



CARY ACADEMY

MIDDLE SCHOOL FINE & PERFORMING ARTS CURRICULUM

Address

Cary Academy
1500 N. Harrison Ave.
Cary, NC 27511

Phone

Administration: (919) 677-3873
Middle School: (919) 228-4600
Upper School: (919) 228-4544

Online

Email: info@caryacademy.org
Website: www.caryacademy.org



Middle School Curriculum

Visual Arts: 6th Grade Visual Art Minor

COURSE TITLE: Visual Arts Exploratory ARTVA100
Alyssa_Armstrong@caryacademy.org
Room B126, Berger Hall

COURSE DESCRIPTION

This course serves as an exciting introduction to the Elements of Art and provides an exploration of various media to sixth-grade students. Beginning Visual Art vocabulary will be introduced and applied in the disciplines of drawing, painting, sculpture and crafts.

GOALS

- Build a foundation of art vocabulary
- Practice good time management and planning in the art classroom
- Promote confidence and an enjoyment for the artistic process

SKILLS

- Form knowledge of the elements of art: Line, Color, Value, Texture, Shape, Form and Space
- Observe and explore different styles of art
- Utilize tools and media appropriately to maintain a productive work environment
- Work independently and in collaborative teams to plan and create

ACTIVITIES/CONTENT

- Students experience drawing that may include pencil, colored pencil, marker, and chalk pastel
- Students explore painting applications that may include watercolor, acrylic, and ink
- Students manipulate multi-media to create forms that may include cardboard, clay, and recycled material

ASSESSMENT

Studio Projects are graded on rubrics with specific criteria and expectations for each assignment. Students receive studio grades which reflect commitment to work during class and are based on the following criteria:

- Focused on class activities
- Taking initiative to pursue excellence in work
- Managing class time wisely
- Working independently at appropriate times
- Responsibly cleaning and caring for art supplies

RESOURCES

- The New Drawing on the Right Side of the Brain by Betty Edwards
- Know the Artists Program by Crystal Productions Company
- Understanding Art by Rosalind Ragans and Jane Rhoads
- Exploring Art by Gene Mittler and Rosalind Ragans
- Various online resources



Middle School Curriculum

Visual Arts: 6th Grade Visual Art T3

COURSE TITLE: 6th Grade Visual Arts Major ARTVA100
INSTRUCTOR E-MAIL: Alyssa_Armstrong@caryacademy.org
MEETING LOCATION: Room B126, Berger Hall

COURSE DESCRIPTION

The 6th Grade Middle School Visual Arts Major provides an opportunity for students to explore various media and learn intermediate artistic principles. Students continue to investigate the divergent disciplines of drawing, painting, printmaking, ceramics and sculpture. Emphasis is placed on developing artistic vocabulary, critiquing skills, and promoting artistic style.

GOALS

Students will receive an introduction to Visual Arts through activities reflecting artistic styles and techniques of the cultures learned in sixth grade history. Students apply the elements and principles of art through a wide variety of media, styles and techniques. This course is intended to provide students with an understanding of the scope of Visual Arts, and is a studio project-based approach to the study of art. Overarching goals:

- o Strengthen a foundation of art vocabulary
- o Practice good time management and planning in the art classroom
- o Promote confidence and an enjoyment for the artistic process
- o Develop awareness of the diversity within the Visual Arts

SKILLS

- o Expand on understanding of the elements of art: Line, Color, Value, Texture, Shape, Form and Space
- o Observe and explore different styles of art
- o Utilize tools and media appropriately to maintain a safe and productive work environment
- o Reinforce knowledge of Color Theory including primary, secondary, and tertiary colors, warm vs. cool, complementary, analogous and monochromatic schemes.
- o Work independently and in collaborative teams to plan and create
- o Acquire a basic understanding of the artist within, and how to begin transmitting feelings into visual images.

ACTIVITIES/CONTENT

- o Students experience drawing that may include pencil, colored pencil, marker, and chalk pastel
- o Students explore painting applications that may include watercolor, acrylic, and ink
- o Students learn basic ceramic techniques of coiling, pinching, slabbing and glazing
- o Students integrate World Cultures unit through printmaking and weaving

ASSESSMENT

Studio Projects are graded on rubrics with specific criteria and expectations for each assignment. Students receive grades which reflect commitment to work during class and are based on the following criteria:

- o Student is focused on class activities
- o Student takes initiative to pursue excellence in work
- o Student is able to work independently at appropriate times
- o Student shows responsibility for cleaning and caring for art supplies

RESOURCES

- o The New Drawing on the Right Side of the Brain by Betty Edwards
- o Know the Artists Program by Crystal Productions Company
- o Understanding Art by Rosalind Ragans and Jane Rhoads
- o Exploring Art by Gene Mittler and Rosalind Ragans
- o Numerous online resources



Middle School Curriculum

Visual Arts: 7th and 8th Grade Visual Arts

COURSE TITLE Visual Arts 7th/8th ARTVA400
INSTRUCTOR E-MAIL Alyssa_Armstrong@caryacademy.org
PREREQUISITE Successful completion of 6th Grade Major

COURSE DESCRIPTION

Middle School Visual Arts classes empower seventh and eighth-grade students to explore various media and learn intermediate/advanced artistic principles. Students continue to investigate the divergent disciplines of drawing, painting, printmaking, ceramics and sculpture started during their sixth-grade year. While studio project concepts, subject matter and techniques advance in complexity, students are encouraged to continue finding their personal artistic voice and style.

