



CARY ACADEMY

UPPER SCHOOL VISUAL ARTS CURRICULUM

Address

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Upper School Curriculum

Visual Arts: Advanced Studio Art 2-D and 3-D

INSTRUCTOR E-MAIL: mailto:kay_parks@caryacademy.org

PREREQUISITE: 1 Drawing and 1 painting course each completed, portfolio submission

COURSE DESCRIPTION

This course is designed for the self-motivated student who wishes to explore visual art in-depth, develop a unique artistic voice, and demonstrate proficiency in a wide variety of artistic techniques and processes. Students working in the Advanced Art class will produce a portfolio of high quality work that that may be submitted as an AP Studio Art Portfolio. A complete course description of the AP Studio Art Portfolio is available in PDF form on the College Board website.

GOALS

- o Develop a sophisticated portfolio of work suitable for submission to the AP Studio Art exam.
- o Complete a portfolio of approximately 24 college-level works displaying quality, breadth, and a personalized concentration.
- o Learn time management and planning in a studio setting
- o Promote leadership, design thinking, and critiquing skills
- o Work independently and in collaborative teams to achieve desired results

SKILLS

- o Students will develop a sophisticated portfolio of college-level artwork
- o Students may hone their technical skills in a variety of art media
- o Students will develop an appreciation of their role as disciplined artists
- o Students will hone their ability to express themselves creatively through the artistic process
- o Students will learn to understand and appreciate art produced throughout history

ACTIVITIES/CONTENT

- o Students will complete a variety of challenging assignments
- o Students will interpret assignments to reflect their own ideas, concepts, and style
- o Students will be actively engaged in the critiquing process and be engaged in feedback with tact and compassion
- o Students will learn to express their ideas and concepts to an audience
- o Students are encouraged to research and actively view works of other artists from the past and present

ASSESSMENT

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

- o Focus on working independently on projects in the studio
- o Taking initiative to pursue excellence in work
- o Evidence of research and sketches for each assignment
- o Managing class time wisely and meeting deadlines
- o Respectful of studio materials, equipment, space, and clean-up each class
- o Peer critiques and feedback, student taking initiative to adjust work

RESOURCES

- o Professional quality materials for 2-D execution of assignments and a large assortment of quality tools, clay and glazes for 3-D creations
- o Variety of art books and art history books available in the classroom
- o Professional camera for documenting art for portfolios
- o Online resources



Upper School Curriculum

Visual Arts: Ceramics

INSTRUCTOR E-MAIL mailto:kay_parks@caryacademy.org
PREREQUISITE No prerequisite, may be repeated

COURSE DESCRIPTION

This is a trimester long course and may be repeated. Students may submit a portfolio their sophomore or junior year to be admitted into the Advanced 3-D class. Beginning students start with hand building techniques and sculpture then move into throwing on the wheel. Repeating students may choose the area in which they would like to concentrate.

GOALS

- o Develop an appreciation and understanding of the ceramic arts
- o Enjoy working with clay
- o Learn time management and planning in a studio setting
- o Develop the ability to express themselves through the use of clay as a medium
- o Embrace challenging tasks requiring persistence and creativity

SKILLS

- o Basic skills working in clay and progressing in more advanced techniques if the course is repeated
- o Gain artistic vocabulary in ceramics
- o Critical and design thinking
- o Creative problem solving
- o Handling of and professional use of tools and equipment in the studio
- o Proper critiquing with a critical eye

ACTIVITIES/CONTENT

- o Creating a variety of functional objects out of clay using the coil, pinch, and slab methods
- o Creating sculpture using additive and subtractive methods and modeling
- o Learning how to properly wedge clay
- o Learning techniques and how to use tools to create durable ceramic pieces
- o Learning to center clay on the wheel, raise the wall of a bowl and cylinder, and finishing techniques
- o Learning to throw a bowl and a cylinder

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:

- o Focus on class assignments
- o Taking initiative to pursue excellence in work
- o Managing class time wisely
- o Responsible for care and cleaning of tools and equipment each class
- o Respectful of the space and other student work
- o Peer critique of work

RESOURCES

- o Demonstrations of techniques
- o Actual examples of items to be created
- o Glaze samples
- o Images of a variety of objects on display for inspiration
- o Multiple ceramic books and magazines in the classroom
- o Online resources



Upper School Curriculum

Visual Arts: Drawing

INSTRUCTOR E-MAIL: kay_parks@caryacademy.org
PREREQUISITE: No Prerequisite

COURSE DESCRIPTION

This is a trimester long class and may be repeated. Students develop a foundation of drawing skills based on observation and using various drawing materials. If the class is repeated, students may choose their subject matter, materials and area of focus.

