



LAGUARDIA ARTS

Course Catalog

2015 - 2016

Fiorello H. LaGuardia High School of Music & Art and Performing Arts
Dr. Mars - Principal

OUR HERITAGE



NEW YORK CITY SPECIALIZED HIGH SCHOOL: THE “FAME” SCHOOL

Fiorello H. LaGuardia High School of Music & Art and Performing Arts enjoys an international reputation as the first and foremost high school dedicated to nurturing students gifted in the arts. LaGuardia Arts continues to be the model for schools of the arts throughout the world because we provide a uniquely balanced educational experience that includes both rigorous conservatory-style training and a challenging, comprehensive college-preparatory academic program. Our conservatory programs include: Art, Dance, Drama, Instrumental and Vocal Music, and Technical Theater.

The LaGuardia Arts heritage dates back to 1936, when Mayor Fiorello H. LaGuardia established a school to serve as a haven for students gifted in the arts. The present LaGuardia Arts was created by the consolidation of two illustrious schools: The High School of Music and Art and The School of Performing Arts (the “Fame” school). In 1984, we moved to the state-of-the-art building at Lincoln Center that was designed especially for us and provides world-class facilities, including: a 1,150-seat concert hall; a 450-seat theater; a 150-seat black-box theater; dance and instrumental studios; a recording studio; an art gallery; and science and computer laboratories.

Applicants are admitted via a New York State-mandated admissions process based on a competitive audition and a review of student records. This process helps foster student success in both the challenging arts and academic programs. The school’s 2,600 students are drawn from all five boroughs and reflect the diverse composition of New York City. Each year, approximately 700 students are admitted from more than 18,000 applicants, making LaGuardia Arts one of the most selective New York City public high schools.

A LEGACY SUPPORTED BY ALUMNI

The support organization Alumni and Friends (A & F) was founded in 1984. Its mission is to raise funds, mainly through an endowment to benefit Fiorello H. LaGuardia High School and its students; to bring together students, alumni, and friends of the school and its two legacy institutions, The High School of Music and Art and The School of Performing Arts; to assure the continuity of community support for the school; and to promote the highest standards of excellence in arts education. The A & F endowment is used to provide scholarships and program support.

The dual mission of this extraordinary specialized high school is to provide to each student professional preparation in atelier and conservatory arts education and college-preparatory academic education.

AWARDS AND RECOGNITION

LaGuardia Arts is the only Specialized High School to earn the highest rating of “A” on the Progress Report for the last seven years and the top status of “Outstanding” on the School Quality Reviews. LaGuardia has Gold Medal Distinction as “One of America’s Best High Schools” by *U.S. News & World Report* (2012), ranked #9 by the *New York Post* as “New York City’s Best High Schools”, and recognized for outstanding work with NYC students in 2010 with the “Blackboard Award” as an “Outstanding High School.” LaGuardia Arts was rated the coolest school in the country by *Teen Vogue* (2013).

Our students have been recipients of the following prestigious awards in Theater: Drama Desk Excellence in Acting, American Theater Wing Isabelle Stevenson Award; in Music: Essentially Ellington, BMI Foundation, Bertelsman awards; in Art: Scholastic and Rothko awards. Our students also excel in academic competitions, being named finalists, for example, in English and the social sciences. LaGuardia Arts students have also been named as William Byrd Scholars, Advanced Placement Scholars and Advanced Placement Scholars with Honors, and National Merit Scholars.

SCHOOL PROFILE

COMPREHENSIVE EDUCATIONAL PLAN

To fulfill our mission, the LaGuardia Arts School Leadership Team established the following goals:

- To continue to provide excellence in education and to maintain comprehensive atelier, conservatory and academic programs to artistically talented students.
- To provide a variety of academic and guidance interventions for students who need assistance to meet the school's high academic and studio standards.
- To reaffirm a collaborative effort between the arts studios and the academic departments in order to foster and encourage each student's creative growth in the arts.
- To foster a vibrant artistic community that unites students in a scholarly environment.
- To help students develop into persons who are intellectually confident, sensitive humanists; critical thinkers; and supportive and empathetic members of their community.
- To integrate technology into all core content areas to ensure the development of viable careers for the 21st Century.
- To advance the role of the arts as a powerful medium by drawing upon the cultural richness of New York City for communication within our pluralistic society.
- To replenish the arts with highly trained, skilled, and inspired young artists, and to enrich our society with aesthetically literate persons.

The mission/vision will be achieved by providing a challenging academic program in which state and national standards are exceeded. There will be a focus on research and writing in all classes, and a wide range of college-level classes and advanced-placement classes will be offered. There will be an emphasis in academic subjects of integrating the arts and powerful arts themes as the focus of interdisciplinary instruction.

GRADUATION RATE AND REQUIREMENTS

Our Graduation Rate is consistently over 99%. Over 85% of our graduates earn an Advanced Regents or an Advanced Regents with Honors Diploma. Qualification for a New York City diploma requires students to meet the Department of Education and State academic requirements. Qualification for a studio endorsement requires students to meet the special requirements of their studio. Depending on their studio area, students must pass a comprehensive New York City studio exit exam and the LaGuardia studio exit exam.

PRE-CONSERVATORY PROGRAM

Students will also receive superior arts training through a pre-conservatory program in one art form. In addition, students will be afforded opportunities to gain an understanding and appreciation of art forms other than their major through courses and inter-studio products, projects, and programs. Students will gain first-hand experiences in their chosen art form, which may include shadowing experiences, internships, mentoring experiences, apprenticeships, and the development of technical programs in stagecraft and recording.

STUDENT LIFE

TYPICAL STUDENT SCHEDULE

A student's daily program includes a complete academic course load and an extensive studio program. The school day has two sessions that begin at 8:00 AM or 8:50 AM and end between 3:20 PM and 4:10 PM. A student's course schedule is subject to the availability of classes.

COLLEGE AND CAREER READINESS

The College and Career Readiness Benchmarks define the qualities and achievements that students need to complete in order to be ready to enroll, persist, and succeed in college, secure postsecondary training opportunities, and gain entry into meaningful careers. To guide and galvanize our collective efforts toward our shared goal of preparing all students for success after graduation, four essential domains of student development have been identified: Common Core Learning Standards, Academic and Personal Behaviors, Academic Programming, and College and Career Access. These domains provide a road map for teachers, schools, and students themselves to work towards indicators of college and career readiness at every level.

STUDENT RANKING

Because our focus is on personal growth and achievement rather than competition among classmates, we have adopted the policy of specialized high schools throughout the nation and have eliminated "class rank." Highly selective admissions procedures result in an outstanding student body with extraordinary artistic talents and strong academic skills. Instead of competing with each other, LaGuardia students are mutually supportive in striving to achieve their full potential.

Each year, LaGuardia Arts students receive over \$10,000,000 in scholarships. That's over \$40 million over four years of college!

LaGuardia Arts graduates are admitted to some of the finest universities, colleges, and conservatories. Our alumni have distinguished themselves in virtually every field of endeavor, including the arts and sciences, medicine, law, business, education, and public service. Our students regularly attend the following schools:

Amherst College
Bard College
Barnard College
Binghamton University
Brandeis University
Brown University
Carnegie Mellon University
Columbia College
Cooper Union
Cornell University
CUNY-Honors
Emerson College
Harvard University
Hobart and William Smith Colleges
Juilliard
Johns Hopkins University
Kenyon College
Lehigh University
Middlebury College
New York University
Northwestern University
Oberlin College
Polytechnic Institute
Pratt Institute
Rensselaer
Rhode Island School of Design
Rochester Institute of Technology
Savannah College of Art and Design
School of Visual Arts
Skidmore College
Stanford University
University of Michigan
University of Pennsylvania
University of Rochester
University of Southern California
University of Wisconsin at Madison
Vassar College
Washington University In St. Louis
Yale University

STUDENT LIFE

EXTRA-CURRICULAR/ CO-CURRICULAR ACTIVITIES

Over 42 different social and cultural clubs are active at LaGuardia Arts. The following school-sponsored activities and organizations include: Yearbook, *Lively Arts* Literary Magazine, Student Government Organization, School-wide Musical Theater Production, Art Exhibitions, Drama Festivals, Opera Productions, Orchestral and Vocal Concerts, and Dance Concerts. Our students are also invited to participate in many special events and performances throughout the area.

Some of our clubs are...

Animation Club	La!Craft
Arts in Action	<i>LagMag</i>
Asian Culture Appreciation Club	Latino Culture Club
Asian Culture Association	Math Team
ASPIRA	Memory Project
Baking Club	Mighty Mavens
Bollywood Club	Model United Nations
Bollywood Dance Club	<i>Modern Matters</i> - Science Magazine
Book Club	Muslim Student Association
Boys Gymnastics	Open-Mic-Night Club
Breaking the Chain Through Education	Out and About Alliance (Gay/Straight Alliance)
Ceramics Club	Philosophy Club
Cheerleading	Poetry Club
Chess Club	Project Cicero
Coalition to Empower Young Women	Pulse Christian Club
Debate Team	Random Acts of Kindness
Environmental Club	Relay For Life
Fandom Be Fandoming	Roller Derby Appreciation
Fencing Club	Runway To Charity
Filipino Club	School Newspaper
Film Critics	Secular Club
Fundraising Club	Snowboard and Ski Club
Girls Learn International	Spoken Word Poetry Club
Green Teen	Stocks and Investment
Healing Through Art	Students4Veterans
Hearts for Kids	TEDxLag
Incoming Sophomore Club	The Intellectuals
Italian Club	Tree Huggers United for a Greener Society
Japanese Club	Wildlife Conservation Society Club
Japanese Heritage	Youth Coalition for Community Action
Jewish Student Union	
Key Club	

CELEBRATE OUR DIVERSITY

LaGuardia Arts is proud to be the most diverse specialized high school in the City. Our school population closely resembles that of the City of New York, and we embrace the cultural and academic diversity of our students and staff.

Student Enrollment 2,625

Gender	
Female	73.05%
Male	26.95%

Ethnicity	
Hispanic	19.30%
Amer. Indian Or Alaskan Native	0.27%
Asian	19.34%
Native Hawaiian/Other Pacific Islander	0.04%
Black	11.53%
White	45.18%
Multi-Racial	4.34%

Data as of February 20, 2015.

SPORTS AND TEAMS

Our interscholastic sports teams compete in the Public School Athletic League (PSAL), and our athletes regularly win top ranking in a number of sports. In order to compete, students must meet the eligibility requirements and submit both the Parental Consent Form and the proper medical forms.

Boys Teams

Fall	Winter	Spring
Cross Country	Basketball	Baseball
Fencing	Gymnastics	Track, Outdoor
Soccer	Track, Indoor	Volleyball

Girls Teams

Fall	Winter	Spring
Bowling	Basketball	Fencing
Cross Country	Gymnastics	Handball
Swimming	Track, Indoor	Softball
Volleyball		Track, Outdoor
Soccer		

Academic Sequencing

English

Students at LaGuardia Arts take English courses for four years. Each English class is annualized, which means students remain in the same class with the same teacher for the entire year.

English Honors: The level of teaching and learning in Honors classes requires students to make use of strong analytical reading and writing skills and to exercise great discipline. Request enrollment in Honors only if you are prepared for a significant workload and challenging grading policies. Placement of incoming Freshmen in Honors classes is based on the following: subject grade average on the eighth-grade report card and the score on the standardized ELA examination.

Sample Sequencing

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	Film Literature Psychology in Literature Journalism Creative Writing AP Literature
English 9 Honors	English 10 Honors	AP Composition	AP Literature

LOTE

A student who has taken and passed a year of world language and the Proficiency Examination in middle school has met the New York State high school foreign language graduation requirement and is not required to continue with LOTE at LaGuardia Arts; however, eligible students may

opt to continue to study world language and pursue a sequence culminating in a LOTE or AP Exam. LaGuardia Arts is a school with an accredited arts program where the world language requirement of three years for the Advanced Regents diploma is replaced by the school's rich studio programs. Every LOTE class after the first year, therefore, is an elective.

Sample Sequencing

French	Italian	Japanese	Spanish
French 1 and 2	Italian 1 and 2	Japanese 1 and 2	Spanish 1 and 2
French 3 and 4	Italian 3 and 4	Japanese 3 and 4	Spanish 3 and 4
French 5 and 6 Honors	Italian 5 and 6 Honors	Japanese 5 and 6 Honors	Spanish 5 and 6 Honors
AP French	AP Italian	AP Japanese	AP Spanish

Math

Every LaGuardia Arts student must complete at least three years of mathematics classes in our school and pass at least one Math Regents to graduate. Each mathematics class is annualized, which means students remain in the same class with the same teacher for the duration of the

year. Each incoming Freshman is placed in Algebra 1 unless the student has both completed the course in 8th grade and passed the respective Regents Exam. LaGuardia Arts invites any accelerated student in a private or independent school whose educational institution does not offer Regents Examinations in math to take the Regents at LaGuardia in June or August. Without this exam passed the students cannot be given credit for Algebra.

Sample Sequencing

9th Grade	10th Grade	11th Grade	12th Grade
Algebra 1	Geometry	Algebra 2 & Trigonometry	Calculus
Geometry	Algebra 2 & Trigonometry	Calculus or AP Calculus AB	AP Calculus AB or AP Calculus BC or AP Statistics

Science

Every LaGuardia Arts student must complete at least three years of science classes in our school and pass at least one Science Regents to graduate. Each science class is annualized, which means students are expected to remain in the same class with the same teacher for the entire year.