Goals

The seventh and eighth-grade Visual Arts curriculum offers students the opportunity to expand their knowledge of artistic techniques and principles. Students will gain further knowledge of the artistic elements and principles through a diverse choice of media. In addition, each student will design and execute an independent studio project of their choice.

OVERARCHING GOALS:

- Apply Elements of Art and Principles of Design in complex Studio Projects
- Implement successful time management and planning in the art classroom
- Promote confidence and an enjoyment for the artistic process
- Incorporate global, historical and cultural contexts of the Visual Arts
- Create original art through use of observation and personal experiences

SKILLS

- Expand on understanding of the elements of art: Line, Color, Value, Texture, Shape, Form and Space
- Introduce and expand on principles of design: Balance, Contrast, Emphasis, Pattern, Movement, Rhythm, Unity/Variety
- Observe and explore different styles of art, subject matters and movements
- Develop new artistic techniques through study of the Masters
- Utilize tools and media appropriately to maintain a safe and productive work environment
- Reinforce knowledge of Color Theory including primary, secondary, and tertiary colors, warm vs. cool, complementary, analogous and monochromatic schemes.
- Work independently and in collaborative teams to plan and create
- Explore the use of materials in the creation of 3D forms including but not limited to clay, cardboard, fabric, and recycled goods
- Acquire a basic understanding of the artist within, and how to begin transmitting feelings into visual images.
- Identify and explore art media for use in independent studio projects
- Develop a plan for an independent art project including materials, design, and process

ACTIVITIES/CONTENT

- Students develop drawing techniques that may include pencil, colored pencil, charcoal, pen and ink, oil and chalk pastel
- Students expand knowledge and manipulation of ceramic and sculptural 3D forms. Materials may include clay, wire, paper mache, cardboard, recycled goods, and paper
- Students explore painting applications that may include watercolor, acrylic, and ink
- Students integrate and celebrate diversity in art through printmaking, mixed media work, and fiber arts
- Students develop materials, design and process for independent project after experience with an assortment of media

ASSESSMENT

Studio Projects are graded on rubrics with specific criteria and expectations for each assignment. Students receive grades which reflect commitment to work during class and are based on the following criteria:

- Student is focused on class activities



- o Student takes initiative to pursue excellence in work
- o Student can work independently at appropriate times
- o Student shows responsibility for cleaning and caring for art supplies

RESOURCES

- o The New Drawing on the Right Side of the Brain by Betty Edwards
- o Make It in Clay: A Beginner's Guide to Ceramics by Charlotte Speight and John Toki
- o Know the Artists Program by Crystal Productions Company
- o Understanding Art by Rosalind Ragans and Jane Rhoads
- o Exploring Art by Gene Mittler and Rosalind Ragans
- o Numerous online resources



Middle School Curriculum

Band: 6th Grade Band Majors

COURSE DESCRIPTION

Open to sixth-grade students only. Students learn the fundamentals of music notation and develop basic skills in the individual and ensemble practice and performance of their instrument. Emphasis is placed on developing technical skills on their instrument as well as in listening, valuing, creating and studying the elements of music. Instrumentation includes woodwinds, brass, and percussion.

GOAL

Students will develop basic skills for practicing and performing on a wind or percussion instrument.

SKILLS

- o Tone production (playing with a characteristic and beautiful sound)
- o Tempo (keeping a steady beat)
- o Rhythm reading (counting, clapping, and playing rhythm patterns)
- o Pitch reading (naming notes and associating fingerings with notes)
- o Technique (finger/hand dexterity, embouchure [lips] control, tonguing, range)
- o Interpretation (phrasing, dynamics, expressiveness)
- o Balance (matching volume within the section and the entire ensemble)
- o Blend (matching sound within the section)
- o Intonation (playing in tune with oneself, the section, and the entire ensemble)
- o Listening (identifying structure and form of the overall piece of music, as well as the function of the part a student is playing)

ACTIVITIES

- o Practice outside of class at least two and one half hours per week
- o Rehearsals during class
- o Two or three evening performances at school
- o Various performances for the school during the school day

ASSESSMENT

- o Pass-off music in class (demonstrate mastery of Pitch, Sound, Style, Technique, Time)
- o Portfolio (recordings made at home, reflection on progress, listening journal)
- o Participation in rehearsal (being on time with instrument/supplies/music and being properly prepared to play the assigned music)

EXPECTED TO FURNISH HER/HIS OWN

- o Instrument - for most instruments \$600-800 to purchase, \$25-35 for monthly lease/rental
- o Supplies - approximately \$40 for woodwinds, \$10 for brass, \$70-80 for percussion
- o Designated performance outfit - all black. Students obtain on their own.
- o Book- Tradition of Excellence, book one, for the student's specific instrument (\$10)
- o Computer software - \$40 for a yearly subscription of Smart Music

RESOURCES

- o Printed - Tradition of Excellence, Book One, for the student's specific instrument
- o Computer software - Smart Music (accompaniment and recording software)



Middle School Curriculum

Band: 6th Grade Band Minors

COURSE DESCRIPTION

Open to sixth-grade students only. Students explore playing flute, clarinet, trumpet, trombone, and percussion during class and may also choose to take instruments home. Students will also be introduced to music technology tools.

GOAL

- Students will play wind and percussion instruments to see if they would like to pursue further study as a Band Major.