GOALS

- Build a foundation of technical skills for creating strong compositions and content in their drawings
- Learn time management and meeting deadlines
- Learn tactful and compassionate critiquing skills for their own work and within the group
- Work independently to achieve desired results
- Find their artistic voice

SKILLS

- Creative problem solving
- Create and use the grayscale in their work
- Learn how to use various drawing materials such as graphite, charcoal, and ink
- Learn to accurately render proportional relationships, shifts in value, and linear perspective
- Learn how to create strong compositions in their work

ACTIVITIES/CONTENT

- Create a sketchbook for reference, ideas, and to document progress
- Learn strategies to create strong compositions such as using the Rule of Thirds
- Learn to use a sighting stick and view finder to help render proportional relationships
- Learn "how to see" by drawing from observation
- Learn how to use gesture drawing to create proportional figures
- Learn proportions of the human head and figure
- Create a portfolio of their work.

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 assignment
- Taking initiative to pursue excellence in work
- Managing class time wisely
- Respectful of materials, studio space, and clean-up at the end of each class
- Technical proficiency and craftsmanship
- Participation in class peer critiques
- Innovation in content and concept: Repeating students only
- Taking initiative to revise work after critical feedback

RESOURCES

- Written instructions on the whiteboard
- Books
- Handouts
- Demonstrations



Upper School Curriculum

Visual Arts: Fiber Arts

INSTRUCTOR E-MAIL: cayce_lee@caryacademy.org
PREREQUISITE: n/a

COURSE DESCRIPTION

This course will introduce students to a variety of fiber art processes to create original art and design work. Specific emphasis will be placed on contemporary and mixed-media applications of fiber art techniques that will be explored through creative research and experimentation using the design process. Technical content covered in the course will be determined by student interest and may include weaving (tapestry, table-top loom, or bead weaving), stitching (hand embroidery or machine sewing), hand dyeing techniques, knitting, crochet, and pattern/surface design techniques.

GOALS

- Use the Design Process as a framework for innovation + creative problem solving
- Develop creative confidence by learning new techniques//skills in a workshop style format that is “low risk” and emphasizes experimentation
- Learn to conduct creative research using current Art + Design resources
- Explore development of personal aesthetic based on unique interests of student
- Provide opportunities for individual + collaborative making
- Emphasize critique etiquette to promote free exchange of constructive feedback from peers
- Refine sense of craftsmanship

SKILLS

- Creative Research
- Technical Experimentation
- Design Process + Documentation
- Communication of Concept
- Personal Voice
- Constructive Feedback

ACTIVITIES/CONTENT

- Technical Workshop Units:
- Hand Dyeing Fabric: Shibori Resist Dyeing with MX Fiber Reactive Dyes
- Surface Design: Digital Printing on Cloth // Hand Embellishment
- Basic Construction: Using a Sewing Machine
- Creating Cloth: Weaving // Knitting // Crochet

ASSESSMENT

- Assessment is divided into two process grades (before mid-term and after) based on:
- Active participation in workshops//independent projects
- Willingness to take creative risks
- Responsible and collaborative teamwork
- Maintenance of communal studio equipment and space

RESOURCES

- Equipment for Immersion Dyeing with MX Fiber Reactive Dyes
- Variety of Materials for Hand Embellishment
- Tabletop and Four-Harness Floor Looms
- Sewing Machines and Related Equipment (i.e thread, iron, etc.)
- Inkjet printer and Fabric Fixative for Digital Printing on Cloth



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- o Knitting and Crochet Materials
- o Resist Dyeing Materials (i.e. blocks, clamps, string, etc.)



Upper School Curriculum

Visual Arts: Mixed Media

INSTRUCTOR E-MAIL: cayce_lee@caryacademy.org
PREREQUISITE n/a

COURSE DESCRIPTION

This course will focus on combining and layering multiple media and materials to create original art and design work. A sampling of the techniques students will explore include collage, stenciling, image transfers, stitching, linocut stamping and monoprinting. The emphasis in this course is on user-friendly techniques that anyone can successfully incorporate into their creative work--no fine art background necessary!

GOALS

- o Use the Design Process as a framework for innovation + creative problem-solving
- o Develop creative confidence by learning new techniques//skills in a workshop style format that is "low risk" and emphasizes experimentation
- o Learn to conduct creative research using current Art + Design resources
- o Explore development of personal aesthetic based on unique interests of student
- o Provide opportunities for individual + collaborative making
- o Emphasize critique etiquette to promote free exchange of constructive feedback from peers
- o Refine sense of craftsmanship

SKILLS

- o Creative Research
- o Technical Experimentation
- o Design Process + Documentation
- o Communication of Concept
- o Personal Voice
- o Constructive Feedback