Each incoming Freshman is placed in Living Environment unless he or she has successfully completed both the course and passed the respective Regents Exam in 8th grade.

Sample Sequencing

9th Grade	10th Grade	11th Grade	12th Grade
Living Environment	Chemistry or Earth Science or Physics (only if you took Chemistry)	Chemistry or Physics or AP Biology or AP Chemistry or AP Physics or AP Environmental Science	AP Biology or AP Chemistry or AP Environmental Science or AP Physics or AP Psychology

Social Studies

Students at LaGuardia Arts take Social Studies courses for four years. Each Social Studies class is annualized, which means students remain in the same class with the same teacher for the entire year.

All incoming Freshmen will be placed in Pre-AP World History. In their Sophomore year, students will either continue and take AP World History or choose to take Global Studies 3 & 4. The Global Studies Regents Exam is given to all Sophomores. In addition, AP World History students will sit for the AP World History Exam in May.

Sample Sequencing

9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP World History 1 and 2	Global 3 and 4	U.S. History 1 and 2	U.S. Government Honors and Economics Honors
	AP World History	AP U.S. History	AP Comparative Government & Politics and Economics Honors

Academic Rigor

ADVANCED PLACEMENT COURSES

LaGuardia Arts offers a myriad of Advanced Placement courses in studio and academic subjects. Our philosophy is to encourage and enable students to achieve success by challenging themselves. Accordingly, a full complement of Honors courses is offered starting in the Freshman year. Many colleges and universities use the score on the AP examination for college-level placement and award college credit to students receiving a score of 3, 4, or 5. AP courses have a summer assignments. Advanced Placement courses include the following:

English

English Language/Composition
English Literature/Composition

Math

Calculus AB
Calculus BC
Statistics

Social Studies

Human Geography
U.S. History
World History

Languages Other Than English

French Language and Culture
Italian Language and Culture
Japanese Language and Culture
Spanish Language and Culture
Spanish Literature and Culture

Science

Biology
Chemistry
Environmental Science
Physics 1
Psychology

Studio

Art History
Music Theory
Studio Art: 2D Design
Studio Art: Drawing
Studio Art: 3D Design

(Non-Advanced Placement college level classes include Economics, Organic Chemistry, Music History, and Calculus.)

FAQ: 8th Grade Courses Taken in LOTE and Accelerated/Honors Courses

Q: I took Honors classes in English, Social Studies and/or Mathematics in my middle school. Will these courses influence my 9th grade schedule and appear on my high school transcript?

A: Yes. We review past academic performance. Taking a rigorous middle school program prepares you for success in the courses we offer. We use the middle school transcript in conjunction with our own rubric to place a student in Honors classes. A student earning English and Social Studies Honors credits does not entitle a student to skip the corresponding 9th grade classes in these subjects, however. High school courses taken in 8th grade appear on your high school transcript when a student passes the class and the corresponding Regents Exam or the City Proficiency Exam.

Q: What type of high school credit will I receive for the mathematics that I took in middle school?

A: If you were in a public middle school, took and passed an accelerated mathematics course in Algebra in 8th grade, you will receive two high school credits provided you also passed the Common Core Algebra Regents Exam. Students may pass either exam to graduate as long as they are still available **but** must have at least attempted the Common Core-aligned version in order for the non-Common Core version to count towards graduation. The class grade you received in 8th grade would be transferred to your high school transcript together with the grade you received on the Regents Exam. Regardless of previous credit earned, you must still take at least three years of Math at the high-school level and earn at least 6 credits to graduate.

Q: How is my Math placement determined?

A: Your placement in Math classes is determined by the information you provide from your middle school regarding accelerated classes passed and the passing of the corresponding Regents Exam in math.

Q: What happens if I only completed some of the Common Core Algebra curriculum and/or did not take the corresponding Regents Exam?

A: In this case, you would be placed in our Algebra 1 course.

Q: If I took Living Environment and/or Earth Science in middle school and passed the Regents for the course, would I receive high school credit?

A: Yes. If in 8th grade you passed the course and the Regents Exam in that subject, then you would receive two high school science credits, and your Regents Exam score and class grade would be recorded on your high school transcript. You would not be scheduled for these same courses again, but you must still take at least three years of Science at the high school level and earn a total of at least 6 credits of high school Science in order to graduate.

Q: I wish to continue studying the LOTE I took in middle school. How will I know what level class to take?

A: Language placement is determined by the results from the Foreign Language Proficiency Exam taken in 8th grade. (Ask your guidance counselor if your school offers this New York City Exam). You are not required to take a LOTE class if you have already earned 2 high school credits in LOTE by taking and passing the Proficiency Exam.

Q: I took a LOTE Proficiency Exam in middle school. Will it appear on my high school transcript?

A: Yes. If you took and passed the course and passed the Proficiency Examination for LOTE in middle school, the results would appear on your transcript, and you would receive 2 high school credits for LOTE. The transcript would then reflect the grades you received for LOTE in 8th grade. Please ensure your transcript is up to date when entering LaGuardia Arts.

Q: Would I still need to take a LOTE course at LaGuardia Arts if I passed the LOTE Proficiency Examination in middle school?

A: No. A student who has passed the course and the Proficiency Examination would not need to continue with LOTE at LaGuardia Arts.

Q: If I still need to take a LOTE in order to graduate or I opt to continue to study foreign language at LaGuardia, can I switch to a different language?

A: Yes. Students have the opportunity to study a new language in the 9th grade, depending on availability. Please select a new language on the form that will be mailed to you.

Q: Coming from a private school, how is my LOTE placement determined?

A: Students coming from a private school will be placed in the first year of a LOTE course unless their middle school's principal provides a copy of the 8th grade curriculum and a letter attesting that the course met the New York State LOTE Checkpoint A. At that point, you would be placed in the appropriate level course.

Sample Programs

A Sample Freshman Program

English	English 9 or English 9 Honors
Social Studies	Pre-AP World History 1 & 2
Science	Living Environment or Chemistry
Mathematics	Algebra 1 or Geometry
LOTE	French, Italian, Japanese, or Spanish (1st or 2nd year of study)
Physical Education	Physical Education
Studio Classes (2-3)	Art, Drama, Dance, Music, or Technical Theater courses
Lunch	

A Sample Sophomore Program

English	English 10 or English 10 Honors
Social Studies	Global 3 & 4 or AP World History
Science	Chemistry, Earth Science, or Physics
Mathematics	Geometry or Algebra 2 & Trigonometry
Physical Education	Physical Education or Yoga
Studio Classes (3-4)	Art, Drama, Dance, Music, or Technical Theater courses
Electives	French, Italian, Japanese, or Spanish (2nd or 3rd year of study)
Lunch	

A Sample Junior Program

English	English 11 or AP Composition
Social Studies	U.S. History 1 & 2 or AP U.S. History
Science	Physics, AP Biology, or AP Chemistry or AP Physics
Mathematics	Algebra 2 & Trigonometry, Calculus, or AP Calculus
Physical Education	Physical Education or Yoga
Studio Classes (3-4)	Art, Drama, Dance, Music, or Technical Theater courses
Electives	French, Italian, Japanese, or Spanish (3rd or 4th year of study or AP)
Lunch	

A Sample Senior Program

English	Film Literature, Psychology and Literature, Creative Writing, or AP Literature
Social Studies	U.S. Government Honores & Economics Honors or AP U.S. Government & Economics Honors
Physical Education	Physical Education
Health	Health
Studio Classes (3-4)	Art, Drama, Dance, Music, or Technical Theater courses
Electives	Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, Organic Chemistry, AP Biology, AP Chemistry, AP Environmental Science, AP Physics, AP Psychology, AP French, AP Italian, AP Japanese, or AP Spanish
Lunch	

Academic Departments

ENGLISH

The English Department is committed to developing and enhancing our students' ability to think critically and express themselves effectively. The critical and aesthetic examination and analysis of classic and contemporary literature serve as a context for students' development as critical thinkers and writers with their own creative voice. All students must complete four years of English. The English Language Arts (ELA) Regents Examination is generally taken after the Junior year, but English Honors students do so after the Sophomore year (i.e., English 4H).

Close textual reading, process writing, and critical thinking skills drive the curriculum. A balanced literacy approach is also utilized.

Did you know...

- Four members of the English Department are National Board Certified teachers.
- Teacher partnerships with the Theatre Development Fund and the Brooklyn Academy of Music have resulted in school-based teaching artist residencies as well as live theater experiences for students.
- Our library is designated as a "Best Practices in Digital Library Service" site by the NYCDOE Division of Instructional Technology.
- Through our partnership with Teachers College, Columbia University, we host and mentor student teachers every semester.
- When Salman Rushdie learned that teachers were interested in using *Haroun and the Sea of Stories*, he donated all the books himself.

FAQ

What is the difference between a regular English class and an Honors class? Honors classes are run at an accelerated pace and require students to complete supplemental work on their own.

How does a student get placed into Honors and/or AP classes? Incoming students must have an average of 90 or above in both English and Social Studies. Students can be recommended to AP classes if they have earned and maintained a cumulative average of 90 or above in English and Social Studies.

When do AP students take the English Regents Exam? AP students sit for the English Regents Exam at the end of their Sophomore year.

Are AP students required to take the AP exam? Yes. Students who enroll in AP classes are making a commitment to sit for the AP exam in May.

The ELA curriculum includes the following components each term:

- Studying three or four major works (novels, dramas, and memoirs) in addition to short stories, poetry, and non-fiction essays.
- Producing a variety of writing products, including: reading responses, expository essays, reflective essays, literary essays, research papers, poetry, monologues, and dialogues.
- Writing a minimum of four essays, two specifically written in class to give students practice writing an organized, thoughtful essay in a forty-minute period of time.
- Building vocabulary, with a minimum of 100 new words pulled from the texts studied and/or SAT lists.
- Employing literary terms, with a minimum of 5-10 specific terms assigned each term according to grade level to ensure the scaffolding of skills and knowledge.
- Employing grammar devices, with a minimum of 5-10 specific devices assigned each term according to grade level to ensure the scaffolding of skills and knowledge.
- Mastering specific skills needed for success on the ELA Regents including modeling of essay prompts. Skills covered include: listening, reading and producing reports, reading graph material, comparing/contrasting two pieces of literature, interpreting texts through a critical lens, and firmly taking a position or point of view in writing an essay.
- Utilizing skills needed for success on the SAT 2400; models of the SAT essay prompts are utilized to help students prepare for the writing portion of the exam.

Course Offerings

Grade 9

English 1 and 2 - The grammar and composition component is focused on the study of grammar components, literary texts, vocabulary, and other related skills with the main objective to hone written and verbal communication. Types of writing produced include: reading responses, reflective essays, personal narratives, literary essays, and creative assignments. Literature studied includes: plays by Sophocles, Shakespeare, and Wilson; novels by Salinger, Kingsolver, and Morrison; and a variety of non-fiction essays, short stories, myths, and poems.

Please note: In each department not all courses are offered each year.

ACADEMIC DEPARTMENTS

English 1 Honors and English 2 Honors - Freshman Honors follows the Freshman English curriculum at an accelerated pace with higher expectations and more required independent reading and writing.

Grade 10

English 3 and 4 - British literature is the focus of the Sophomore curriculum, with a heavy emphasis on works by William Shakespeare. Students continue their progress as critical readers, writers, and thinkers. The stress is on writing analytic literary essays, but students also practice expository and persuasive strategies in preparation for the ELA Regents. In addition to Shakespeare's tragedies and comedies, students read works by Chaucer, Swift, Austen, Emily and Charlotte Bronte, Dickens, Hardy, Joyce, Wilde, Woolf, Huxley, Orwell, and various poets.

English 3 Honors and English 4 Honors - Sophomore Honors follows the Sophomore English curriculum at an accelerated pace with higher expectations and more required independent reading and writing. Students are also prepared for the ELA Regents Exam in June.

Grade 11

English 5 and 6 - American literature is the focus of the Junior curriculum with a theme that explores what it means to be American, the role of literature in shaping the American identity, and the power of the American dream. Students are exposed to research skills and develop deeper analytic thinking and writing skills. In addition to analytic literary essays, students produce reading responses and creative assignments. Literature studied includes: plays by Miller and Williams; novels by Hawthorne, Chopin, Twain, Wharton, James, Hurston, Wright, Fitzgerald, Steinbeck, and Ellison; and a variety of poems.

English Language and Composition, Advanced Placement - This course engages students in becoming skilled readers of non-fiction essays and texts from a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers for a variety of purposes. Students are prepared for the AP Language and Composition exam. The course also incorporates some of the American literature covered in the Junior year curriculum.

Grade 12

English 7 - World literature is the focus of the Senior fall term and covers literature from all continents, including writers like Aristotle, Sophocles, Flaubert, Marquez, Dostoyevsky, Ibsen, Saikaku, Kafka, Sartre, Hesse, Allende,

and Yoshimoto. Students work on their college application essay, write a research paper, and produce comparative literary essays.

English 8 - The spring term offers Seniors a variety of electives, including: Creative Writing, Film and Literature, and Psychology and Literature. In each course, students are required to make formal presentations, write analytic and creative essays, and read a book independently in preparation for collaborative work in book groups.