SKILLS

- Tone production (playing with a characteristic and beautiful sound)
- Technique (finger/hand dexterity, embouchure [lips] control, tonguing, range)

ACTIVITIES

- Playing instruments during class
- Playing instruments at home
- Exploring online music technology tools

ASSESSMENT

- Pass-off music in class (demonstrate mastery of Pitch, Sound, Style, Technique, Time)
- Portfolio (recordings made at home, reflection on progress, listening journal)
- Participation in rehearsal (being on time with instrument/supplies/music and being properly prepared to play the assigned music)

EQUIPMENT

- All instruments and materials will be provided by the school

RESOURCES

- Instruments
- Noteflight.com (writing music with traditional notes)
- Hooktheory.com (writing music with shapes and colors)
- Audacity software (recording and editing music - free download)



Middle School Curriculum

Band: 7th and 8th Grade Band

COURSE DESCRIPTION

Open to 7th and 8th grade students only. Students begin to achieve comprehensive musicianship by further developing skills in the individual and ensemble practice and performance of their band instrument. Continued emphasis is placed on developing technical skills on their instruments as well as skills in listening, valuing, creating and studying the elements of music.

PREREQUISITE

At least one year's experience playing a band instrument (woodwind, brass, percussion)

GOAL

- Students will develop skills on an intermediate level for practicing and performing on a wind or percussion instrument.

SKILLS

- Tone production (playing with a characteristic and beautiful sound)
- Tempo (keeping a steady beat)
- Rhythm reading (counting, clapping, and playing rhythm patterns)
- Pitch reading (naming notes and associating fingerings with notes)
- Technique (finger/hand dexterity, embouchure [lips] control, tonguing, range)
- Interpretation (phrasing, dynamics, expressiveness)
- Balance (matching volume within the section and the entire ensemble)
- Blend (matching sound within the section)
- Intonation (playing in tune with oneself, the section, and the entire ensemble)
- Listening (identifying structure and form of the overall piece of music, as well as the function of the part a student is playing)

ACTIVITIES

- Practice outside of class at least two hours per week
- Rehearsals during class
- Two or three evening performances at school
- Various performances for the school during the school day
- One or two performances off campus during the school day
- Possibly one or two performances outside of school during an evening or weekend.

ASSESSMENT

- Pass-off music in class (demonstrate mastery of Pitch, Sound, Style, Technique, Time)
- Portfolio (recordings made at home, reflection on progress, listening journal)
- Participation in rehearsal (being on time with instrument/supplies/music and being properly prepared to play the assigned music)

EXPECTED TO FURNISH HER/HIS OWN

- Instrument - for most instruments \$600-800 to purchase, \$25-35 for monthly lease/rental
- Supplies - approximately \$40 for woodwinds, \$10 for brass, \$70-80 for percussion
- Designated performance outfit - all black. Students obtain on their own.
- Book- Tradition of Excellence, book two, for the student's specific instrument (\$10)
- Computer software - \$40 for a yearly subscription of Smart Music
- Resources:
- Printed - Tradition of Excellence, book two, for the student's specific instrument
- Computer software - Smart Music (accompaniment and recording software)



Middle School Curriculum

Chorus: 6th Grade Chorus Major

COURSE DESCRIPTION

Sixth grade chorus students learn to use their voices effectively in singing. They learn and perform a mixed repertoire of classical, contemporary, folk, and Broadway songs scored for unison to three or four part voices. The students develop music reading skills and begin basic music theory concepts. The sixth-grade chorus has several performances throughout the year. Individual students may be allowed opportunities to participate in extra-curricular region and state level music events.

GOALS

This course is designed as a comprehensive approach to musicianship giving students an opportunity to listen, conduct, sing, evaluate, compose, and study different styles of music. Sixth graders will be introduced to choral singing, which is in essence group singing. The class is designed to promote musical growth by developing vocal skills and learning to read music. Although performance based, there is a strong component of sight-singing, ear training, and basic music theory.

ACTIVITIES/CONTENT

Through listening to one another and working together on sight singing and rhythm examples students begin to develop a strong sense of ensemble. They begin to understand the truism that the group is only as fine as its weakest singer. Careful listening to one another allows the students the opportunity to recognize strong and weak points of what they hear. They begin to take ownership in their accomplishments and weaknesses. When they work together to learn a particular portion of the music, the students become more confident to sing out and answer questions when they do not understand.

Students learn and practice daily correct vocal technique. This is done through vocal exercises and breathing exercises. The goal is for the vocal exercises to transfer to the singing of choral selections.

Students will participate in daily music reading exercises, rhythm exercises, melodic exercises, or both. The exercises are designed to be fun, stimulating, and at times very challenging. Confidence in reading music will allow for quicker learning of the vocal parts of all choral selections.

Song selections will represent a variety of styles and difficulty from historical to pop and sacred and secular.

At least one time each year, students will have the opportunity to put their choral talents to the test by performing a staged concert that includes choreography of simple movements and some costuming.

ASSESSMENT

Students are evaluated bi-weekly on their in-class participation, preparation, and commitment to the ensemble ethic. Students are often asked to critique a rehearsal, personal effort, or a concert. Sometimes sections will critique each other for the practice of verbalizing correct music and singing terms and developing their listening skills. There are times when written quizzes, tests and/or vocal evaluations are given.

Choral performances are a major portion of the assessment each trimester. Students usually have one performance each trimester that they are expected to participate. This is where as a unit and individual, exactly what we have learned and accomplished as well as how much we have improved



Middle School Curriculum

Chorus: 6th Grade Chorus Minor

COURSE DESCRIPTION

Students are introduced to the singing voice by singing songs and studying the vocal mechanism. Students actively participate in music activities that teach and reinforce basic elements of music reading and written notation. Students sing a mixed repertoire of music that reinforces the music theory concepts being taught in class.