ACTIVITIES/CONTENT

- o Technical Workshop Units:
- o Paper Manipulation: Cutting by Hand // 3-D Techniques // Adding Texture // Paper Weaving
- o Stenciling: Hand-Cut // Using the Vinyl Cutter // Paint Application
- o Image Transfers: Laser Transfers on Paper and Fabric // Transfer Markers // Polaroid Transfers
- o Printmaking: Linoleum Stamping // Monoprinting // Nature Printing // Gadget Printing

ASSESSMENT

- o Assessment is divided into two process grades (before mid-term and after) based on:
- o Active participation in workshops//independent projects
- o Willingness to take creative risks
- o Responsible and collaborative teamwork
- o Maintenance of communal studio equipment and space

RESOURCES

- o Vinyl Cutter
- o Printmaking Supplies and Press
- o Image Transfer Materials
- o Laser Jet Printer//Copier
- o Polaroid Camera + Film
- o Wide Variety of 2-D and 3-D Supplies (i.e. acrylic paints, found objects, collage supplies, multitude of paper types, etc.)



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Upper School Curriculum

Visual Arts: Painting : ART 421

INSTRUCTOR E-MAIL: Alyssa_Armstrong@caryacademy.org

COURSE DESCRIPTION

This course introduces students to the painting medium through the use of watercolor, ink, and acrylic paints. An emphasis will be placed on Color Theory and basic application techniques. Students are encouraged to research the work of artists to learn and gain inspiration from multiple painting techniques. Representational art serves as the focus of this course, with still life and original photography as structure. As the Trimester progresses, projects become more expressive and open-ended in format.

Goals

The goal of this course is for students to gain proficiency and confidence in the painting media. Students will have a strong foundation in Color Theory, color mixing and application techniques. Students will also gain skills that enable them to critique and analyze personal and peer's works of art.

SKILLS

- Students will gain confidence and proficiency with watercolor and acrylic painting media
- Students will learn how to mix colors (in paint) that they observe in the natural world
- Students will participate in activities and exercises related to class projects
- Students will develop the ability to express themselves creatively through the artistic process
- Students will develop their skills of creative problem solving
- Students will learn to understand and appreciate work by various artists produced throughout art history

ACTIVITIES/CONTENT

- Students participate in exercises to introduce or reinforce Color Theory, color mixing and paint application techniques
- Students utilize still life and original photography in addition to drawing from observation and grid to set up structure and gain representational results

ASSESSMENT

- Direct feedback in class
- Feedback for specific assignments & projects
- Peer critique and review
- Effort mark
- Learning for growth and mastery
- Teacher comment at end of trimester

RESOURCES

- Painting as a Language: Material, Technique, Form, Content by Jean Robertson and Craig McDaniel
- Modern Art: Painting, Sculpture, Architecture and Photography by Sam Hunter, John Jacobus, and Daniel Wheeler
- Students will utilize the internet for inspiration and reference



Upper School Curriculum

Visual Arts: Screen Printing

INSTRUCTOR E-MAIL: cayce_lee@caryacademy.org

COURSE DESCRIPTION

This course is an exploration of screen printing with an emphasis on the photo emulsion process using hand drawn and digitally generated imagery. Students are encouraged to investigate their own interests and ideas regarding conceptual content and design, and will gain experience with single and multiple color print runs on paper, fabric and alternative surfaces.

GOALS

- o Use the Design Process as a framework for innovation + creative problem-solving
- o Develop creative confidence by learning new techniques//skills in a workshop style format that is “low risk” and emphasizes experimentation
- o Learn to conduct creative research using current Art + Design resources
- o Explore development of personal aesthetic based on unique interests of student
- o Provide opportunities for individual + collaborative making
- o Emphasize critique etiquette to promote free exchange of constructive feedback from peers
- o Refine sense of craftsmanship

SKILLS

- o Creative Research
- o Technical Experimentation
- o Design Process + Documentation
- o Communication of Concept
- o Personal Voice
- o Constructive Feedback

ACTIVITIES/CONTENT

- o Technical Workshop Units:
- o Basic Process: Screen Prep // Photo Emulsion // Image Creation (Hand Rendered + Digital) //
- o Exposing an Image // Reclaiming Screen
- o Intro to Printing: Ink Prep // Squeegee Skills // Single + Multi-Color Printing on Paper //
- o Clean-up Essentials
- o Adding Complexity: Layered Imagery // Registration Techniques // Fabric + Alternative Surfaces

ASSESSMENT

Assessment is divided into two process grades (before mid-term and after) based on:

- o Active participation in workshops//independent projects
- o Willingness to take creative risks
- o Responsible and collaborative teamwork
- o Maintenance of communal studio equipment and space