Creative Writing - This course is designed to hone students' creative voices while they study different genres and styles. Students produce a portfolio of creative poetry, essays, and short stories. Students in the class are also involved in writing for and helping produce the school's literary magazine, The Lively Arts. In addition to creative writing, students work on the college application essay and the analytic literary essay.

English Literature and Composition, Advanced Placement - This course involves close and critical reading of outstanding works of literature from ancient to present times. Students analyze the writers' craft and use of language to both better appreciate literature and to prepare for the AP examination. Literature studied includes work by Aristotle, Shakespeare, Balzac, Ibsen, Shaw, Joyce, Kafka, Hesse, Faulkner, Hemingway, and Marquez, and poets like Donne, Keats, Eliot, and Plath. Students also work on their college application essay, write an extensive research paper, and produce a variety of analytic literary essays.

Journalism I - Reading and Writing the News - Students will create four issues of our school newspaper, State of the Arts, in Journalism I and II. We will elect editors who will assign stories to staff writers. Students will interview peers, teachers, and administrators and publish original articles in paper and on the Web. Skills taught include identifying newsworthy stories; writing hard news articles; writing opinion pieces; copy editing; practicing objectivity; and learning Adobe InDesign, Adobe Photoshop, and basic computer programming. The layout of the newspaper will occur in the computer lab during school hours. We will read news media publications, discuss current events, and read Alexis de Tocqueville's Democracy in America and Truman Capote's In Cold Blood. Strong writers and students with computer skills are encouraged to apply for this class. This credit bearing elective course does not fulfill the NYS graduation requirement. This course is for Seniors only.

Journalism II - Media Studies - We will continue to produce the school newspaper. Texts include Malcolm X's The Autobiography of Malcolm X, George Crile's Charlie Wilson's War, and several supplementary works. Students will maintain their own news blogs and learn more about career

Please note: In each department, not all courses are offered each year.

ACADEMIC DEPARTMENTS

opportunities in journalism. We will analyze the news media critically through a variety of lenses. Students will complete a major research paper on representation of a contemporary story in the news media. This credit bearing elective course does not fulfill the NYS graduation requirement. This course is for Seniors only.

Library and Media Center

The Library is open to all members of the school community throughout the day. Students are welcome whenever they have no scheduled class, providing they present their program card or official school pass. Students may borrow circulating materials using their school photo identification card.

The Library has a large collection separated into various areas: Art, Music, Dance, Drama, cds, and videos. In addition, there is an assortment of material related to literature and the social sciences that support the curricula. Numerous databases (accessible at school and home) are available to students as well. As students attending a New York City public high school, LaGuardia students are entitled to a New York City Public Library card -- which gives them borrowing privileges and access to hundreds of additional database resources.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education Department aims to provide students with the health knowledge and physical capability necessary to manage the school's challenging academic and studio programs. Physical Education courses in the 9th through 12th grades provide students with physical activity as well as knowledge of and experience in a variety of individual and team sports. Students have access to specialized equipment, including a complete weight-training room.

Course Offerings

Health Education - Focuses on the teaching of behaviors for healthy living. It covers topics such as personal hygiene, nutrition, and sex education. Mental, social and emotional health issues are addressed as they impact choices regarding the use, misuse, and abuse of tobacco, alcohol, and other drugs.

Physical Education - Instruction in various types of physical activity to promote the physical development and well-being of the individual. This involves organized sports, dance, and calisthenics. Games are also used to develop social skills that promote good sportsmanship and to create lifelong learners.

Team Sports - This class is open only to student varsity athletes in good academic standing who have maintained team status for two consecutive seasons on the same team.

Aerobics - High and low-impact workouts (emphasis on muscle tone, fitness, proper weight, increased aerobic capacity).

Gymnastics - Basic, intermediate and advanced skills (floor exercises and all types of apparatus).

Volleyball - Basic, intermediate, and advanced skills (drills and game-situation tournaments).

Weight Training - An introduction to the proper skills and concepts of weight training, muscular development, strength and stamina are explored. Students develop and practice a personal program for weight training.

Yoga - An introduction to the fundamental posture exercises, breathing, and relaxation techniques as a basis for physical and mental self-improvement.

Please note: In each department, not all courses are offered each year.

ACADEMIC DEPARTMENTS

Elective Offerings

Volleyball - A team oriented game for two teams, usually of six players, in which a large ball is hit by hand over a high net, the aim being to score points by making the ball reach the ground on the opponent's side of the court. Skills that would be taught are forearm pass, set, serve, rotation, scoring, rules and vocabulary.

Basketball - A team oriented game played between two teams of five players in which goals are scored by throwing a ball through a netted hoop fixed above each end of the court. Skills that would be taught are layups, shooting, dribbling, defensive sets, and offensive sets.

Ultimate Sports Conditioning (boot camp) - The training programs of professional football, baseball and basketball teams are highlighted in this class. Includes various drills, agility work and plyometrics utilizing equipment such as agility ladders, cones and jump ropes.

Ultimate Frisbee - Ultimate is an exciting, non-contact team sport, played by thousands. It mixes the best features of sports such as Soccer, Basketball, American Football and Netball into an elegantly simple yet fascinating and demanding game. To compete Ultimate players require an unmatched degree of speed, stamina and agility.

European Handball - Handball is a team sport in which two teams of seven players each pass a ball to throw it into the goal of the other team. A standard match consists of two periods the team that scores more goals wins.

Badminton - Badminton is a racquet sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court divided by a net. Players score points by striking a shuttlecock with their racquet so that it passes over the net and lands in their opponents' half of the court.

Soccer - A team sport game played by two teams of eleven players with a round ball that may not be touched with the hands or arms during play except by the goalkeepers. The object of the game is to score goals by kicking or heading the ball into the opponents' goal.

Initiative Problem Solving Games and Activities - Initiative games are fun, cooperative, challenging games in which the group is confronted with a specific problem to solve. In Exploring we use initiative games for two reasons: These games demonstrate and teach leadership skills, which helps to promote the growth of Explorers; and these games, demonstrate a process of thinking about experiences that helps Explorers learn and become responsible citizens.

Weight Training - Weight training is a common type of strength training for developing the strength and size of skeletal muscles. It uses the weight force of gravity (in the form of weighted bars, dumbbells or weight stacks) to oppose the force generated by muscle through concentric or eccentric contraction. Weight training uses a variety of specialized equipment to target specific muscle groups and types of movement.

Did you know...

- Our competitive PSAL teams have won the following NYC City Team Championships: Boys Gymnastics (3), Handball (1), Softball (1), and Girls Soccer (1).
- Our teams continually advanced to the playoffs.
- Boys Basketball is currently in the Quarter Finals of post-season play.
- Our Boys and Girls Cross Country Teams compete in the State Championships.

Please note: In each department, not all courses are offered each year.

LOTE
LANGUAGES OTHER THAN ENGLISH

The Languages Other Than English (LOTE) Department is dedicated to motivating and expanding students' ability to speak a foreign language. To achieve this, the department offers a complete language immersion experience. In order to build fluency, audio-lingual, student-oriented activities are used in every course. The department aims to prepare qualified students for the Advanced Placement class, which is offered in every language. Teacher and peer tutoring are available in all languages. Regents Examinations are given after Level 6 classes (third year). All students must complete one year of a LOTE to graduate. Additional levels are offered for advanced students who demonstrate proficiency in the language.

Did you know...

- More students have taken the AP Italian Exam at LaGuardia Arts than any other school in the United States.
- As a result of LaGuardia Arts' partnership with the Italian Association Committee of Education, students participated in Italian cooking classes accompanied by special tastings at Eataly.
- For the past six years, LaGuardia Arts students have won the Northeastern Regional Japanese Speech Contest, enabling them to compete in the Nationals in California.
- This year, Spanish classes learned about Latin culture through dancing to music taught by a Venezuelan Zumba Instructor who volunteered her time at LaGuardia Arts.

Course Offerings

Japanese	<u>Romance Languages</u>
	French
	Italian
	Spanish

Course Offerings - Japanese

Year 1

Japanese 1 and 2 - In this course, students will acquire basic skills in reading, writing, listening, and speaking in Japanese with an emphasis on reading and writing the characters (*Hiragana* and *Katakana*). Students will be able to converse about themselves, their daily life, family, likes and dislikes, etc. in both present and past tenses. In addition, some *Kanji* will be introduced in Japanese 2, both for recognition and production. Cultural topics will also be introduced and discussed.

Year 2

Japanese 3 and 4 - Students will be able not only to express themselves in more sophisticated ways both in terms of vocabulary and different modes of verbs (progressive, etc.), but also to interact with people in more intricate ways (requests, prohibition, permission, etc.). An emphasis will be placed on writing in paragraphs. More *Kanji* will be introduced. Cultural information will be key to using the language appropriately.

FAQ

What does LOTE stand for? Languages Other Than English

How many years of a language does my child need to graduate high school? Two credits or one full year

What factors determine which language my child takes when entering LaGuardia Arts? If your child is attending a NYCDOE school and passes the 8th grade language proficiency, your child will receive one full year of high school language credit and will automatically be placed in the second high school year of that particular language. If your child did not take the proficiency exam due to being in a private school, the admissions team will determine the level of proficiency in that language and place your child accordingly. A student cannot earn more than one year of credit before entering 9th grade at LaGuardia Arts.

Can my child continue with a language for more than one year? Yes, but your child must continue in the same language they have they initially take. Students can continue to take up to AP level if they maintain a 90 or above average in their language courses. Again, students are not allowed to switch languages.

What Regents Exams are required for graduation, and when are they given? There are no longer State Regents Exams offered in LOTE; however, there are NYC exams that are taken after the 3rd year of studying a language. This can be used towards an Advanced Regents Diploma.

My child and her friends are taking American Sign Language. Can they continue with their ASL at LaGuardia Arts? We offer Japanese, French, Italian, and Spanish. We are not considering adding any additional language.

Please note: In each department, not all courses are offered each year.

ACADEMIC DEPARTMENTS

Year 3

Japanese 5H and 6H - Students will be able to talk about their opinions, obligations, and ability to do things, not only in personal context but also in broader contexts such as national and global levels. Students will read, discuss and write about cultural topics by comparing and contrasting Japanese culture and other cultures. Learning *Kanji* will be key to success in this course. Students will be prepared to take the Regents Examination by the end of the year.

Year 4

Japanese 7 and 8, Advanced Placement - This course prepares students for the AP Japanese Language and Culture Examination. All instruction will be project-based. Students will be able to have discussions and debates with clear statements backed by opinions and reasons. Frequent writing assignments will be paired with oral presentations. Completing regular Kanji, vocabulary and grammar assignments will be key to success in this course.

Romance Language Course Offerings

Year 1

French 1 and 2
Italian 1 and 2
Spanish 1 and 2

In the first year of Romance Languages, students will be introduced to French, Italian, or Spanish culture and language. Students will be expected to speak in the target language, and almost all instruction will take place in the target language, at a very basic level. Students will learn fundamental grammar items such as the present tense of regular and irregular verbs, basic adjectives, indefinite and definite articles, and basic vocabulary including colors, numbers, weather, and the family.

Year 2

French 3 and 4
Italian 3 and 4
Spanish 3 and 4

The second year of Romance Language study will deepen grammatical and cultural knowledge of French, Italian, or Spanish. Students will learn how to discuss past and future events. More speaking is expected in this second, intermediate year of language study.

Year 3

French 5H and 6H
Italian 5H and 6H
Spanish 5H and 6H

Much of third year is a review of first and second year grammatical items. In addition to past grammar and vocabulary, the subjunctive and conditional tenses are studied. As of September 2012, the Regents Exams offered in LOTE have been omitted. Students will now sit for the LOTE exams prepared by the New York City Department of Education. The exams will evaluate reading, writing, listening, and speaking skills.

Year 4

Italian 7 and 8, Advanced Placement
French 7 and 8, Advanced Placement
Spanish 7 and 8, Advanced Placement

The fourth year of Romance Language study is the Advanced Placement course. This course follows the College Board's syllabus and is a rigorous, college-level course. Students in this class should be prepared for a challenging work load and a great amount of outside study time. This course is also excellent preparation for the SAT II examinations in French, Italian, or Spanish.

Please note: In each department, not all courses are offered each year.

MATHEMATICS

The Mathematics Department is committed to expanding students' understanding and appreciation of mathematics through a comprehensive, content-based plan that acknowledges and addresses differences in motivation, goals, ability, and learning styles. All students must complete three years of mathematics and pass a Regents Examination. All mathematics courses are year-long courses.

Did you know...

- There are 12 sections of Advanced Placement Mathematics courses. They include the following: 8 sections of AP Calculus AB, 2 sections of AP Calculus BC, and 2 sections of AP Statistics.
- Two department members are Math for America fellows and one has been selected as a Master Teacher in Math for America.
- Tutoring is available for students periods (4-10) Monday-Friday, and peer tutoring is available every Tuesday, Wednesday and Thursday from 4:15 PM - 6:00 PM.
- Forty students were accepted into the City College STEM Program (a highly competitive math/science summer institute).
- There is a Robotics Club as well as a Math Club.