GOALS

The 6th grade vocal music minors class is an exploratory class intended to offer students a fun, "make it happen" type of class that in a thirteen week period builds an appreciation of singing and the art of choral music.

ACTIVITIES/CONTENT

Activities are based on student participation and involvement.

Vocal Technique

Much time is spent making technically correct, but very interesting and rather silly sounds. Such sounds allow students to locate their singing voice and differentiate between high, low, and medium pitches. Students participate in breathing exercises and silly songs, which build strength, confidence, and accuracy in singing.

Music reading

Students participate in daily rhythm exercises that are performed in a variety of ways. Rhythms are creativity taught so that students can transfer what they learn in the vocal music class to any other music class they may take.

Singing choral literature

Students learn to sing some choral selections with the goal being to sing in at least two vocal parts, if not three. Styles will be diverse in hopes to promote an appreciation of all styles of music.



Middle School Curriculum

Chorus: 7th and 8th Grade Chorus

COURSE DESCRIPTION

Students survey musical and cultural styles of choral music, develop basic vocal as well as music reading skills, continue work in music theory, and nurture a love for singing. Students are introduced to three and four part music as their voices change and mature. The seventh and eighth grade chorus performs several concerts throughout the school year. Individual students may be allowed opportunities to participate in extra-curricular region and state level music events.

GOALS

This course is designed as a comprehensive approach to musicianship giving students an opportunity to listen, conduct, sing, evaluate, compose, and study different styles of music. The class is designed to promote musical growth by teaching correct vocal technique for individual singing and group singing, strengthening music reading skills, offering basic ear training in rhythm, pitch, and harmony and performing a stylistically diverse music. The level of expectation is mostly determined by the knowledge and ability the students bring to the class.

ACTIVITIES/CONTENT

Through listening to one another and working together on sight singing and rhythm examples students begin to develop a strong sense of ensemble.

Students work together to learn a particular section of the music, create a uniform sound, and sometimes sing in quartets or duets and evaluate themselves.

Students practice daily correct vocal technique through vocal exercises and breathing exercises. The goal is for the vocal exercises to transfer to the singing of choral selections.

To further student growth in the area of music theory, students participate in daily music reading exercises, rhythm exercises, melodic exercises, or both. The exercises are designed to be fun, stimulating, and at times very challenging. Confidence in reading music, will allow for quicker learning of the vocal parts of all choral selections. Song selections will represent a variety of styles and difficulty from historical to pop and sacred and secular so as to challenge students to appreciate historically important as well as diverse styles of music.

Students will participate in approximately three school performances each year and at least one choral festival or competition. During one trimester each year, students will have the opportunity to put their choral talents to the test by performing a staged concert that includes choreography of simple movements and some costuming.

"Enrichment" opportunities are offered for individual students who may wish to participate outside the regular classroom requirement. Examples of such opportunities are North Carolina Middle School Honors Chorus, All-State Chorus, and voluntary performances by smaller groups of students. Participation may be through an audition process, a selection process. or through an honorary earned opportunity.

ASSESSMENT

Students are evaluated bi-weekly on their in-class participation, preparation, and commitment to the ensemble ethic. Students are often asked to critique a rehearsal, personal effort, or a concert. Sometimes section will critique each other for the practice of verbalizing correct music and singing terms and developing their listening skills



Middle School Curriculum

Orchestra: 6th Grade Orchestra

COURSE TITLE: 6th Grade String Orchestra
INSTRUCTOR E-MAIL: Yiyong_qiao@caryacademy.org
MEETING LOCATION: Room 208, Berger Hall
PREREQUISITE: Interested in playing stringed instrument

COURSE DESCRIPTION

Every individual should be guaranteed opportunities to learn music and share musical experiences. To develop competent and empathetic musicians, a comprehensive music education must explore foundational skills in an ever-deepening spiral: music literacy and theory, musical expression, technique and musical relevancy.

This class is designed for all level stringed instrument players and open to sixth-grade students only. Beginning Students learn the fundamentals of music notation and the playing skills in the individual and ensemble setting. Experienced students continue developing their playing and ensemble skills with the music on their playing level. Emphasis is placed on the technical skills on their instrument as well as in music theory: listening, valuing, creating and studying the elements of music and musicians from a variety of historical periods and musical genres.

This class will perform during the annual spring concert. During the concert, selected experienced players will perform for higher level's orchestra.

GOALS

- o Intellectual curiosity and a commitment to music learning as a lifelong process
- o Build a foundation playing skills on bowing and fingering with stringed instrument
- o Learn a fundamental ensemble playing skills in the group from duet to large ensemble
- o Develop hardware and music software skills for learning music theory and ear training
- o Promote ensemble leadership, music interpreting, and critiquing skills
- o Work on both individual and collaboration to achieve their potential

SKILLS

Music literacy and theory

- o Interpreting values, names of notes and musical symbols in sight reading examples and repertoire
- o Understanding of melodic, harmonic structure and rhythm and tempo
- o Recognizing the major and minor scales

Musical expression

- o Developing healthy practices in preparation for solo and ensemble performances
- o Conveying musical content with an appropriate stylistic and historical perspective
- o Connecting with music as a means of communication

Technique

- o Actively listening when performing alone and with others
- o Perform solo music in public
- o Learn the eye communication with the conductor or ensemble leader during rehearsals and performance
- o Understanding the relationship between their individual parts and the whole group.