RESOURCES

- o Photo Emulsion Processing Supplies + Exposure Unit
- o Pressurized Rinsing Equipment
- o Full Array of Screen Printing Equipment (i.e. Squeegees, Ink for Paper + Fabric, Frames + Stretching Supplies, Polyester Screen Material, Padded Tabletop Surface for Printing on Fabric)
- o Heat Setting Equipment
- o Equipment for Image Creation (Hand-Rendered: Pens + Vellum; Digital: Adobe Photoshop + Illustrator, Polyester Film,



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Laser Printer//Copier)



Upper School Curriculum

Visual Arts: Sculpture

INSTRUCTOR E-MAIL: cayce_lee@caryacademy.org

COURSE DESCRIPTION

This course will feature individual and collaborative opportunities to create three-dimensional work using a variety of media. Specific content covered in the course will be determined by student interest and may include papier-mâché, mold-making and casting (with paper, plastic, or cement), soft sculpture, found object assemblage, kinetic sculpture, and installation art.

GOALS

- o Use the Design Process as a framework for innovation + creative problem-solving
- o Develop creative confidence by learning new techniques//skills in a workshop style format that is “low risk” and emphasizes experimentation
- o Learn to conduct creative research using current Art + Design resources
- o Explore development of personal aesthetic based on unique interests of student
- o Provide opportunities for individual + collaborative making
- o Emphasize critique etiquette to promote free exchange of constructive feedback from peers
- o Refine sense of craftsmanship

SKILLS

- o Creative Research
- o Technical Experimentation
- o Design Process + Documentation
- o Communication of Concept
- o Personal Voice
- o Constructive Feedback

ACTIVITIES/CONTENT

- o Technical Workshop Units:
- o Working with an Armature: Papier Mâché Process // Surface Embellishment
- o Mold-Making + Casting: Found-Object Casting (One-Part Mold with Cement or Plastic) // Cardboard Mold (Form with a Void)
- o From Model to Material: Rapid Prototyping (Form + Scale) // Working with Tools (Safety + Basic Construction) // Finishing Techniques

**Additional Units may be substituted based on interests of course participants (i.e. soft sculpture, kinetic mechanisms)

ASSESSMENT

Assessment is divided into two process grades (before mid-term and after) based on:

- o Active participation in workshops//independent projects
- o Willingness to take creative risks
- o Responsible and collaborative teamwork
- o Maintenance of communal studio equipment and space

RESOURCES

- o Variety of Mold-making + Casting Materials
- o Power Tools + Shop Equipment (i.e. drills, jigsaw, miter saw, drill press, etc.)
- o Hand Tools (i.e. carving tools, screwdrivers, hammers, etc.)
- o Sewing Machines



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- o Variety of Finishing Materials (i.e. acrylic paints, stains, fabrics, etc.)
- o Rapid Prototyping Materials



Upper School Curriculum

Visual Arts: Yearbook

ART150 Yearbook

2 Trimesters:
Fall and Winter
C Block (5 Day)
Credit: 2/3

Students in this course will be responsible for the publication of the school's yearbook, The Legacy. Through the publication process, students will gain experience in design and layout, feature writing, photography, editing, and advertising, and will become proficient in InDesign and PhotoShop. Staff members will be expected to adhere to professional publication standards and deadlines. Students also may opt to join The Legacy's ad sales team, where they will establish business contacts, develop and implement sales strategies, and assume responsibility for the substantial advertising component of the yearbook. May be repeated for credit.

Prerequisite: None

ART150 Yearbook

2 Trimesters:
Fall and Winter
C Block (T & Th) Credit: 1/3

Students in this two day a week course will be responsible for working with the core staff of the yearbook, The Legacy. Through the publication process, students will gain experience in design and layout, feature writing, photography, editing, and advertising. Staff members will be expected to adhere to professional publication standards and deadlines. Students will be given assignments in design, photography, copy writing and business management based on his or her strengths and interests. May be repeated for credit.

Prerequisite: None



Upper School Curriculum

Band: Jazz Band

COURSE DESCRIPTION:

Jazz Band is a select group of Upper School students. Students enhance their overall musicianship by listening to and performing a variety of Jazz styles in a big band setting, working in small combos, and developing skills in playing or improvising solos. To audition for All-Region or All-State Jazz Band, a student must be enrolled in Jazz Band. Two or three concerts per year will be performed at school. The band may also participate in a local festival as well as a trip to a competition. The following instruments are needed: saxophone, trumpet, trombone, piano, bass, electric guitar, vibraphone, and drums. May be repeated for credit.

Prerequisite: Audition or permission of the instructor

GOAL

- Students will develop advanced skills for practicing, performing, and playing jazz 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 three times 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)

Each student is expected to furnish her/his own instrument, supplies, and the designated performance outfit.



Upper School Curriculum

Band: US Band

COURSE DESCRIPTION:

Course Description: This class is composed of woodwind, brass, and percussion players and will provide students with the experience of playing a variety of concert band music. Two or three concerts per year will be performed at school. The band may also participate in a local festival sponsored by the NC Music Educators Association as well as a trip to a competition. To audition for All-District or All-State Band, a student must be enrolled in band. May be repeated for credit.