Algebra I - This is the first mathematics course in high school. The completion of this course -- 1 to 2 years -- depends on the entry level of the student. Algebra provides tools and develops ways of thinking that are necessary for solving problems in a wide variety of disciplines such as science, business, and fine arts. Linear equations, quadratic functions, absolute value, and exponential functions are studied. Coordinate geometry is integrated into this course as well as data analysis, including measures of central tendency and lines of best fit. Elementary probability, right triangle trigonometry, and set theory complete the course. Students will take the Integrated Algebra Regents Examination at the conclusion of this course.

Geometry - This is the second mathematics course in the high school sequence. In this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways that their conclusion follows logically from their hypothesis. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and dilations will be

FAQ

Are there Honors classes in the math department?

There are no Honors classes in Algebra 1, Geometry, Algebra 2/Trigonometry. The curricula developed by our department in all these courses are quite demanding. The content of each is very rigorous, intense, highly analytical and fast paced. We do offer AP courses in Calculus AB, BC, and Statistics, as well as Calculus 1 for those students who have satisfied the 6 credits required for a Regents diploma.

What impact does my child's successful completion of the Algebra 1 course as well as the Regents in 8th grade have on his/her placement in a math course in 9th grade?

If you were in a public middle school, took and passed an accelerated mathematics course in Algebra in 8th grade, you will receive two high school credits provided you also passed the Common Core Algebra Regents Exam. Students would then be programmed for Geometry.

My child attends a school that does not offer the Regents at the end of 8th grade but is studying Algebra this year. Will my child be able to take the Regents?

Your child can sit for the Common Core Algebra Regents either in June or August at LaGuardia Arts. If your child is successful on the exam, he/she can be placed in Geometry in 9th grade.

If my child does not take Geometry in the 9th grade can they take an AP math course in their Senior year?

How many Regents Exams must my child take? Passing a math Regents Exam is one of the requirements for a Regents Diploma. A passing grade on all three Regents Exams (Algebra 1, Geometry and Algebra 2/ Trigonometry) is one of the requirements for an Advanced Regents Diploma.

taught. Properties of triangles, quadrilaterals and circles will be examined. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics. Students will take the Geometry Regents Examination at the conclusion of this course.

Please note: In each department, not all courses are offered each year.

ACADEMIC DEPARTMENTS

Algebra 2 and Trigonometry - This is the third mathematics course in the high school sequence. In this course, the number system will be extended to include imaginary and complex numbers. Students will learn about polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Data analysis will be extended to include measures of dispersion and the analysis of regression models. Arithmetic and geometric sequences will be evaluated. Binomial expressions will provide the basis for the study of probability theory and the normal probability distribution will be analyzed. Right triangle trigonometry will be expanded to include the investigation of circular functions. The course will conclude with problems requiring the use of trigonometric equations and identities. Students will take the Algebra II and Trigonometry Regents Examination at the conclusion of this course.

Calculus - This course includes an overview of analytic geometry and trigonometry as it applies to the study of functions, graph limits, derivatives and their applications. This course receives DOE college preparatory credit. This course meets the College and Career Readiness standards and receives CUNY credit.

SCIENCE

The goal of the Science Department is to insure that our graduates are scientifically literate and prepared to face the important societal decisions that will await them. Critical thinking and writing are stressed across the curriculum, and technology is used to enhance the learning process. We offer our students a solid foundation in the Sciences and hope to create in them a desire to delve further into these subjects. Each of our students has the opportunity to study Biology, Earth Science, Chemistry and Physics. Introductory courses are complemented by Astronomy, Organic Chemistry, Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Environmental Science, Advanced Placement Physics and Advanced Placement Psychology.

We encourage and support a wide array of extra-curricular Science activities. Our students participate in the NYC Metropolitan and New York State Science Olympiad, Brain Bee Competition, Columbia Science Honors Program and AMNH Research Program, and robotics competitions.

Calculus AB, Advanced Placement - This is a full-year course in college-level calculus that culminates in the Advanced Placement (AB) examination. Included is the study of functions, graphs, and limits, derivatives, applications of derivatives, integrals, applications of integrals, the fundamental theorem of calculus, anti-differentiation, applications of the anti-derivative, and slope fields.

Calculus BC, Advanced Placement - This is a full-year course in college-level calculus that culminates in the Advanced Placement (BC) examination. Included is the study of additional techniques for integration, calculus with parametric equations and polar equations, infinite series, and Taylor and Maclaurin series.

Statistics, Advanced Placement - This is a full-year course in college-level statistics that culminates with the Advanced Placement examination. Topics include: exploring data, planning a statistical study, methods of data collection, producing models using probability theory and simulation, and statistical inference.

FAQ

How many years of science does my child need to graduate? Three years.

How many Regents in science are required for graduation? One year. Two Regents Exams are required for an Advanced Regents Diploma.

How does your Science program compare to other specialized high school Science programs? We offer an array of AP course and all Regents classes. We are limited in the number of electives we offer due to scheduling.

What if my child comes to LaGuardia with Earth Science and Living Environment credit from middle school? If your child passes an accelerated Science course in 8th grade and the corresponding Regents Exam, they will not repeat that course at LaGuardia Arts. They will take another course.

Did you know...

Students interested in Science are able to participate in many STEM related activities, including the following:

- Science Olympiad
- Science Magazine
- Columbia Science Honors Program, Rockefeller University Research, AMNH & Cornell Weill Medical center-HPREP
- Frost Valley YMCA
- Cambodia Clean Water Project
- Robotics

Please note: In each department, not all courses are offered each year.

ACADEMIC DEPARTMENTS

Course Offerings

Regents Courses

All science courses – which are described below -- culminate in a Regents Examination; students enrolled in Regents courses must take the examination. According to the State Education Department regulations, all students must successfully complete the laboratory component of the course in order to be admitted to the examination. In order to satisfy this requirement each student must:

- Complete at least 30 full laboratory periods (1200 minutes).
- Complete and have on file a satisfactory written report for each laboratory experience.
- Demonstrate proficiency in laboratory skills.

Students must satisfactorily complete and submit a report for a minimum of 15 full laboratory periods (600 minutes) per term to receive credit for a Regents course.

The Living Environment: Biology - In this required course, the following topics will be covered: measurement, scientific method, research design, microscopy, organization and classification, molecular biology, animal and plant maintenance, homeostasis, disease and immunity, genetic inheritance, mitosis and meiosis, protein synthesis, genetic engineering, human reproductive systems, evolution, and ecology. In addition, there will be several special field and research reports.

Earth Science - The following topics will be covered: earth dimensions, celestial motion, interaction between matter and energy, heat and gravity, interpreting and constructing maps (contour and profile) plate tectonics, age of the earth, origin of the solar system, seasons and insulation, weathering and erosion, minerals and rocks, landscapes, climate, and meteorology.

Chemistry - The following topics will be covered: the interaction between matter and energy, atomic structure, bonding, periodic trends, stoichiometry, solutions, kinetics and equilibrium, organic chemistry, nuclear energy, acid-base chemistry, and redox reactions.

Physics - The following topics will be covered: forms of energy, interaction between energy and matter resulting in change of motion, light, electricity, sound, magnetism, predicting velocities based on energy conservation.

Advanced Placement Courses

Biology, Advanced Placement - This college-level course is an in-depth study of all major areas of Biology with an emphasis on molecular mechanics, geared to the preparation

for the AP exam. The course is taught through lecture, active classroom discussion, and laboratory projects. Students are tested on each unit and are graded on outlines they prepare of major topic areas. The student must read and master the material in a college-level text and review book that is required as outside reading. Students perform dissections and other laboratory exercises. Pre-requisite: Living Environment, Chemistry and Algebra 2 and Trigonometry. This is a double-period class that meets every day. Students must commit to completing the entire year and taking the AP examination.

Chemistry, Advanced Placement - The college-level course encompasses stoichiometry, matter, atomic structure, bonding, solution chemistry, periodicity, kinetics, equilibrium, acids and bases, redox, and electrochemistry. Students must be highly motivated and expect to engage in recitation and laboratory lessons. This course also includes frequent class exams, midterm, final exam, class participation and comprehensive laboratory reports. Pre-requisite: Regents Chemistry and Algebra 2 and Trigonometry. This is a one-year course that meets for a double period daily. Students must commit to completing the entire year and taking the AP examination.

Environmental Science, Advanced Placement - The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is interdisciplinary. A wide variety of topics from different areas are covered. Field trips, field studies and lab work are included. Students must commit to completing the entire year and taking the AP examination.

Physics 1, Advanced Placement - AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills.

Psychology, Advanced Placement - The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Please note: In each department, not all courses are offered each year.

SOCIAL STUDIES

Elective Courses

Astronomy - Astronomy is a full-year elective course for Seniors which introduces students to the history, methods, and current advances in the field of astronomy. Astronomy is an interdisciplinary science, including elements of physics, chemistry, earth science, and biology. Topics covered include: archaeoastronomy, Geocentric and Heliocentric models of the solar system, Keplerian and Galilean astronomy, gravity (Newtonian, special and general relativity), the origin and history of the universe, stellar formation and evolution, cosmology, and astrobiology. This course is open to Seniors only. This credit bearing elective course does not fulfill the NYS graduation requirement.

Organic Chemistry - Organic Chemistry is designed for those students who have completed Regents Chemistry and possess a basic understanding of chemical principles. This course provides a good introduction to Organic Chemistry. It is an excellent foundation course for advanced biology and chemistry courses and is geared to those students who are planning to be chemistry, pharmacy or pre-med majors in college. The first term of Organic Chemistry is devoted to the study of hydrocarbon compounds. The primary emphasis of the course will be on the nomenclature, properties, and reaction mechanisms of alkanes and alkenes. The second term of Organic Chemistry focuses on Aromaticity, Electrophilic and Nucleophilic reactions and their mechanisms. Stereoisomerism will be covered in depth. If time allows we will study Spectrophotometry. This course meets the College and Career Readiness standards and receives CUNY credit.

Pre-Requisites: Regents Biology and Chemistry; Physics may be taken as a co-requisite. Students who have completed Biology then Physics must have an overall average of 80 or greater. Students who will be taking this course concurrently with Physics must have received a grade of 90% or greater in Chemistry I and have an average of 80% or greater. Restrictions: This course is currently open only to Seniors.

All students must complete four years of Social Studies, including two years of Global Studies, one year of United States History, one term of Government, and one term of Economics. The Global Studies Regents is taken at the end of the Sophomore year, and the United States History and Government Regents Examination is taken in June of the Junior year.

FAQ

What are the course offerings and levels for incoming Freshman? There is one course offered to every incoming Freshman: Pre-AP World. We neither offer humanities nor Honors level classes for Freshmen.

What is involved in taking an AP Course? An AP Course is a college-level course. It is taught at a college-level in all aspects. This is not an Honors-level; it is college-level. Look in the catalog to see the differences.

What if my child does not want to take AP World when they are in 10th grade? All 9th graders take Pre-AP World in preparation for the Global Regents given at the end of 10th grade. 9th grade students in the spring can decide to continue with the second year of AP World and taking the AP exam or switch to Global 3 and 4. Either choice results in taking the Global Regents Exam at the end of 10th grade.

Does my child need to complete summer assignments? AP courses require students to complete summer assignments. Students can find the assignments on the LaGuardia Arts website.

How much homework will my child be expected to do every night? Students are expected to have homework nightly. Assignments in AP courses will require extra time.

What electives are given in Social Studies? Students may elect to take an AP course at every level.

ACADEMIC DEPARTMENTS

Grade 10

Did you know...

- Regents results for 2012-2013: Global History: 99% passing rate, US History: 99.9% passing rate
- Since June 2010, student mastery levels have significantly increased on both the Global and US Regents Exams.
- Social Studies AP classes are offered in each level of study. This includes all incoming 9th graders taking Pre-AP World History.
- This year during Respect for All Week, almost 100 Social Studies students presented various issues about Global Conflict and Respect for All. Each presentation was the result of student research used to inform students about the issues around the world. During the week, students were given wrist bands in Social Studies class to symbolize Respect For All school awareness initiative. The event was held on the Mezzanine; Social Studies classes and staff attended the event and were prepared with questions to ask to learn more about the issues. It was a great success.

Global Studies 3 - The First Global Age and Age of Revolutions and Crises; The Scientific Revolution; the Enlightenment in Europe; the American and French Revolutions; the Age of Napoleon; imperialism (European colonies in Latin America, Asia and Africa); Japanese modernization and imperialism; independence movements in Latin America; political revolutions; the Industrial Revolution and the “isms” (capitalism, liberalism, nationalism, socialism, Marxism); causes and results of World War I; and the causes and impact of World War II.

Global Studies 4 - The Contemporary World; The start of the Cold War; the end of European colonialism in Asia, Africa and the Middle East; economic development in Europe, Asia, Africa, and Latin America since 1945; the role of women; the United Nations; sources of world conflict since 1945; the collapse of Communism and the breakup of the Soviet Union; the environment and sustainability; and achievements in science and technology. Students take the Regents.

World History, Advanced Placement - (in lieu of Global 3 & 4) AP World History develops a greater understanding of the evolution of global processes and contacts in different types of human societies. The college level course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Students must commit to completing the entire year and taking the AP exam as well as the Global Regents Exam.