Musical relevancy

- o Embracing both formal and informal performance opportunities at Cary Academy and in the greater community
- o Appreciating an array of fine arts performances as an audience member
- o Demonstrating awareness of diverse cultural and historical significance of repertoire
- o Recognizing the relationship between music and other disciplines



ACTIVITIES/CONTENT

- o Chair challenge
- o Spring concerts will be played on campus (required)
- o One outside campus music activity or festival during the year (optional but encouraged)

ASSESSMENT

Students receive orchestra trimester final grades which reflect commitment to work during class and are based on the following criteria:

- o Graded playing test 15%
- o Graded theory quiz 15%
- o Classroom overall 40%: Focus on class activities, managing rehearsal time wisely, responsible and ensemble teamwork, respectful of classroom equipment and peers
- o Performance (required rehearsal and performance) 30%

RESOURCES

Students are expected to purchase or rent an instrument (except for bass)

Students will be expected to purchase the designated performance outfit (white top, black bottom, dress shoes and bowtie for boys)

Students use

An head phone for students using for theory study.

Software

- o Noteflight
- o Breath in Thru Theory



Middle School Curriculum

Orchestra: Overview

COURSE TITLE: Middle School String Orchestra
INSTRUCTOR E-MAIL: Yiyinqiao@caryacademy.org
PREREQUISITE: One year stringed instrument experience

COURSE DESCRIPTION

Every individual should be guaranteed opportunities to learn music and share musical experiences. To develop competent and empathetic musicians, a comprehensive music education must explore foundational skills in an ever-deepening spiral: music literacy and theory, musical expression, technique and musical relevancy.

This class is designed for those who have at least one-year stringed instrument playing experience and is offered to 7th and 8th graders. Students begin to achieve comprehensive musicianship by further developing skills in the individual and ensemble practice and performance of their instrument. Continued emphasis is placed on developing technical skills on their string instruments as well as the skills in listening, valuing, creating and studying the elements of music and musicians from a variety of historical periods and musical genres.

GOALS

- Foster intellectual curiosity and a commitment to music learning as a lifelong process
- Develop interest in orchestral music
- Learn to perform the orchestral masterpieces from world famous composers throughout music history
- Expand playing skills on bowing and fingering with the stringed instrument at the intermediate level
- Build fundamental ensemble playing skills in the group from duet to large ensemble
- Develop hardware and music software skills for learning music theory and ear training
- Promote ensemble leadership, music interpreting, and critiquing skills
- Work on both individual and collaborative learning to achieve full potential

SKILLS

Music literacy and theory

- Interpreting values, names of notes and musical symbols in sight reading examples and repertoire
- Understanding of melodic, harmonic structure, rhythm and tempo
- Recognizing the major and minor scales keys within 3 sharps and flats
- Develop the ear training from the beginning level during the class, including major minor scales, intervals, harmony progressing, rhythms and pitch recognizing.

Musical expression

- Developing healthy practices in preparation for solo and ensemble performances
- Conveying musical content with an appropriate stylistic and historical perspective
- Connecting with music as a means of communication

Technique

- Actively listening when performing alone and with others
- Perform solo music in public
- Learn eye communication with the conductor or ensemble leader during rehearsals and performance
- Understanding the relationship between individual parts and the whole group.
- Reinforce playing skills using solo or solo parts to challenge students
- Improve the students' awareness and playing abilities of the tone quality and pitch adjustment in the string orchestra setting



Musical relevancy

- o Embracing both formal and informal performance opportunities at Cary Academy and in the greater community
- o Appreciating an array of fine arts performances as an audience member
- o Demonstrating awareness of diverse cultural and historical significance of repertoire
- o Recognizing the relationship between music and other disciplines

ACTIVITIES/CONTENT

- o Chair challenge
- o Varied formal/informal performance in/outside campus
- o Fall and spring concerts will be played on campus
- o One outside campus music activity or festival during the year (optional but encouraged)

ASSESSMENT

Students receive orchestra final grades which reflect commitment to work during class and are based on the following criteria:

- o Graded playing test 15%
- o Graded theory quiz 15%
- o Classroom overall 40%: Focus on class activities, attendance, managing rehearsal time wisely, responsible and ensemble teamwork, respectful of classroom equipment and peers
- o Performance (required rehearsal and performance) 30%

RESOURCES

- o Students are expected to purchase or rent an instrument (except for bass)
- o Students will be expected to purchase the designated performance outfit (white top, black bottom, dress shoes and bowtie for boys)
- o Students will need head phone for music theory study.

Software:

Noteflight, Breath in Thru Theory



Middle School Curriculum

Theater: 6th Grade Minor

GOALS

This exploratory seminar is designed to provide all 6th grade students with a taste of the theater discipline and an introduction to Cary Academy's performance spaces. Over the course of 10 class meetings, students will participate in myriad experiences/activities designed to

- o determine the importance of ensemble and collaboration in the theater
- o foster an understanding of and a respect for theater as an art form and for the work of the theater artist

SKILLS

Theatre minors will be able to

- o define and discuss Ensemble and its core elements
- o identify the different types of performance spaces/actor-audience relationships
- o navigate the proscenium theater [stage directions, acting areas, body positions]
- o identify the components of the proscenium theater

ACTIVITIES/CONTENT

- o The Basic Elements of Ensemble: Students develop improvisation and acting skills as they investigate the elements of Respect, Trust, Commitment, and Discipline and their impact on the creation and growth of an ensemble.
- o The Proscenium Theater: Students explore the ins and outs of this specific type of performance space and are introduced to the working vocabulary of the theater artist.

ASSESSMENT

- o Students are evaluated daily based on their in-class participation, preparation, contribution and commitment to the ensemble ethic.
- o All minor classes use the Pass/Fail grading system.