Prerequisite: Audition or permission of the instructor

GOAL

- Students will develop skills on an intermediate or advanced 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 three times 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)

Each student is expected to furnish her/his own instrument, supplies, and the designated performance outfit.



CARY ACADEMY

Upper School Curriculum

Chorus : Cary Academy Singers

COURSE DESCRIPTION:

ART301 Cary Academy Singers Full Year C Block (M W F) Credit: 1/2 Cary Academy Singers is open to 9 - 12 grade students who have a have a passion for singing and wish to sing with a group to become a more proficient musician. Cary Academy Singers is designed as a performance class to offer students a choral music experience and to promote musical growth by teaching correct vocal technique for individual singing and group singing, strengthening music reading skills, and offering basic ear training in rhythm, pitch, and harmony. To offer students a comprehensive view of choral music and the rich history that surrounds it, students will perform stylistically diverse music. Students will sing using world languages with emphasis on promoting correct singing technique. Concerts may be formal or in the style of a musical review that incorporates staging and movement. Cary Academy Singers may participate in adjudicated festivals and/or competitions. Prerequisite: Permission of the Instructor



Upper School Curriculum

Orchestra: Guitar

INSTRUCTOR E-MAIL: Yiyinqiao@caryacademy.org
PREREQUISITE: None

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 course is offered to all US students who are interested in playing guitar at the beginning level. Music foundations of performance skills such as postures on both hands, tone production, rhythm, tempo and the fundamental music theory are included in the class. One playing or theory (include listening) quiz per trimester is expected. The class may divide into sectional rehearsals. This class is using Pass/Fail grading system and meets two periods per week. There are two main performance opportunities during the year for those players who meet the performance quality.

GOALS

- o Intellectual curiosity and a commitment to music learning as a lifelong process
- o Continue to develop interest in guitar music
- o Learn to perform the guitar songs from world famous composers throughout music history
- o Build fundamental guitar playing skills
- o Promote ensemble leadership, music interpreting, and critiquing skills
- o Work on both individual and collaborative pieces to achieve 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 keys within 3 sharps and flats
- o Develop the ear training from the beginning level during the class, including major minor scales, intervals, harmony progressing, rhythms and pitch recognizing.

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 other ensemble players during rehearsals and performance
- o Understanding the relationship between individual parts and the whole group.
- o Develop the playing skills on two octave scales, basic chords and shiftings. Also, using the solo or solo part to challenge the students
- o Improve the students' awareness and playing abilities of the tone quality

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 Class recitals
- o Varied formal/informal performance in/outside campus
- o Fall and spring concerts will be played on campus (optional but encouraged)

ASSESSMENT

- o **Effort Grades:**
Students receive the final effort grade which reflect his/her commitment to work and the progressing on the study during class
- o **Final Grades:**
Students receive the final grades Pass/Fail which reflect the student's guitar playing skills has reached class expectation

RESOURCES

- o Students are expected to purchase or rent an instrument
- o Students will be expected to purchase the designated performance outfit if they are selected for the concert performance (Black suits and skirts, dress shoes and bowtie for boys)
- o Students use a head phones for theory study
- o Software: Noteflight, Breath in Thru Theory



Upper School Curriculum

Orchestra: Honors

INSTRUCTOR E-MAIL: Yiyinq_qiao@caryacademy.org

PREREQUISITE: Audition or Music Competition Winner

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 course is an auditioned and performance-oriented class for music instrument players (grade 9-12). The students must have their own instruments and have completed at least three years of orchestra or ensemble training. The music foundations of performance skills such as musicianship, intonation, music style, and ensemble skills are included in the work. The class may divide into small ensemble groups with a music faculty or professional musician. This class meets one block a week. There are two main performances during the year.

GOALS

- o Intellectual curiosity and a commitment to music learning as a lifelong process
- o Continue to develop interest in guitar music
- o Learn to perform the guitar songs from world famous composers throughout music history
- o Build fundamental guitar playing skills
- o Promote ensemble leadership, music interpreting, and critiquing skills
- o Work on both individual and collaborative pieces to achieve 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
- o Recognizing the major and minor scales keys within 4 sharps and flats

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 Continue 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.
- o Develop the playing skills on three octave scales, vibratos and shiftings. Also, using the solo or solo part to challenge the students
- o 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 Variety performance (formal/informal) in/outside campus
- o Sectional rehearsal and small ensemble opportunities
- o Fall and spring concerts will be played on campus (required)
- o One outside campus music activity or festival during the year (optional but encouraged)

ASSESSMENT

- o Students receive orchestra final grades which reflect commitment to work during class and are based on the following criteria:
- o Graded playing test 25%
- 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) 35%