Course Offerings

Grade 9

World History 1, Pre-Advanced Placement - This course is geared towards preparing students to take the AP World exam. The Ancient World - reconstructing the past; establishment of first human societies; early civilizations (Mesopotamia, Nile, Indus, Yellow River); Classical Civilizations (China, Greece, Rome, Mauryan, Gupta); the Tang and Song Dynasties; growth of overland and maritime trade routes linking Eurasia and Africa; spread of belief systems (Animism, Hinduism, Buddhism, Chinese Philosophies, Judaism, Christianity); rise and fall of the great empires (Han and Rome); the Byzantine Empire; the spread of Islam; Europe in the Middle Ages; and the Crusades.

World History 2, Pre-Advanced Placement - Global Interactions - Japan (early history and feudalism); impact of Mongols; trade and global interactions; end of the Middle Ages; the rise of Meso-American Empires (Olmec, Mayan, Aztec, Incan); the rise and fall of the African Kingdoms of Ghana, Mali, and Songhai; the Ming Dynasty; the rise of the Nation State; the rise of the Ottoman Empire; expansion of Europe to Asia, Africa and America; and global absolutism.

Grade 11

United States History and Government 1 and 2 - Term 1 covers the role of geography in United States history; constitutional foundations of American society through the closing of the frontier. Term 2 covers America from the Progressive Era to the present. This one year course terminates with the US History and Government Regents Exam.

United States History, Advanced Placement - (in lieu of US Government 1 & 2) This college level course is offered to Advanced Juniors. This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in United States history. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Students must

Please note: In each department, not all courses are offered each year.

ACADEMIC DEPARTMENTS

commit to completing the entire year and taking the AP exam as well as the US History and Government Regents Exam.

Grade 12

Participation in Government 1 Honors - The principles of government, politics and law; roles and rights of citizenship; political party system; legal obligations; public policy; and political participation.

Economics 1 Honors - The course objective is to provide students with a thorough introduction to economic theory. Starting from the basic ideas of tradeoffs, opportunity costs, and the benefits of trade, students will study how the market forces of supply and demand cause prices to be what they are. Students will achieve a sense of how which market economies are efficient, the ways governments can make economies more or less efficient, and how firms choose their production levels to maximize profits. This course meets the College and Career Readiness standards and receives CUNY credit.

Government and Politics; Comparative, Advance Placement - This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students successfully completing this course will: know important facts, concepts, and theories pertaining to U.S. government and politics; understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures); be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats; and be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum. This is a semester course paired with Economics 1 Honors.

Elective Offerings

Human Geography, Advanced Placement - Human Geography is the study of human activities across space. This field of geography is divided into several main subfields such as cultural geography, population geography, economic geography, political geography, behavioral geography, urban geography, and agricultural geography. Each of these subfields studies some aspect of human activities on how these activities manifest themselves on the earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. In this course, we will study all of these subfields in order to gain an in-depth understanding of the field of human geography. This course will culminate in the AP Examination. This course is open to students in Grades 9 - 12.

Studio Programs

ART

The Art Department provides a rigorous conservatory experience in art education. During the first two years, traditional skills and disciplines are stressed. This program is based in fine art and prepares students for post-secondary education and twenty-first century careers in the arts related industries.

Students are grouped heterogeneously. Within each class, the range of abilities, both academic and artistic, is accommodated through individual and small group instruction.

Double-Period	Single-Period
Advanced Illustration	Advanced Ceramics
Advanced Painting	Art History
Advanced Printmaking	Art History, Advanced Placement
Architecture	
Digital Media Design	Basic 3-D Design
Fashion Art	Basic Ceramics
Interior Design	Basic Printmaking
Mixed Media	Children's Book Illustration
Mural Painting	Digital Moving Image Production (For Art)
Photography 1 & 2	
Sculpture 1 & 2	Fashion Art
Studio Practice 1 - Basic Drawing	Life Drawing/Anatomy Illustration
Studio Practice 2 - Basic Painting in Water-Based Media	Introduction to 20th Century Art Pen and Ink Illustration
Studio Practice 3 - Basic Graphic Design	Realistic Drawing
Studio Practice 4 - Basic Painting - Oils and Acrylic	Studio Art: 2D Design, Advanced Placement
Watercolor Painting	Studio Art: 3D Design, Advanced Placement Studio Art: Drawing, Advanced Placement

FAQ

Do you offer advanced placement courses in art? Yes, we offer advanced placement in art history and studio art.

Do art students get to choose their courses? Yes, during Junior and Senior years students take electives.

How many periods a day do art students take studio classes? In Freshmen year they take two periods, and Sophomores, Juniors and Seniors take three periods a day.

Do you have digital media? Yes, we have a double period, two-semester course in digital media design with real world assignments in graphic design.

Are there opportunities for student artwork to be seen by the public? Yes, we have two shows a year that highlight over four hundred pieces of student art from all grades and subjects. We also have five Senior art exhibits in the spring and families and friends are invited to all of the openings.

Course Offerings

Advanced Ceramics - Students learn artistic processes in ceramic sculpture and pottery. Students will use potter's wheel, create molds, and use the firing process. Works completed in this class will be included in the artist's portfolio.

Advanced Illustration - Introduction to commercial illustrations (editorial, story, and advertising) from both a production and a business perspective. Topics include working with art directors, contracts, artist's rights, copyright laws, and reproduction rights.

Advanced Painting - Students will explore a variety of techniques using oil or acrylic paints. Students will utilize reproductions and other reference material, including museum and gallery resources.

Advanced Printmaking - Students will create monotypes, woodcuts, multi-block prints, acid etchings, lithography, and silkscreen.

Art History - This year-long course takes a chronological approach in studying major art forms and periods from Paleolithic to the present. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art.

Please note: In each department, not all courses are offered each year.

STUDIO PROGRAMS

Did you know...

- LaGuardia Arts students work with professional artists including filmmakers, illustrators, publishers, photographers, art historians and more.
- Our students have been the recipient of many awards and scholarships every years such as the Ezra Jack Keats Bookmaking contest, School Art League \$10,000 scholarships, PS Art and \$1500. from Studio in a School and many more. LaGuardia Arts students have been the recipients of the Young Arts National awards and are now eligible to be named a Presidential Scholar.
- LaGuardia Arts students are paid interns at the Studio Museum in Harlem through the Expanding the Walls program, the New York Historical Society, and others every year.
- LaGuardia Arts students are accepted to the top colleges and universities, including Princeton and Cooper Union which three of this year's graduating Seniors are attending.
- Students are provided with opportunities to purchase discounted art supply packages for all classes.

Art History, Advanced Placement - This college-level course involves critical thinking and develops an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. At the end of the course, students are expected to take the Advanced Placement examination in Art History.

Architecture - This course introduces students to the basic principles of architecture. Students will apply these principles towards the completion of a semester long project. Students will learn about structural forms, design functional spaces, develop mechanical drawings and create 3-dimensional models.

Basic 3-D Design - Using a variety of materials such as Bristol board (paper), metal, wood, and found objects. Students will construct and assemble forms.

Basic Ceramics - Students will learn basic ceramic methods, including pinch pot, slab, and coiling. Artwork

created include functional objects, as well as sculpture.

Basic Printmaking - Students will learn basic print making techniques, including etching, linoleum block printing, and woodblock printing.

Children's Book Illustration - Students will visually interpret characters and events from children's literature using humorous, dramatic, whimsical, decorative, mysterious, adventurous, loose and tight realism, cartoon, and abstract approaches. They will use various media such as colored pencil, pen and ink, watercolor, collage, and mixed media.

Digital Media Design - This is an advanced design course using the computer as a tool to express advanced design concepts. Students will learn Flash, Illustrator, Photoshop, PowerPoint, film making, web design, and animation.

Digital Moving Image Production (For Art) - This class will provide an introduction to Digital Video production and filmmaking by taking participants through the process of producing. The focus is on understanding how pre-production, production and post-production work and to bring idea/vision into a final product. Emphasis is given to the art of lighting, audio and camera work for the moving image.

Fashion Art - Students will design women's, children's, and men's unconstructed clothing based on a variety of sources: construction lines, other designers, popular media, history, nature, and man-made objects. Using a variety of illustrative techniques, students will present their designs. Creation of a "designer's book", which can be used as a portfolio for admission to major post-secondary fashion institutions, is required.

Illustration - The emphasis of this course is on drawing skills to create pieces suitable for advertising, editorial, books, and magazines, and medical/scientific journals. Variety of styles and techniques are explored.

Interior Design - Similar skills used in architecture will be used to create scale drawings, architectural lettering, floor plans, elevations, watercolor rendering, and perspective drawings. Students will create 3-dimensional models that include symbols used in interior design for fixtures and furnishings. The focus will be on site-specific and client-commissioned projects.

Introduction to 20th Century Art - A hands-on course which considers the major "isms" of the 20th century

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STUDIO PROGRAMS

beginning with Impressionism at the end of the 19th century. Students will learn about the artist connected with the art form and then to create an art object or image in that style.

Life Drawing/Anatomy - This course explores figure drawing from observation, including bones, muscles, and nomenclature. Students will learn the skeletal structure and use different techniques in rendering to illustrate the body in action.

Mixed Media - This course offers a wide variety of approaches and materials. This may include combining advanced work in drawing from observation using a variety of media and variety. Conceptual, Performance and Installation Art will be studied.

Mural Painting - This course explores the history of "painting on walls" and the contemporary use of murals in our culture, as well as in other cultures and time periods. Students will design site-specific murals utilizing thumbnail sketches, and scale models. Students will be required to engage in individual and collaborative expression.

Pen and Ink Illustration - Emphasis will be placed on using pen and ink for illustrations in books, magazine spot drawings, school publications, portraits, greeting cards, etc. Techniques used will include stippling, cross-hatching, and drawing with various types of lines. Students will be introduced to the field of Medical/Scientific Illustration.

Photography 1 - Students will learn how to use the equipment, techniques and processes of black-and-white photography. They will develop the ability to "see" photographically as an art form. Emphasis will be placed on photography as an art form which uses metaphor, irony, narrative, as well as essentials of graphic design line, shape, texture, and values. Hand finishing techniques will be explored. Students will mount work for presentation.

Photography 2 - Based on skills developed in Beginning Photography, students will learn advanced techniques in printing and photo manipulation. The course introduces the student to studio lighting, new films, and chemicals.

Realistic Drawing - This drawing class focuses on creating realistic imagery. It will sharpen observation skills, and unique choices of subjects will be emphasized. A variety of media will be used such as: graphite pencil, colored pencils, pastels, pen and ink, markers, silverpoint on a variety of papers. Techniques in each medium will be developed with creative interpretation as the major goal.

Sculpture 1 - Students will be introduced to additive (building up as in clay sculpture), subtractive (carving), assemblage (metals or other materials, found objects, papers)

constructions, and kinetic sculpture. Representational and nonrepresentational subject matter will be explored. Preliminary sketches will be used in creating sculpture.

Sculpture 2 - Students will use varied materials including clay, stone, metal, and paper to create several 3-dimensional works of art. Students gain advanced skills in clay, mixed media, and stone sculpting.

Studio Art: 2D Design, Advanced Placement - For this portfolio course, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted.

Studio Art: 3D Design, Advanced Placement - For this portfolio course, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts. There is no preferred (or unacceptable) style or content.

Studio Art: Drawing, Advanced Placement - The Drawing Portfolio course is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. There is no preferred (or unacceptable) style or content.

Studio Practice 1 (Basic Drawing) - Students will create drawings from observation. Emphasis will be placed on composition and using values (darks and lights) and textures to create two-dimensional visions of three-dimensional objectives.

Studio Practice 2 (Basic Painting in Water-Based Media) - This course introduces the students to color theory. Using watercolor and other color media, students will explore composition and using colors, values (darks and lights), and textures to create two-dimensional visions of three-dimensional objectives.

Studio Practice 3 (Basic Graphic Design) - This course provides an introduction to graphic design and commercial

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STUDIO PROGRAMS

art. Using principles and elements of design, students will create balance, movement, space, proportion, variety, composition, mass, emphasis, and repetition.

Studio Practice 4 (Basic Painting - Oils and Acrylic) -

This is the culminating course in the foundation program, which brings into use the student's skill in drawing, color, and design. Students apply the foundation skills to create works using oil or acrylic paint.

Watercolor Painting - Application of aquarelle (transparent) watercolor techniques introduced in Studio Practice 2.

DANCE

The Dance Department utilizes a rigorous conservatory approach. In keeping with this approach, professional musicians accompany all classes.

All full-time instructors have danced professionally with major companies including: American Ballet Theater, Joffrey Ballet, New York City Ballet, New York City Opera, Royal Ballet, Dance Theater of Harlem, Boston Ballet, Alvin Ailey American Ballet Theater, Martha Graham Dance Company, Erick Hawkins, Merce Cunningham, Lar Lubovitch, and Twyla Tharp.

Sample Dance Sequencing

Grade 9	
Term 1	Term 2
Ballet 1	Ballet 2
Modern 1	Modern 2
Survival Skills\Health	Survival Skills\Health
Grade 10	
Ballet 3	Ballet 4
Modern 3	Modern 4
Dance History	Dance History
Grade 11	
Ballet 5	Ballet 6
Modern 5	Modern 6
Theater Dance - Tap	Choreography Workshop
	Theater Dance - Jazz
Grade 12	
Ballet 7	Ballet 8
Modern 7	Modern 8
Career Management\ Health	Repertory

Variety of subject matter includes landscapes, seascapes, portraits, still lifes, interiors, and figures. Techniques such as wet on wet, wet on dry, layered, stop out, resist, mixed media.