Middle School Curriculum

Theater: 6th Grade T3

COURSE TITLE: 6th Grade Theater T3 [Art 6 Theater 1]
INSTRUCTOR E-MAIL: glen_matthews@caryacademy.org

COURSE DESCRIPTION

Theater experiences at Cary Academy are rooted in and fueled by the ensemble ethic--the belief that we are a diverse group of people working together as one toward a common goal. The curriculum stresses self-exploration and discovery, while instilling within students a respect for the art and the artist and providing students with tools they may use to unleash their passion, their creativity, and their unique voice.

Throughout this course, students will gain insight into the wonderful world of theater and the work of the theater artist. Students will explore the rituals and myths of Ancient Greece, investigate the art of the playwright, and delve into what it means to be an actor.

GOALS

- o Develop a respect for the art and the artist
- o Fortify the use and understanding of our physical and vocal instruments
- o Build self-esteem and confidence through both informal and formal presentations
- o Investigate the development and origins of theater from both an artistic and a historical point of view
- o Determine the importance of ensemble and collaboration in the theater
- o Explore basic fundamentals of acting

SKILLS

- o Define and discuss Ensemble and its core elements
- o Identify the different types of performance spaces/actor-audience relationships
- o Navigate the proscenium theater [stage directions, acting areas, body positions]
- o Identify the components of the proscenium theater
- o Articulate the difference between intrapersonal and interpersonal communication
- o Demonstrate/describe the communication process and its components
- o Sign the ASL alphabet and construct/execute basic greetings and sentences
- o Present a one-minute speech of introduction
- o Identify the similarities between ritual and theater
- o Define and discuss Aristotle's 6 Elements of Drama

ACTIVITIES/CONTENT

- o **The Basic Elements of Ensemble:** students develop improvisation and acting skills as they investigate the elements of Respect, Trust, Commitment, and Discipline and their impact on the creation and growth of an ensemble.
- o **Know Thyself:** Designed to create comfort and confidence in the public speaking situation, this unit explores the communication process and the difference between interpersonal and intrapersonal communication. Using a series of intrapersonal surveys, students seek to discover all they can about themselves: likes, hopes, fears, relationships, learning styles, etc. Students then communicate their discoveries with others using the introductory speech. Preparations for the speech include helpful tips for organizing information with special emphasis placed on the use of the body and the voice during the presentation.
- o **The Origins of Theater:** From cave-paintings to rituals and shamans to the myths of Greece, students explore the power and necessity of storytelling while gaining insight into the theatre of the 21st century.
- o **The Myth & The Mask:** Students begin to develop and shape their performance, design and playwriting skills as they investigate the origins of theatre. Inspired by Aristotle's 6 Elements of Drama (plot, character, theme, language, music, and spectacle), students create an original myth designed to answer a specific question about the world around us. Once the myth is scripted, the actors will create masks (using t-shirts and masking tape) and adorn them in keeping with the



characters they will portray. The myths will then be shared with the entire 6th grade on the last day of school.

ASSESSMENT

- Students are evaluated weekly based on in-class participation, preparation, and commitment to the ensemble ethic.
- Student sharings/presentations are graded using a number of criteria: peer evaluation, self-evaluation/reflection, and assignment-specific rubrics.
- Other assessment methods include: objective tests/quizzes, group/team challenges, and written assignments.
- The student's trimester grade is determined according to the following categories and percentages:
 - ENSEMBLE 50%
 - Contribution to/Participation in games, exercises, improvisations, critiques
 - Preparation
 - Stage Management
 - EnsemBALL! challenges

 - CLASSWORK 20%
 - Assessments [oral, written, group and individual]
 - Vocabulary
 - Daily Assignments
 - Journaling/Reflection

 - PROJECT 30%
 - Scene/Production work
 - Individual/Group sharings
 - Peer Feedback/Evaluation
 - Reflection



Middle School Curriculum

Theater: 7th and 8th Grades

COURSE TITLE: 7th and 8th Grade Theater [Art Theater-1/Art Theater-2]

INSTRUCTOR E-MAIL: glen_matthews@caryacademy.org

COURSE DESCRIPTION

Theater experiences at Cary Academy are rooted in and fueled by the ensemble ethic--the belief that we are a diverse group of people working together as one toward a common goal. The curriculum stresses self-exploration and discovery, while instilling within students a respect for the art and the artist and providing students with tools they may use to unleash their passion, their creativity, and their unique voice.

Using the Ensemble Ethic as their compass, students in this course actively explore the development of character and the numerous tools theater artists use during the creative process.

GOALS

- o Develop a respect for the art and the artist
- o Fortify the use and understanding of our physical and vocal instruments
- o Build self-esteem and confidence through both informal and formal presentations
- o Investigate the development/origins of theater from both an artistic and historical point of view
- o Gain insight into the role/influence of theater in/on society
- o Determine the importance of ensemble and collaboration in the theater
- o Explore basic fundamentals of performance, production, and analysis

SKILLS

- o Define and discuss Ensemble and its core elements
- o Identify the different types of performance spaces/actor-audience relationships
- o Explain the evolution of the proscenium theater
- o Navigate the proscenium theater [stage directions, acting areas, body positions]
- o Identify the components of the proscenium theater
- o Demonstrate a working knowledge of compositional tools
- o Employ character development tools [body, breath, voice]
- o Score a scene [tactics]
- o Mine given circumstances from a scene/script
- o Articulate character objective
- o Transform physical appearance using makeup
- o Communicate story and idea with clarity and confidence

ACTIVITIES/CONTENT [ROTATES BETWEEN A-YEAR AND B-YEAR]