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 (Black suits and skirts, dress shoes and bowtie for boys)
- o Students use an headphones for students using for theory study.
- o Software: Noteflight, Breath in Thru Theory



Upper School Curriculum

Orchestra: Symphony

INSTRUCTOR E-MAIL: Yiyang_qiao@caryacademy.org

PREREQUISITE: Two years 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 course is an auditioned and performance-oriented class for stringed instrument players (grade 9-12). The students must have their own instruments with at least three years of playing experience. The lessons will focus on each student playing skills such as musicianship, tone production, intonation, fingering and bowing. The student may join into small ensemble groups or with the orchestra students for the concert performance. This class meets one block a week. There are two main performances opportunities during the school year.

GOALS

- o Intellectual curiosity and a commitment to music learning as a lifelong process
- o Continue to develop student's interest in orchestral music
- o Learn to perform the orchestral masterpieces from world famous composers throughout music history
- o Expand playing skills on bowing and fingering with the stringed instrument at the intermediate level
- o Build a fundamental ensemble playing skills in the group from duet to large ensemble
- o Promote ensemble leadership, music interpreting, and critiquing skills
- o Work on both individual and collaboration to achieve the student's potential
- o The music to be selected for this class will be at level 2 to 4.

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 keys within 3 sharps and flats
- o Develop the ear training from the beginning level during the class, including major minor scales, intervals, harmony progressing, rhythms and pitch recognizing.

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.
- o Develop the playing skills on two octave scales, vibratos and shiftings. Also, using the solo or solo part to challenge the students
- o 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 (required)
- 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 (Black suits and skirts, dress shoes and bowtie for boys)
- o Students use an head phone for students using for theory study.
- o Software: Noteflight, Breath in Thru Theory



Upper School Curriculum

Theater: Technical Theater

INSTRUCTOR E-MAIL: Yiyi_qiao@caryacademy.org

PREREQUISITE: Two years instrument experience

COURSE DESCRIPTION

This course will explore the fundamentals of sound, lighting, projection, and carpentry/set construction used in the theater. The course will cover the basic principles of each discipline, theatrical vocabulary, best safety protocols and common theatrical practices. Once basics are established, we will explore each topic in depth. Topics such as lighting and audio console programming and operation, color theory, audio theory, and projection mapping will be discussed. Students will also have the opportunity to practice in real, live theatrical situations as technicians for variety shows, dance performances, and dramatic productions.

GOALS

- Build a foundation of technical knowledge and theater practices
- Learn time management and planning in real theatrical setting
- Develop skills required to design, build, and run shows at Cary Academy
- Promote leadership, team work, collaboration, and creativity
- Work independently and in collaborative teams to achieve desired results

SKILLS

- Teamwork
- Leadership
- Critical and design thinking
- Creative problem solving
- Theater readiness
- Handling of and professional use of technology
- Live lighting, sound, and recording technique
- Proper listening and viewing
- Real world safety practices

ACTIVITIES/CONTENT

- Preproduction elements including: lighting plotting, audio mapping, set construction, scenic development
- Production elements including: Operation of lighting and audio consoles, projection, scenic moves, script tracking, live recording
- Post production elements including: Video formatting, audio formatting, proper strike and rep restore
- Operation of a working theater with multiple types and styles of performances
- Exposure to current theatrical and technical practices
- Exposure to current and future technology

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:

- Digital and Analog Lighting Consoles- ETC Ion, Express
- Digital and Analog Audio Consoles- Yamaha M7CL, Mackie Analog
- Wireless and wired microphones
- Various Theatrical Lighting instruments
- Large and small scale projectors
- Small hand and power tools- screwdrivers, drills, etc...
- Large power tools- table saw, jig saw, etc...
- Recording equipment
- Mac based control systems

Software:

- QLab
- Final Cut Pro
- ETC aRFR
- Adobe Creative Suite
- Yamaha AirFader
- Garage Band
- Drafty



Upper School Curriculum

Theater: Acting

INSTRUCTOR E-MAIL: Yiyong_qiao@caryacademy.org
PREREQUISITE: Two years instrument experience

Each of these trimester-long courses is offered for the student interested in theater performance. They may be repeated.

Prerequisite: Students wishing to sign up for Scene Studies must have taken at least one trimester of Acting Workshop.

ACTING WORKSHOP

This course provides students with a working vocabulary and technique for character analysis and characterization. Emphasis is placed on "knowing thyself" and building one's self-confidence with particular attention given to the committed inclusion of the actor's body, voice, and breath. Students explore exercises and challenging texts and strive to incorporate bold, imaginative, active choices into their work.