We also offer Advanced Ceramics, Advanced Printmaking, and Introduction to 20th Century Art.

FAQ

Is there a dress code in the dance department? Yes.

Girls – black leotards/unitards, and black, pink or flesh tights (to the ankle). Boys – dance belt, black, white or grey tights (to the ankle) and white or black tight fitting tee-shirts with no writing. Proper and concealed bras and dance belts. Hair must be properly secured with pins and hairnets before class.

Is there a Regents Exam for the dance department?

The students are required to take the New York Dance Comprehensive during their Senior year. This counts towards achieving an Advanced Regents Diploma.

Are dancers allowed to take dance classes after school?

A dance major's primary commitment is to the dance training here. Outside classes, be they during the school year or during the summer, are never to replace or in any way infringe upon LaGuardia's training.

Are there electives in the dance department? Yes.

We offer after weekly school pointe class. Students will enter one of the two specified levels to strengthen the lower leg, ankles and feet in order to produce strong and graceful movement. This class has prerequisites for participation.

How many hours a day do our students dance?

The dance program follows a rigorous conservatory approach with an 80 minute ballet class and an 80 minute modern class each day. Dance classes for Freshmen and Sophomores begin promptly at 9:00 AM, and for Juniors and Seniors at 1:10 PM.

Please note: In each department, not all courses are offered each year.

STUDIO PROGRAMS

Did you know...

- LaGuardia Arts has more Presidential Scholars in Dance than any other school in the country. The following is a list of Presidential Scholars:

2013	Lyric Anderson (nominee)
2012	Amanda Krische
2008	Hillary Ramos (nominee)
2004	Nigel Campbell & Chanel Da Silva
2003	Alanna Morris, Amber Lee Parker, Shamel Pitts
2000	Michelle Smith
1998	Dana Ingraham
1997	Camille Brown
1994	Linda Caceres
1987	Shaun Jones
1986	Desmond Richardson
1985	Jean Emile
1981	Lavander Cortez McCay
1980	Nasha Thomas

- Our recent graduates have gone on to attend prestigious universities, conservatories and colleges across the nation and around the world. The following is a list of colleges/universities that our students are currently attending including but not limited to: Howard University, SUNY Purchase, Goucher, University of the Arts, Boston Conservatory, Middlebury, Connecticut College, Oberlin, NYU Tisch, The Juilliard School, North Carolina School of the Arts, Princeton, CalArts, Macaulay Honors at Hunter, University of Michigan, Fordham University, Cornish College of the Arts, Bard College, Barnard College, AMDA, Sarah Lawrence College, MIT, Bowdoin, Rice, Harvey Mudd, Amherst, Indiana University, Macaulay Honors at Baruch, Adelphi, and Hart Conservatory (University of Hartford).
- Our recent graduates are dancing with a variety of national and international dance companies including Alvin Ailey American Dance Theatre, American Ballet Theatre, New York City Ballet, Paul Taylor Dance Company, Dance Theatre of Harlem, Pennsylvania Ballet, Miami City Ballet, Netherlands Dans Theatre, Greek National Ballet, Limon Dance Company, Lar Lubovitch Dance Company, Tulsa Ballet, Jennifer Muller/The Works, Les Grand Ballet Canadiens, Mexico City Ballet, Gauthier Dance (Germany), Armatage Gone, Aszure Barton and Artists, Minnesota Ballet, Compania Nacional de Danza (Spain), Lyon Opera Ballet (France), Stadt Theatre (Germany), Tiroler Landestheater (Austria), Momix, Martha Graham Dance Company, Balletto Teatro di Torino (Italy), Takarazuka Review (Japan), Munich Ballet (Germany), Dresden SemperOperBallett (Germany), Los Angeles

Ballet, Cique du Soleil, Batsheva Dance Company (Israel), Mark Morris Dance Company, Philadanco, Elisa Monte Dance, Parsons Dance Company, Ballet Met, Cullberg Ballet (Sweden), Complexions Contemporary Ballet, North Carolina Dance Theater, Sarasota Ballet, Richmond Ballet, Cedar Lake Contemporary Ballet Company, Camille Brown and Dancers, and Ron Brown/Evidence.

- Our recent graduates have appeared in Broadway and off Broadway shows including *Phantom of the Opera*, *Aida*, *Sleep No More*, *A Streetcar Named Desire*, *The Lion King*, *Hairspray*, *Beauty and the Beast*, *Grease*, *Fame*, *Dirty Dancing*, *Movin' Out*, *Spiderman The Color Purple*, *Passing Strange*, *Stomp*, *Young Frankenstein*, *South Pacific*, *Miss Saigon*, *Billy Elliot*, *Westside Story*, *Fela*, *The Wiz*, *Chicago*, *The Look of Love*, *After Midnight*, *Chorus Line*, *Come Fly Away*, *The Times They Are A-Changin* and *Cabaret*.
- Each year notable choreographers are brought in to work with Senior dance majors on original repertory. The following choreographers were brought in to work with our students: Zvi Gotheiner, Troy Powell, William Issac, Bryan Arias, Jennifer Muller, Pedro Ruiz, HT Chen, Igal Perry, Matthew Neenan, Darrel Moultrie, Camille Brown, Paul Taylor and many more. Last spring Senior dance majors performed "Celebration," a work by Martha Graham, at the State Theater at Lincoln Center.

Course Offerings

Grade 9

Ballet 1 - The study of classical ballet for the entering student with little or limited previous study and experience. Emphasis is placed on fundamental principles of ballet technique: correct body placement, alignment, turn-out, transfer of weight, muscle strength, flexibility, coordination, musicality and classical port de bras. Students will learn and practice in detail the mechanics, dynamics and artistic qualities of basic ballet movements and develop self-discipline and a professional attitude.

Ballet 2 - The study of classical ballet for the entering student with previous study and experience. Students will work on refining their knowledge and execution of proper turnout and correct placement and alignment; these concepts will be integrated through the entire class. Students will learn and practice in detail the mechanics, dynamics and artistic qualities of ballet movements and develop self-discipline and a professional attitude.

Please note: In each department, not all courses are offered each year.

STUDIO PROGRAMS

Modern 1 & 2 - An introduction to the concept of modern dance through the technique developed by Martha Graham. By practicing floor work, standing work and traveling phrases in the Graham style, students will pay close attention to gesture, breath, focus and attack.

Survival Skills I - The study of dance-related areas including dance etiquette, nutrition, anatomy, prevention and treatment of dance injuries and dance vocabulary.

Survival Skills II - A foundational approach to learning about the body with emphasis on its relationships to dance and creating strong and graceful movement.

Grade 10

Ballet 3 & 4 - An in-depth study of the foundation of classical ballet technique mastered in Freshmen year with an emphasis on increasing physical, technical, musical and artistic expectations and skill. Students are also introduced to specific musical concepts that aid in the execution of their movement.

Modern 3 & 4 - A continuation of the study of the Graham technique of modern dance. Emphasis is placed on increased technical strength and vocabulary. In the spring of Sophomore year students will be introduced to the Lester Horton technique of modern dance with an emphasis placed on core strength, clarity of codified shapes and movement in space.

Dance History - An exploration of the history of dance from pre-historic times to the 21st century with a highly interactive approach. Major choreographers as well as their dancers and works are viewed and discussed in class. Dancers, choreographers and scholars are regularly invited for lecture/demonstrations. Each unit of study examines the historical, social and cultural context of the time period studied as well as the evolution of other art forms (music, art, theater) and literary works and their relation to dance.

Grade 11

Ballet 5 & 6 - The extension of in-depth study mastered in Sophomore year with a strong emphasis on more complex coordination, technical skill, musicality and artistic expression.

Modern 5 & 6 - The study of advanced-intermediate work added to previous work in Graham technique in Freshman and Sophomore years. The student is expected to master extensive knee work and standing falls. Students will be also continue to study the dance technique of Lester Horton, building upon vocabulary learned in Sophomore year. Also

expected is the ability to execute complex technical and musical combinations with knowledge of stage and musical terms.

Theater Dance -

Jazz and Musical Theater Technique: The study of American jazz dance techniques as used in commercial Theater, film and television. The student is expected to have an understanding both verbal and performance of this dance form through changing eras.

Tap Dance: The study of the basics of this vernacular dance form. Students will be expected to master tap vocabulary, techniques of rhythmic clarity and use of weight shift, traditional steps such as the Shim Sham, Waltz Clog, Soft Shoe and Time Steps as well as learn different stylistic approaches from musical Theater tap to rhythm tap. More experienced students will be placed in a more advanced class.

Choreography Workshop - The study of basic rhythmic, spatial, and dynamic materials used in the designing of dance. From short simple works, the student choreographer will progress to larger compositions and produce a complete work for evaluation by the dance faculty and formal presentation during the Senior year at the annual Winter Dance Showcase.

Grade 12

Ballet 7 & 8 - Senior year, a greater emphasis is placed on developing a harmonious balance between clarity of movement, mastery of the complexity and versatility of advanced level ballet technique, musicality, artistry and professionalism. Students are expected to become competitive for auditions to dance colleges and to be able to address the technical and behavioral demands of an advanced level class in the industry.

Modern 7 & 8 - The study of both the Graham and Horton technique of modern dance with an emphasis on stage technique and performance. Students will be expected to master more complex movement phrases with greater attention to musicality and artistic expression.

Career Management - The study of the dancer's professional career, including contracts, unions, auditions, resumes, head shots, and self-produced concerts. In addition, alternative careers within the field of dance are explored through the use of guest speakers.

Repertory - Students will gain audition experience learned through experience in school auditions conducted by guest choreographers. The Senior Dance Ensemble works with eminent guest artists from a variety of disciplines. In recent years, the SDE's collaborators have included choreographers Camille Brown, Brunilda Ruiz, Paul Taylor,

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STUDIO PROGRAMS

and Mathew Neenan, conductors Justin DeCioccio and Bob Stewart, costume designer George Hudacko, lighting designer Farley Whitfield, and laser artist Norman Ballard.

MUSIC

The Music Department prepares students to continue their studies in music conservatories, to major in music at a university, or to perform professionally. All music majors receive preparation in sight singing, music theory, and music history. Master classes feature guest artists such as members of the New York Philharmonic, the Metropolitan Opera and The Juilliard School.

Any student who has had previous training in sight-singing, ear-training and/or theory is advised to take a diagnostic exam in order to be placed into an appropriate level.

Performance Groups

Band: Intermediate & Advanced
 Chamber Music
 Junior Jazz Band
 Senior Jazz Band
 Orchestra: Elementary
 Intermediate
 Junior
 Senior
 Pit Orchestra: Musical Theater
 Pit Orchestra: Opera

Instrument Classes

Beginning,
 Intermediate, and
 Advanced Levels
 in:
 Brass
 Percussion
 Piano
 Strings
 Winds

Course Offerings

Band 5 - Elementary Band - Band 5 is a year-long course of study that is open to first and second-year woodwind, brass and percussion students who are selected by the music faculty. Repertoire is chosen from the standard literature according to level of ability. Band 5 participates in Winter and Spring Musicales.

Band 6 - Intermediate Band - Band 6 is a year-long course of study that is open to second, third and fourth-year woodwind, brass and percussion students who are selected by the music faculty. Repertoire is chosen from the standard literature according to level of ability. Band 6 participates in Winter and Spring Musicales.

Band 8 - Senior Band - Band 8 is a year-long course of study that is open to woodwind, brass and percussion

Extra-Curricular Activity-Pointe - This afterschool class is open to all female students. Students will enter one of the two specified levels to strengthen the lower leg, ankles and feet in order to produce strong and graceful movement. This class has prerequisites for participation.

Sample Instrumental Music Sequencing

Grade 9	
Term 1	Term 2
Sight Singing	Theory 1
Instrument Class	Instrument Class
Grade 10	
Theory 2	Theory 3
Performance Group (#1)	Performance Group (#1)
Instrument Class	Instrument Class
Grade 11	
Music History 1 (Jazz Studies 1) Elective	Music History 2 or (Jazz Studies 2) Elective
Performance Group (#1)	Performance Group (#1)
Instrument Class	Instrument Class
Grade 12	
Instrument Class	Instrument Class
Performance Group (#1)	Performance Group (#1)
Performance Group (#2) or Elective	Performance Group (#2) or Elective

students who are selected by the music faculty. It is the Senior Symphonic Band. Advanced repertoire is chosen from the standard literature. There are opportunities to work with guest artists. Band 8 is featured in two major concerts annually.

Brass 1 and 2 - Brass 1/2 is a year-long course of study that is open to first and second-year brass majors and to first and second year piano and guitar majors who are studying brass as their secondary instrument. Students are selected for this course by the music faculty. Technique, breathing and tone development are emphasized, including all major and minor scales and arpeggios, and selected etudes and solo pieces.

Brass 3 and 4 - Brass 3/4 is a year-long course of study that is open to third and fourth-year brass majors who are selected by the music faculty. Students have a strong

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FAQ

Is it possible for my student to major in piano or guitar?

Students may not major in piano or guitar. These students will have to choose a secondary instrument.

Can my child take classes in more than one studio?