- o **The Basic Elements of Ensemble:** Students develop improvisation and acting skills as they investigate the elements of Respect, Trust, Commitment, and Discipline and their impact on the creation and growth of an ensemble. [A and B]
- o **Stage Makeup:** Students learn techniques of basic makeup and character makeup. Using modeling techniques (highlight and shadow), students create wrinkles, eye pouches, broken noses, and age the entire face. Students also experiment with the creation and use of stage blood. [B]
- o **Stage Combat:** Students explore unarmed and armed combat techniques for both stage and film under the guidance of a certified fight combatant/choreographer. Students create and share fight combinations and apply their skills to scenes from original and/or published texts. [A or B]
- o **Picture Perfect:** This experience is inspired by the assertion that a play, when performed, is nothing more than a series of pictures connected by movement and language. This unit provides students with an opportunity to explore the tools theatre artists use to create interesting and compelling stage pictures or compositions. Building upon the 5 basic stage



directions (center, right, left, up, and down), students are introduced to acting areas, planes, symmetry and asymmetry, balance, level, line/visual focus as means for sculpting bodies in space, creating emphasis, and communicating meaning to an audience. The students work in groups to create an original performance piece, using only their bodies and inspired by a song of their choice, which will be shared with an invited audience. [A]

- o **The O.I.P. (Oral Interpretation Project):** Building upon the Picture Perfect experience, students select excerpts from poetry, prose, dramatic literature, and song to create an original group performance piece. The performers must then make specific physical and vocal choices in order to clearly communicate a central idea/theme to their audience. [A]
- o **DO Unto Others....:** This unit introduces participants to the wonderful world of tactics: the things we do to others in order to get what we want. Using active language, games (duck, duck, goose; tug-of-war), an army of tennis balls, and a series of original and published scenes, students explore the many choices that face the actor as he/she attempts to breathe life into a character and recreate truthful, believable human behavior and interactions. [B]
- o **Tools of Characterization/ I SPY:** From mining the given circumstances of a text to exploring planes of energy and Rudolph Laban's efforts (punch, press, glide, float, slash, wring, flick, and dab), students explore the tools used by actors to create believable, dimensional characters. Their work culminates in an original movement piece/score inspired by a favorite teacher observed by the students. [B]

ASSESSMENT

- o Students are evaluated weekly based on their in-class participation, preparation, and commitment to the ensemble ethic.
- o Student sharings/presentations are graded using a number of criteria: peer evaluation, self-evaluation/reflection, and assignment-specific rubrics.
- o Other assessment methods include: objective tests/quizzes, group/team challenges, and written assignments.
- o The student's trimester grade is determined according to the following categories and percentages:

- o ENSEMBLE 50%
- o Contribution to/Participation in games, exercises, improvisations, critiques
- o Preparation
- o Stage Management
- o EnsemBALL! challenges

- o CLASSWORK 20%
- o Assessments [oral, written, group and individual]
- o Vocabulary
- o Daily Assignments
- o Journaling/Reflection

- o PROJECT 30%
- o Scene/Production work
- o Individual/Group sharings
- o Peer Feedback/Evaluation
- o Reflection



Middle School Curriculum

Dance: 6th Grade Major

COURSE DESCRIPTION

This class introduces students to technical styles of dance and provides training and practice to improve technical skills. Dancers also study dance composition and create a dance that they perform.

GOALS

- o Sixth grade modern dance is an introduction to dance as a creative means of self-expression and communication.
- o Students will learn skills that strengthen the clarity of the body (the dancer's instrument), and they will be introduced to the craft of choreography. Students will gain an awareness of the body in space and how this physical self relates to others. Through this study the student will be encouraged to develop a positive self image.

SKILLS

- o Introduction to and practice of basic modern dance movement vocabulary
- o Understanding and ability to execute and to create locomotor movement
- o Understanding and ability to execute and to create gestural movement
- o Develop tools to commit movement to memory
- o Study dance as a part of a cultural expression: ritual, social dancing and dance which is made as art
- o Introduction to dance in different disciplines (such as ballet, jazz, hip-hop, African) Learn the basic elements of choreography
- o Learn techniques of performance

ACTIVITIES/CONTENT

- o Students will practice dance technique regularly in class
- o Students will learn set combinations created by the instructor and designed to teach core movement principles
- o Students will complete composition assignments requiring them to use the creative process and to engage in problem solving in groups and alone
- o Students will perform their work for each other and in a formal concert setting
- o Students will keep a journal which contains journal assignments given to stimulate creativity, to engage critical thought and to record their own assessment of the class

ASSESSMENT

- o Students receive a daily grade, based on class participation (students must be wearing required dance attire to receive a perfect daily grade) Students are graded on composition projects. The method of grading will be based on the components of the project, including the performance. The instructor will determine points allotted for each component of the project.
- o Students are graded each trimester on their journal entries



Middle School Curriculum

Dance: 6th Grade Minor

COURSE DESCRIPTION

This class approaches dance as a means of self-expression and allows students to explore their own creativity through movement. Basic movement concepts such as use of space, time, and weight are explored.

GOALS

This class is designed to introduce students to modern dance as a creative art form. Students learn to create movement and basic principles of choreography. They will explore the concepts of space, time, and intent in movement.