SCENE STUDIES

An extension of the Acting Workshop, this open-format lab is designed for the student who is serious about developing his/her skills as an actor and theater artist. A nurturing and creative environment empowers students to take risks, collaborate with fellow artists, hone communication skills, and explore the creative process, while immersing themselves in scene work and analysis.

SKILLS

Upper School Theater students will be able to

- define and discuss Ensemble and its core elements
- mine a scene/character's given circumstances
- articulate and justify a character's objective/s and obstacle/s
- score a scene/theatrical text
- rehearse and present a scene/monologue
- frame and offer feedback/criticism in a respectful and constructive manner
- demonstrate a working knowledge and understanding of theater vocabulary

ACTIVITIES/CONTENT

Students use class time to explore and share each of Uta Hagen's Object Exercises as detailed in her revered text **Respect for Acting**.

- The Basic Object Exercise
- Three Entrances
- Immediacy
- The Fourth Wall
- Endowment
- Talking to Yourself
- Outdoors, Parts 1 and 2
- Conditioning Forces
- History
- Character Action

Contentless Scenes: Students expand their understanding of the role given circumstances play in an actor's work and the impact facts/truths have on character and action in these brief barebones explorations.

TAC Smack: This collaborative experience is designed to introduce students to tactics—the things we do to others in order to get what we want. Using active language, 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.



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.



Upper School Curriculum

Dance: Modern Dance

COURSE DESCRIPTION

This dance class meets five days a week. The objectives of the class are.

1. To teach modern dance technique to a diverse student population. That is to say that some students may have never studied dance at all; others may have studied extensively in private studios; some may have studied in the middle school of Cary Academy.
2. To teach improvisational skills which will allow a dancer to develop an original movement vocabulary.
3. To teach the concepts of weight sharing, counter-balance and contact improvisation, to give students the tools and understanding to create work with partners.
4. To teach the elements of choreography, including visual design, effort and shape (Laban principles), and thematic development in dance.
5. To create a supportive environment for students to explore their work.
6. To produce two formal dance concerts each school year where students show their work and learn the principles of dance production.
7. To nurture creativity and self confidence in students.

GOALS

The goal of this course is to teach students to recognize their creative potential. Students will be encouraged to find their own "voice" in movement and will learn how to speak with that voice through exercises in technique, improvisation and choreography.

SKILLS

- o Regular practice of dance technique
- o Study of anatomy to understand how movement originates
- o Study of movement invention
- o Study of improvisation
- o Study of choreography
- o Study of performance and production technique

ACTIVITIES

- o Classes in dance technique to practice the physical skills and control one needs to dance
- o Improvisation exercises designed to help students discover new ways of moving
- o Choreography assignments which teach the students how to make a dance
- o Journal writing assignments designed to help students develop ideas, to create images, to find an artistic voice
- o Performance of student work for the teacher and peers and discussion of that work
- o Students are required to attend at least one modern dance performance each trimester and to write a review of the work.
- o Students perform in two concerts each year, presenting their work in a formal showing.

ASSESSMENT:

- o Students will be graded daily on class participation.
- o Students are given at least one practical test each trimester
- o To assess their skill level
- o Students are graded weekly on compositional projects
- o Journals are graded to check the completion of assignments.
- o Dance reviews are graded each trimester
- o Student work is videotaped as a record of student progress and as an evaluation tool.
- o Students are expected to pay a costume fee each year of \$65.00



RESOURCES FOR CLASS:

- o Basic Concepts in Modern Dance by Gay Cheney
- o Prime Movers by Joseph Mazo
- o The Performer, a Guide to the Collaborative Process by Shelia Kerrigan



Upper School Curriculum

Digital Arts: 3D Modeling for Animation

INSTRUCTOR E-MAIL: betsy_macdonald@caryacademy.org

COURSE DESCRIPTION

3D Modeling for animation will introduce students to techniques in character modeling and animation using Autodesk Maya. Students will learn how to create polygons and change their appearance with materials, and to combine polygons to create characters and scenes. They will then learn the basics of key frame animation before moving on to creating skeletons and binding them to their characters. This rigging process will allow them to animate character behavior.

Course may be repeated for credit.

GOALS

- o Gain proficiency and confidence in using the Maya interface
- o Create objects and characters from scratch
- o Modifying models
- o Use key frames to animate
- o Understand the relationship between the skeleton, rig and mesh
- o Understand UV unwrapping

SKILLS

- o Create and transform polygons
- o Create and apply materials
- o Edit meshes by manipulating vertices, edges, and faces
- o Extrude faces and edges
- o Create keyframes, use animation controls
- o Create and manipulate joints
- o Bind skeleton to mesh and create controls

ACTIVITIES/CONTENT

- o Create characters and objects in a 3D digital environment
- o Animate objects and characters
- o Sample instructional videos
- o As students grow in their skills (or for students repeating the course), they can choose their own pathway from the learning modules resource

ASSESSMENT

- o Direct feedback in class
- o Feedback for specific assignments & projects
- o Peer critique and review
- o Effort mark
- o Learning for growth and mastery
- o Teacher comment at end of trimester

RESOURCES

Software:

- o Autodesk Maya 2018 for Students
- o A website for students to pick and choose learning modules based on their readiness and interest



Upper School Curriculum

Digital Arts: Digital Photography

ART433: Digital Photography

Digital Photography will not only introduce students to taking digital photos, but each student will also learn how to manipulate various types of digital media, use them to produce different types of publications and learn how to print media containing digital photography. The class will mostly consist of various "real life" projects throughout the trimester with an emphasis on in-class work only.