In this school, there is a dual-mission. Students take 6 academic courses, 2-3 music courses, and 1 lunch period. Due to scheduling of required courses, it is not possible to take classes in more than one major.

When can my student begin to take elective courses?

Programming of electives is highly individualized and is determined by the students' availability and degree of expertise.

Sample Vocal Music Sequencing

Grade 9	
Term 1	Term 2
Sight-Singing or Elementary Chorus	Elementary Chorus or Sight-Singing
Voice 1	Voice 2
Grade 10	
Theory 1 (V)	Theory 2 (V)
Voice 3	Voice 4
Chorus	Chorus
Grade 11	
Voice 5	Voice 6
Music History 1 or Jazz Studies 1	Music History 1 or Jazz Studies 1
Chorus	Chorus
Grade 12	
Mixed Chorus or Senior Chorus	Mixed Chorus or Senior Chorus
Elective	Elective
Elective	Elective

Electives: Vocal and Instrumental

Chamber Music	Music Theory AP
Conducting	New Music Ensemble
Gospel Choir	Opera Workshop
Guitar	Orchestration
Jazz Improvisation	Recording Studio
Music Technology	Show Choir
Solo Voice	Audition Prep.

intermediate level of ability on a brass instrument. This course prepares students for their solo jury examinations. Students also prepare brass ensemble music for coaching sessions and master classes.

Chamber Music, Strings - This course is for advanced string players and advanced pianists. It is a year-long course, which involves serious study and performance of the standard chamber music literature for string quartet, piano/string trio, and selected ensemble combinations. This class prepares students for participation in the Chamber Music Society of Lincoln Center's annual Young Musicians' Competition.

Chamber Music, Winds - This course is for advanced winds players and advanced pianists. It is a year-long course, which involves serious study and performance of the standard chamber music literature for woodwind, brass instruments, piano/string trio, and selected ensemble combinations. This class prepares students for participation in the Chamber Music Society of Lincoln Center's annual Young Musicians' Competition.

Conducting - This course teaches the elements of leading an instrumental ensemble. Students will learn how to interpret musical scores by leading student groups in musical performance. Course work includes: score analysis, meter beat patterns, baton technique, visual score study-baton placement, left hand symbols, dynamics, pitch registration,

Did you know...

- The Music Department presents over 40 concerts a year. This includes a fully-staged opera production.
- A number of vocal music students from the Sophomore class were selected to participate in the Metropolitan Opera Guild's High School Opera Singer's Intensive program.
- Master classes for LaGuardia's Symphony Orchestra were conducted by members of the London Philharmonic, the New York Philharmonic, the Metropolitan Opera Orchestra, the Montclair University faculty, and the Shanghai Quartet.
- Student Ethan Cohn, who studies with our resident composer Jim Pugliese, had his composition entitled "Venus Flytrap" performed by the New York Philharmonic as part of their School Day Concert Series on January 28, 2014.
- Senior Opera students participated in master classes with Mira Zakai and Isabelle Ganz.

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STUDIO PROGRAMS

and pattern cubes. Members of the conducting class make up the laboratory ensemble for the conductors. Repertoire is from the standard Classical repertoire.

Elementary Chorus - A required introductory course for all Freshmen. Students will study basic reading skills and methodologies that will prepare them for more advanced choral study. Standard repertoire will be studied and performed.

Girls Chorus - Instruction and training in choral singing techniques, including: blend, proper vowel formation, diction and articulation, and independence of part are taught in a professional choral rehearsal and performance setting. Students learn a repertoire from a wide variety of musical styles and eras while improving their sight singing skills through ongoing reading of choral repertoire.

Gospel Choir - The study and performance of "gospel music" from both a historical and cultural perspective, including the study of spirituals, anthems, hymns -- in traditional and contemporary genre -- both à cappella and accompanied.

Guitar, Beginning - This year long course is open to third and fourth-year instrumental and vocal students. Students learn the basic principles of beginning guitar technique, including tuning, melodic fingering and bar chords.

Jazz Improvisation - Study of the basic approach to improvisation through the study and playing of compositions, chords, and scales. The study and understanding of jazz forms in the bombo setting and a strong emphasis on time, meter, jazz swing feel, and the ability to work together.

Jazz Studies - This year-long course is taken in place of Music History and culminates with a three-hour comprehensive examination in June. This history course is a detailed study of the history of American Jazz from its inception to the modern era.

Jazz Band, Junior - Junior Jazz Band is a year-long course of study that is open to second, third and fourth-year woodwind, brass, percussion, guitar, bass, and piano students who are selected by the music faculty. Repertoire is chosen from standard jazz band literature according to level of ability. Junior Jazz Band participates in Winter and Spring Musicales.

Jazz Band, Senior - Senior Jazz Band is a year-long course of study that is open to third and fourth-year woodwind, brass, percussion, guitar, bass, and piano students who are selected by the music faculty. Advanced repertoire is chosen from standard jazz literature. There are opportunities to work with guest artists. Senior Jazz Band is featured in two major concerts annually.

Mixed Chorus - This course is for the intermediate to

advanced study of choral repertoire for mixed voices. Outcomes include the ability to read music and acquire the rehearsal techniques in preparation for the Senior Chorus. Students learn vocalizing techniques including a focus on breath control, posture, and vowel functions. Scales, triads, intervallic recognition, and four-part harmonic progressions are essential parts of the curriculum.

Music History - Music History is a full-year survey of Western music from ancient times to the present. It is offered to Juniors who have completed their theory sequence and aims to familiarize students with the sounds, structures, trends, forms, and composers of European art music. Completion of the Music Theory sequence is the pre-requisite for this course. It culminated in the Music Comprehensive Examination.

Music Technology - Hands-on studio experience in using synthesizers, computers, and recording technology.

Music Theory 1, Instrumental & Vocal - Music Theory 1 introduces students to music fundamentals such as musical notation, modes, and scales. Students learn the different qualities of triad chord construction and the beginning of four-part harmonic writing. Melodic, rhythmic, and harmonic dictations, as well as ear training exercises, are an integral component of this course of study.

Music Theory 2, Instrumental & Vocal - Music Theory 2 begins with the basic concepts of triad chord inversions and figured bass line and soprano line harmonization using inversions. Students are introduced to the 7th Chords and the complete and incomplete versions of the Dominant 7th Chord. Topics covered include the second inversion chord progressions and the secondary triads of the scale. Basic concepts of cadences and cadence chord progressions are begun. Non-harmonic tones are also covered. Ear training, sight singing, and dictation continue to be integral component.

Music Theory 3, Instrumental - Music Theory 3 covers the concepts of modulation as well as the modulations to the key of the dominant, to the key of the sub-dominant, to the key of the relative major/minor, and to the key of the parallel major/minor. In addition to the secondary dominant 7th Chords and the cycle of Dominant 7th Chords, the augmented 6th Chords, Italian, German, and French Metropolitan chord major and minor modes are taught. Ear training, sight singing, and dictation continue to be integral component.

Music Theory, Advanced Placement - This is a college-level course; upon completion, students are expected to sit for the AP examination. This course emphasizes aural and visual identification of procedures based in common-practice tonality: functional triadic harmony in traditional four-voice texture (with vocabulary including nonharmonic tones,

Please note: In each department, not all courses are offered each year.

STUDIO PROGRAMS

seventh chords, and secondary dominants). Topics include cadences, melodic and harmonic compositional processes (e.g., sequence, motivic development), standard rhythms and meters, phrase structure (e.g., contrasting period, phrase group), small forms (e.g., rounded binary, simple ternary, theme and variation, strophic), and modulation to closely related keys. A brief introduction to twentieth-century scales, choral structures, and compositional procedures is included. Ear training, sight singing, and dictation continue to be integral component.

New Music Ensemble - New Music Ensemble is a showcase performance group for the contemporary writer and arranger. Students learn to write, arrange, and produce their own music while developing creative independence and confidence. Course requirements include: organizing and formalizing showcase material and arrangements, written scores, rehearsal tapes, rehearsal time, staging, and performance partners. Culminating project includes the ability of the student-songwriter to “sell” his/her product to class members and outside contacts, and to participate in local and national songwriting contests.

Opera Workshop, Junior & Senior - The development of skills in preparation of operatic roles, with emphasis on character development and the care and training of the young operatic voice. Instructional units include: the listening analysis of legendary operatic performances; the discussion of standard operatic literature; performance practice throughout the Baroque, Classic, Romantic, and Twentieth Century historic periods; and the preparation of operatic scenes and arias for performance in both master-class and public settings. This course culminates in a full-scale operatic production.

Orchestra, Elementary - Orchestra 3/4 is a year-long course of study that is open to first and second-year string players. This is the first-level string ensemble comprised of both string majors and piano and guitar majors on instruments not ordinarily included in a band or orchestra who have chosen orchestral strings as their secondary instrument. Repertoire is chosen according to level of ability. Orchestra 3/4 participates in Winter and Spring Musicales.

Orchestra, Intermediate - Orchestra 5/6 is a year-long course of study that is open to second, third and fourth-year string players who are selected by the music faculty. This is the intermediate level string ensemble comprised of both string majors and piano and string majors on instruments not ordinarily included in a band or orchestra who have chosen orchestral strings as their secondary instrument. Repertoire is chosen according to level of ability. Orchestra 5/6 participates in Winter and Spring Musicales.

Orchestra, Junior - The LaGuardia Philharmonia - The LaGuardia Philharmonia (Orchestra 7/8) is the school's strong intermediate to advanced symphony orchestra. It is a year-long course of study that is open to second, third and fourth-year woodwind, brass, percussion and string students who are selected by the music faculty. Intermediate to advanced repertoire is chosen from the standard orchestral literature. There are opportunities to work with guest artists. Orchestra 7/8 participates in Winter and Spring Musicales.

Orchestra, Senior - The LaGuardia Symphony Orchestra - Orchestra 9/10 is the school's premiere classical instrumental ensemble. The Orchestra performs in four major concerts annually: a Concerto Concert featuring instrumental soloists; two traditional Semi-Annual Concerts; shared performances with the Senior Chorus; and the Commencement Ceremony held at Lincoln Center. Repertoire is chosen from advanced works from the standard orchestral and concerto literature. There are opportunities to work with guest artists.

Orchestration - Students learn how to arrange musical compositions for orchestra. Each instrument is examined for its range, transposition, clef, and technical capabilities. The historical development of each category of instrument is also covered. Students orchestrate a musical piece for a woodwind quartet, brass quintet, percussion ensemble, and string quintet. The course's culminating project is the arranging of a musical composition for a full orchestra. The ability to read an orchestral score and understand the terminology used in a variety of languages is stressed.

Percussion 1 and 2 - Percussion 1/2 is a year-long course of study that is open to first-year percussion majors and second, third and fourth-year students who are chosen by the music faculty. Technical development on all orchestral percussion instruments is emphasized, including timpani, snare drum, xylophone, cymbals, and all other auxiliary instruments. There are opportunities to work with guest artists in master classes.

Piano, Beginning - This course will develop skill in learning to play the piano. Beginning concepts such as basic music theory, chord construction, rhythmic and harmonic knowledge will be applied throughout this course.

Piano, Intermediate - This course will help to further develop reading and playing skills at the keyboard. Instruction focuses on expanding a student's repertoire, developing accompanying skills, and performing piano duets and keyboard harmonies.

Piano, Advanced - Skill building in reading, theory, and performance practices needed for the advanced piano literature will be studied. Students will develop fluency in reading and comprehension skills in the deconstruction of melodic, harmonic, and technical concepts with the learning

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STUDIO PROGRAMS

of pianistic work and performance skills. Instructional units include transposition, scales, score reading, and solo and four-hand piano performances.

Pit Orchestra: Musical Theater - This course is devoted to the learning of accompanying skills used in the Musical Theater literature. Culminating project is performing in the run of the annual school-wide musical production.

Pit Orchestra: Opera - This course is devoted to the learning of accompanying skills used in the Operatic literature. Culminating project is performing in the run of the annual opera.

Recording Studio - This year-long course is an intensive study of the history of sound recording and hands-on experience with studio equipment and its applications to mastering and mixing recorded material.

Show Choir - Show Choir is year-long course of study open to third and fourth-year vocal music majors who are selected by the music faculty. Repertoire is selected from the Broadway, jazz, and pop genres. Show Choir performs regularly at special events throughout New York City. Show Choir participates in the Winter Musicale and is featured in an annual Spring Concert.

Sight-Singing - Students learn the basics of reading and writing music and standard musical notation. The Sol-fa system is used for students to be able to sing melodies, and the ability to write melodies and rhythms through melodic and rhythmic dictation is emphasized.

Solo Voice/Audition Prep - Solo Voice/Audition Prep is for the enhancement and clarification of expectations for a soloist in a professional choral rehearsal/performance setting. The development of overall tonal concepts, with emphasis on solo singing and proper vocal production, is stressed. Students improve sight singing skills through continued reading of vocal repertoire. Admission to solo voice is by audition.

Strings, Fundamental - Strings 1/2 is a year-long course of study open to first-year piano, guitar, or harp majors on instruments not ordinarily in a band or orchestra who have selected one of the orchestral strings as their secondary instrument. This is a beginning strings class. Development of basic first position technique, good playing posture, and tone production is emphasized.

Strings, Elementary - Strings 3/4 is a year-long course of study that is open to second-year orchestral string minors and first-year string majors selected by the music faculty. Students are introduced to shifting to the higher positions and vibrato. This technique class supports Elementary Orchestra and the students are in both classes concurrently. Students begin to learn to play in the higher positions.

