements. As each student masters a tumbling skill, the next tumbling trick will be introduced. The students will always learn about safety and team work and positive discipline. Students will also 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



## **Creative Movement 2 (Ages 5 - 8)**

**Enrollment:** Course has no prerequisites

**Class Time:** 60 Minutes

### **Course Description:**

The students will learn stretching and strength exercises as well as a progressive tumbling movements. As each student masters a tumbling skill, the next tumbling trick will be introduced. The students will always learn about safety and team work and positive discipline. Students will also 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 60 minutes engaged in movement. They begin with ballet steps, then stretches, then movement around the space.

### **Course Objectives:**



### **Ballet Level I** (ages 6 and up)

**Enrollment:** Course has no prerequisites

**Class Time:** 45 Minutes

#### **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)**

**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 60 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/Ballet for Teens (ages 13 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, bachata, 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, bachanta, 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.



## Advanced Jazz (ages 13 & Up)

**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.



## **Acting for Theatre I & II**

**Enrollment:** Theatre I is beginners and has no prerequisites/Theatre II: Prerequisite Theatre I  
**Class Time:** 1 Hour

### **Course Description**

Creative expression for the stage, using body, voice and imagination. Students will develop skills in characterization, realistic playing on stage, and emotional connection with a storyline.

Class will include character-related theater games and basic techniques for vocal preparation and performance. As an ensemble, we will work on projection, vocal quality, range, energy, and expressiveness through relaxation and technique exercises.

### **Course Content**

This class is 60 minutes and meets once a week. Students are expected to rehearse scripts between classes, either at home or at the St John School of the Arts.

Class will include character-related theater games and basic techniques for vocal preparation and performance. As an ensemble, we will work on projection, vocal quality, range, energy, and expressiveness through relaxation and technique exercises.

### **Course Objectives**

- Work in collaborative/ artistic ensembles; specifically enhancing skills of listening/respect towards others.
- Possess a broad appreciation for theatre arts – in theory, performance, and production, traditional and global standpoints.
- Exhibit a fundamental working knowledge of the basic areas of theatre art (acting, directing, design, voice, etc.)
- Process and maintain a basic knowledge of the history, origin and tradition of theatre as an art form.
- Articulate theatrical knowledge of the basic areas of theatre (acting, directing, design and voice etc.) in both written and oral communication forms.



## Art for Social Change/Social Reconstructionist Art

**Enrollment:** Course has no prerequisites

**Class time:** One hour

### Class Description:

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:

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 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.



## Image and Color

**Enrollment:** Course has no prerequisites

**Class time:** One hour

### **Class Description:**

This course shall cover not only the basic elements of color theory, but also provide an opportunity for the more intuitive and practical applications of color in the making of art. The perceptual, symbolic, and cultural significances of color are addressed.

### **Course objectives:**

1. develop a better understanding of colors
2. learn the fundamentals of design

### **Course content:**

1. color psychology
2. attributes of color
3. types of color schemes
4. fundamentals of design
5. using oblique strategies
6. drawing techniques

### **Learning outcomes:**

1. understand basic design vocabulary, principles and elements
2. use design fundamentals and color theory to solve problems for any product of art
3. use drawing techniques, image and color to communicate emotions and ideas
4. use words to tell a story about what their work is communicating



## 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:

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 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.