Prerequisite: None

ART434: Digital Photography II: Desktop Publishing

This course will continue to build on the technique and skills from the Digital Photography beginner's course offered in Trimester 1 (ART 433). Students considering this course should already have a firm grasp on the fundamentals of PhotoShop, of basic design and of the knowledge gained in the beginner's course. Students will build on their ability to take quality photos and build very creative projects around them using various types of publication ideas. Publication concepts will include logo creation and branding, graphic design, newsletter and pamphlet design (printed and digital), web page design (non-functional), sales and marketing publications, billboard design, magazine art, cover art and more. This course will also cover printed design versus electronic design concepts and cover concepts concerning targeted audiences and understanding clients. Basic knowledge of both Adobe InDesign and Adobe Dreamweaver would be useful although not required.

Prerequisite: ART433: Digital Photography



Upper School Curriculum

Digital Arts: Intro to Video Projects

INSTRUCTOR E-MAIL Steven_ONeill@caryacademy.org

COURSE DESCRIPTION

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.

GOALS

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

SKILLS

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

ACTIVITIES/CONTENT

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

ASSESSMENT

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



RESOURCES

Hardware:

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

Software:

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



Upper School Curriculum

Digital Arts: Intro to Video Projects

INSTRUCTOR E-MAIL Steven_ONeill@caryacademy.org

COURSE DESCRIPTION

Students will continue to 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 on the foundation established in the Intro Video Production course for creating videos with high production value. In teams or individually, 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.

Prerequisite: Intro to Video Projects Upper School (ART767, 768, or 769) or Video Productions 8th Middle School (ARTVideo-1)

GOALS

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- o Develop hardware and software skills for current and future multimedia projects
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- o Working independently at appropriate times
- o Respectful of studio equipment and space

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Hardware:

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- o Teleprompter
- o Recording studio with audio mixer
- o Mac based editing labs

Software:

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- o Story Board That!
- o Final Cut Pro
- o Motion
- o Adobe Creative Suite
- o Garage Band0
- o Blackmagic ATEM Switcher Control



Upper School Curriculum

Physical Education: Electives

MEDITATION AND RELAXATION

This trimester course is designed as an introduction to meditation and relaxation techniques. Meditation is a habitual process of training your mind to focus and redirect your thoughts. Techniques learned during this class help students practice how to use meditation to reduce stress, enhance self-awareness, control anxiety, lengthen attention span, and find inner peace. In addition, other beneficial habits and feelings, such as positive mood and outlook, self-discipline, healthy sleep patterns and increased pain tolerance can be achieved. This class is graded Pass/Fail.

RACQUET SPORTS

This trimester course examines basic stroke execution, strategy, rules, match play and court etiquette of a variety of racquet and net sports. Sports may include tennis, pickleball, badminton, table tennis, and volleyball. Racquet sports are exciting games promoting power, precision technique, hand-eye coordination, foot agility, timing and mental focus. This class is graded Pass/Fail.

TEAM SPORTS

This trimester class is designed for students interested in learning skills and strategies of a team sports. This course will include daily skill instruction and implementation of those skills into a competitive game setting. Sports may include, but are not limited to basketball, flag football, soccer, ultimate frisbee, team 4 square, and volleyball. This course will also improve cardiovascular fitness, muscle strength, and muscle endurance. This class is graded Pass/Fail.

CARDIORESPIRATORY FITNESS

This trimester course focuses on cardiorespiratory fitness using treadmills, stationary bicycles, stair climbers, rowing machines, elliptical trainer and walking/jogging around the track and trails around our school. Focus is place on general endurance of the respiratory and circulatory system, reducing or maintaining body fat levels, and providing knowledge in safe workout principles. This class is graded Pass/Fail.

FIRST-AID/CPR/AED

This trimester course will prepare you to recognize and care for a variety of first aid, breathing, and cardiac emergencies. Interactive classroom experiences will simulate emergency situations preparing you to respond with confidence to care for victims. Upon successful completion of the course you will receive an American Red Cross certificate for Adult First Aid/CPR/AED, valid for a two-year period. This class is graded Pass/Fail.