SKILLS

- Learn and understand locomotor movement
- Learn and understand gestural movement
- Learn to work in groups to create movement
- Learn the basic shapes that the body can create in space
- Learn the qualities the dynamics which can be applied to movement through space
- Learn a sense of respect for the space around others
- Learn how to watch a dance performance
- Learn how dance has existed in Western European art through history and how this differs from other cultures

ACTIVITIES

- Students learn movement combinations created by the teacher to illustrate the use of space, time, and movement initiation
- Students learn and practice locomotor movements (such as skipping, running, leaping, etc.)
- Students learn to create gestural movement
- Students are given composition exercises which are designed to stimulate creativity and problem solving skills
- Students perform their work for each other in class

ASSESSMENT

- Students receive a daily grade based on class participation
- Students are graded on their composition work; points are assigned for components of the composition
- Students will have a final practical test on the combinations which have been taught by the instructor during the trimester



Middle School Curriculum

Dance: 7th and 8th Grade

COURSE DESCRIPTION

This course meets five days a week and has four objectives: to teach modern dance technique and skills; to allow students the opportunity to explore and discover their personal movement vocabulary through improvisation; to give students the experience of performing their dances for audiences; and, to develop and nurture self confidence and a sense of body awareness. There are two formal dance concerts each year when students perform and various informal performance opportunities.

GOALS

The goal of this class is to continue to explore the elements introduced to students in the sixth grade. Students will study dance as a performing art and as a way of communication. Included in this study will be a history of modern dance in the western world and how different cultures have influenced this art form.

SKILLS

- o Practice of the movement of modern dance
- o Study of anatomy to help students understand how movement is initiated
- o Study of movement invention
- o Study of principles of choreography
- o Develop techniques for performance

ACTIVITIES

- o Regular practice of dance technical skills
- o Studying the history of modern dance by learning about the people who began the movement
- o Dancing in the styles of modern dance
- o Composition projects designed to explore the creative process
- o Creation of a class dance to be performed in the dance concert
- o Exercises designed to develop awareness of the use of space and the dynamics and qualities of movement
- o Journal writing assignments directly related to composition and choreography work
- o Students perform their work in class

ASSESSMENT

- o Students are given a daily grade based on participation and work in class
- o Students are graded on their composition work - points are assigned to components of the work
- o Students will have at least one practical test each trimester to evaluate their progress in technical skills and movement memory
- o Students are graded on their progress in performance and composition
- o Student work is videotaped as a record of the student's progress and as a tool for evaluation
- o Students will be expected to purchase the designated performance costume for dance concerts at an estimated price of \$65.00 per year.

RESOURCES

- o Printed, internet & intranet sites, computer programs

Books: Basic Concepts in Modern Dance by Gay Cheney, The Performer's Guide to the Collaborative Process by Sheila Kerrigan, Prime Movers by Joseph Mazo



Middle School Curriculum

Digital Arts: 8th Grade Video Production

COURSE TITLE: Video Productions 8th (ARTVideo-1)
INSTRUCTOR E-MAIL: Steven_ONeill@caryacademy.org
PREREQUISITE: Successful completion of 7th grade

COURSE DESCRIPTION

In this year long course students will explore the technologies and aesthetics of video production in our fully updated Television Studio with 4K control room, and mac lab edit suites. This project-based course will build the foundation for creating videos with high production value. In teams, students will write, produce, direct, capture, and edit projects. Students will take on all aspects of production, behind and in front of the camera. Projects may include reporting on school events, advertising an upcoming activity, creating public service announcements, instructional videos, or narrative films. Using the many resources in the studio, students will have access to technology that will aid in the design process. This course encourages student responsibility, independence and resilience while building skills in collaboration, project management, time management, and leadership.

In trimester one students produce news reports each filling the role of Reporter, Videographer, and Editor. During trimester two students move into the TV Studio for live productions rotating through each role of: Director, Technical Director, Graphics, Floor Manager, Camera Operator, Teleprompter, On-Air Talent. They also work in teams to complete advertisements and commercials. For the third trimester students work on script writing. They work independently on their short films then in teams decide on a script to produce. Working in teams they create a narrative film with roles as: Director, Cinematographer, Composer, and Editor.

GOALS

- Build a foundation for responsible and creative video production
- Learn time management and planning in studio setting
- Develop hardware and software skills for current and future multimedia projects
- Promote leadership, design thinking, and critiquing skills
- Work independently and in collaborative teams to achieve desired results

SKILLS

- Teamwork
- Leadership
- Critical and design thinking
- Creative problem solving
- Creative and technical writing
- Public speaking
- Handling of and professional use of technology
- Non-linear video and audio editing
- Proper critiquing with a critical eye

ACTIVITIES/CONTENT

- Preproduction elements including: assigning roles, script writing, and storyboarding
- Production elements including: video capture, cinematography, lighting, and sound recording.
- Post production elements including: file capture and management, video/audio editing, soundtrack production, foley, graphics, special effects
- Operation of the television studio with live broadcasts, using green screen chroma keying
- Exposure to current broadcasting and mass media practices



ASSESSMENT

Projects are graded on rubrics with specific criteria and expectations for each assignment. Students receive studio grades which reflect commitment to work during class and are based on the following criteria:

- Focus on class activities
- Taking initiative to pursue excellence in work
- Managing class time wisely
- Responsible and collaborative teamwork
- Working independently at appropriate times
- Respectful of studio equipment and space

RESOURCES HARDWARE

- Camcorders and DSLR cameras
- Fluid-head tripods, LED Lighting remote production kits
- Lavalier, handheld, and boom microphones
- Studio lighting grid and lighting board
- Blackmagic design production studio 4K
- Teleprompter
- Recording studio with audio mixer
- Mac based editing labs

SOFTWARE

- Scrivener
- Story Board That!
- Final Cut Pro
- Motion
- Adobe Creative Suite
- Garage Band
- Blackmagic ATEM Switcher Control