Strings, Intermediate - Strings 5/6 is a year-long course of study open to second, third, and fourth-year string majors and minors. The students are concurrently in the intermediate orchestra. Etudes and solo works are assigned to develop technique, and all major and minor scales and arpeggios are studied, three octaves for violin, viola, and cello, two octaves for double bass. Students study études and solo works and learn scales and arpeggios over the full range of their instruments, 3 octaves for violin, viola and cello, 2 octaves for bass.

Strings, Junior - Strings 7/8 is the string section of Orchestra 7/8. It can be used for sectional rehearsals of orchestra 7/8 repertoire and/or it can function as a separate string ensemble. Students must have achieved an intermediate to advanced level of technical proficiency and have strong sight reading skills.

Strings, Senior - Strings 9/10 is the string section of Orchestra 9/10. It can function as a separate string ensemble or be used for sectional rehearsals for Orchestra 9/10. Students must have achieved an advanced level of technical proficiency, have strong sight reading skills, and previous orchestral experience.

Voice 1 thru 6 - Vocal majors must take a minimum of 6 semesters of Voice Class. Voice classes are devoted to building technique, repertoire and musicianship. In addition to vocal technique and repertoire, students develop interpretation skills, familiarity with the International Phonetic Alphabet, and audition preparation skills.

Voice 1: Italian Art Song	Voice 4: English Art Song
Voice 2: German Art Song	Voice 5: Opera/Oratorio
Voice 3: French Art Song	Voice 6: Musical Theater

Winds, Beginning Saxophone, Oboe & Bassoon - Winds 1/2 is a year-long course of study open to saxophone majors and pianists and guitarists who have chosen oboe or bassoon as their secondary instrument. Technique and tone development is emphasized, including drills on all major and minor scales and arpeggios, etudes and solo pieces.

Winds, Beginning Flute - Winds 1/2 is a year-long course of study open to flute majors. Technique and tone development is emphasized, including drills on all major and minor scales and arpeggios, etudes and solo pieces.

Winds, Beginning Clarinet - Winds 1/2 is a year-long course of study open to clarinet majors. Technique and tone development is emphasized, including drills on all major and minor scales and arpeggios, etudes, and solo pieces.

Winds, Intermediate - Winds 3/4 is for students who have an intermediate level of ability on a woodwind instrument. Development of tone, breathing, and technique is stressed,

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STUDIO PROGRAMS

including mastering drills on all major and minor scales and arpeggios. Students learn solo repertoire and are assigned a concerto, sonata or suite from the standard repertoire for their instruments. Students are also assigned to chamber music groups for coaching and master classes.

Winds, Advanced - Students in Winds 5/6 have intermediate to advanced level of ability on a woodwind instrument. This course prepares students for their solo jury examinations. Development of tone, breathing and technique is stressed, including mastering drills on all major and minor scales and arpeggios. Students learn advanced solo repertoire and are assigned a concerto, sonata, or suite from the standard repertoire for their instruments. Students are also assigned

to chamber music groups for coaching and master classes.

Women's Choir - This course is for the intermediate to advanced study of choral repertoire for treble voices. Outcomes include the ability to read music and acquire rehearsal techniques in preparation for the Senior Chorus. Singing techniques including a focus on breath control, posture, and vowel functions. Scales, triads, intervallic recognition, and three or four-part harmonic progressions are essential parts of the curriculum.

THEATER

DRAMA

The Drama Studio is a professional training program that provides students with the skills and techniques necessary to pursue a career in acting. This training prepares students to enter directly into professional careers in stage, film, and television or as students into Theater, Speech and Communications Departments of colleges, universities and conservatories. The focus is on career preparation through courses in Theater History and Criticism, Acting, Voice and Diction, Physical Techniques and Dance, and Career and Financial Management. Guest artists have included: Al Pacino, Alan Rickman, Ben Stiller, Jake Gyllenhaal, Adrien Brody, Adrian Grenier, Alec Baldwin, Edie Falco, Ruben Santiago Hudson, Michael J. Fox, Alan Cumming, Delroy Lindo, Peter Facinelli, and Don King (SNL).

Sample Drama Sequencing

Grade 9	
Term 1	Term 2
Acting 1	Acting 2
Dance 1	Dance 2
Theater Survey 1	Theater Survey 2
Voice and Diction 1	Voice and Diction 2
Grade 10	
Acting 3	Acting 4
Dance 3	Dance 4
Physical Theater 1	Physical Theater 2
Play and Analysis 1	Play and Analysis 2
Voice and Diction 3	Voice and Diction 4
Improvisation 1	Improvisation 2

FAQ

What do Freshmen acting students wear in studio?

Acting students are required to dress in loose black, conservatory clothing. This presents the class as a unified ensemble ready to work as one unit.

For which productions are Freshmen eligible to audition?

Freshmen are welcome to try out for the all school musical and for Rising Stars - the all school talent show.

Can parents of Freshmen come to see their children perform?

Parents are not invited to see any Drama Department proprietary in-studio performances until their children are in Junior year. The exception, however, is that parents may come to see their child if they are in either the all-school musical or all-school Rising Stars talent show.

Grade 11	
Acting 5	Acting 6
Dance 5	Dance 6
Audition Technique Stage	Audition Technique Camera
Musical Theater 1	Musical Theater 2
Film History 1	Film History 2
Improvisation 3	Improvisation 4
Grade 12	
Acting 7	Acting 8
Dance 7	Dance 8
Career Financial Management 1	Career Financial Management 2
Management 1	Career Financial

Please note: In each department, not all courses are offered each year.

STUDIO PROGRAMS

Core Curricular Areas

Acting - Acting is the core element of the curriculum and all Acting Studio classes develop students' understanding of the Stanislavski technique. Students are also introduced to Meisner, Stella Adler, and the Michael Chekhov Techniques. Students must complete and pass the full-year course of Acting in order to be promoted to the next year's level.

Physical Techniques and Dance - Physical Techniques and Dance offers a series of exercises adapted from various styles of dance and theater movement that are natural to all body types and designed to facilitate the execution of specific actions that require increased range of motion, considerable strength and moderate coordination. Classes may include Ballet, Tap, Modern, Jazz, Yoga, Pilates, Alexander Technique, Mime, Stage Combat, Viewpoints, and Physical Theater.

Theater Survey (Theater History, Play Analysis, and Film Study) - through the study of Theater and film history as well as the study and analysis of seminal plays from the Greeks through today, students are introduced to the elements of Dramatic Structure, theatrical and film genres, Theater and film theory.

Voice and Diction - Voice and Diction training gives the actor an instrument capable of producing and projecting sound in a healthy manner, and the ability to articulate clearly in performance. Classes focus on Projection, Diction, IPA, Breath Support, Vocal Anatomy, and Standard American Speech, including voice over, accent work and working with heightened language.

Career and Financial Management - Career readiness classes are designed to prepare graduating Seniors for the professional world. Classes include: Acting for the Camera, Career Management, Video Production, Screenwriting, Audition Technique, and Musical Theater.

Did you know...

- That as a beginning drama student you are about to embark on a journey where you will not only experience the vast emotional range and power of theatrical performance, but also take on a mission of self-exploration, expression and reflection.
- That in addition to your daily classes in acting, voice and diction, and theater history, we have lots of professional visitors from the outside to complement your comprehensive curriculum. Past guest speakers include: Al Pacino, Ben Stiller, Alan Rickman, Jake Gyllenhaal, Adrian Grenier, Edie Falco, Sarah Paulson, Michael J. Fox, Adrian Brody, Darren Criss, Christopher Durang, Tom Cavanogh, Gerald Schoenfeld, Ethan Hawke, Don Roy King (Emmy-award winning director of SNL), Terry Kinney, Joe Grifasi and Ruben Santiago-Hudson.
- That we have taken some memorable trips to venues and performances such as the following: The Lincoln Center theater backstage, Broadway's *Peter and the Star Catcher*, *Porgy and Bess*, *Carrie*, *Fun Home* and The Public Theater's, *Titus Andronicus*.
- That we have held on-site master classes for our young artists from such varied groups as The Matthew Bourne Dance Company and The Donmar Warehouse's Workshop on *Julius Caesar*. Tony-Award winning director, Julie Taymor, conducted her workshop for *A Midsummer Night's Dream* here at LaGuardia last spring, and then cast a Junior drama student in the Theatre For a New Audience production this fall.
- That we don't just prepare you for now, but also for the future: We are incredibly proud that we have had two consecutive National Young Artists winners for the past two years. Our drama studio graduates go on to study at the finest colleges and conservatories in the country including: Harvard, Yale, Princeton, Brown, Columbia, Northwestern, Stanford, University of Michigan, UCLA, USC, Juilliard, and Carnegie Mellon. Some of our studio graduates go right into working professionally, i.e. Timothy Chalamet (*Homeland*) and Ansel Elgort (*Carrie*, *Divergent I and II* and the leading role in *The Fault In Our Stars*).

STUDIO PROGRAMS

Course Offerings

All of the following courses are required and sequential. Active and consistent participation in class-work is essential for the completion of each course. Most courses require performance projects as well as written research/analytical assignments or projects.

Note: After-school rehearsals are required for all performance classes.

Grade 9

Acting 1 and 2 - Students explore and develop their instruments. They learn basic acting technique, beginning with work on self, characters that are close to self, and building an ensemble. Students present scene work within the department.

Dance 1 and 2 - Introduces a basic vocabulary of movement and begins to explore range of motion, body rhythm, and basic technique with a focus on ensemble.

Theater Survey 1 and 2 - Theater Survey is a one-year course exploring the origins of theater, beginning with the Ancient Greeks and concluding with the beginnings of Modern Drama and Realism. Students will identify major theater artists, staging practices, performance events and theatrical forms, exploring how Theater supports, reflects, and changes our culture and society. Included in Survey is an overview of World Theater.

Voice and Diction 1 and 2 - This class focuses on freeing the natural voice, increasing resonance, articulation of consonants and blends, proper placement and breathing, ear training, support and projection in voice production. Students are introduced to phonetics and the International Phonetic Alphabet (IPA) as a tool. Included in Voice and Diction are classes in Yoga, Pilates, Alexander Technique, relaxation and focus techniques, and Physical and Vocal Improvisation.

Grade 10

Acting 3 and 4 - Students continue to explore and develop their acting technique. Students present scene work within the department.

Dance 3 and 4 - Beginning jazz and tap dance. Students present dance combinations and routines that make them aware of their own performance in relation to that of the rest of the group.

Physical Theater 1 and 2 - Students develop technique and physical freedom through exploration of skills in hand-to-hand stage combat, self-defense, mime, juggling, acrobatics, and relaxation exercises, as well as period styles ranging from Kabuki to Shakespeare.

Play Analysis 1 and 2 - In this course students will study and analyze seminal plays, themes and theatrical styles of the 19th-21st Centuries, focusing on elements such as structure, character, language, cultural context, and larger social significance.

Voice and Diction 3 and 4 - Students create an Individualized Speech and Voice Plan (ISVP) focusing on their own unique challenges and goals. Students are introduced to recording techniques, to IPA transcription and to American Standard Speech (to expand their character options in addition to working on clarity of speech when approaching their own regionalisms). Included in Voice and Diction are classes in Yoga, Pilates, Alexander Technique, relaxation and focus techniques, and Physical and Vocal Improvisation.

Improvisation 1 and 2 - Actors practice and learn basic improvisational skills through short form exercises, games, and activities with a focus on playing in the moment, building story, and operating on impulses.

Grade 11

Acting 5 and 6 - The Junior Acting class introduces the concept of extension of self; students must go outside of self for to create character. Students work on scenes from modern theater, children's theater, Classical theater, Absurdist theater, heightened text, and farce. Work is rooted in physical and textual exploration of character and the study of period styles. Students present scene work to an invited audience in the Fall and Spring semesters in the Little Flower Theater.

Audition Technique Stage and Camera - This course introduces the student to audition preparation and the audition process for theater, film, and television. Fall semester is dedicated to selecting and performing Classical and contemporary monologues for theater auditions. The Spring semester focuses on film. Students gain hands on experience, taking on the roles of production crew, director, producer, actor, etc...

Dance 5 and 6 - Beginning Ballet and Modern. This course supports the studio work on classical and stylized works. Students continue the techniques learned in the prior years and apply them to further work in ballet and other stylized dance.

Please note: In each department, not all courses are offered each year.

STUDIO PROGRAMS

Musical Theater 1 and 2 - Musical Theater introduces the student to the study of song interpretation for the stage and acting on pitch. The class prepares students to perform short musical theater scenes, duets, and solos. This class culminates in final performances: Winter and Spring Sing. This class also incorporates a third year of vocal production.

Film History - Film History is a course designed to familiarize young actors with artistically significant classic and contemporary films and film performances with a specific focus on genre, archetypes, and character work.

Improvisation 3 and 4 - First semester focuses on long form improvisation (Harolds) leading to the writing and performance of devised Theater pieces through improvisation in the Spring semester.

Grade 12

Acting 7 and 8 - In the Senior year, students have the opportunity to apply three years of skills and techniques to the rehearsal and production of fully produced One Acts and Plays for invited audiences and public performances. Projects include large group scenes and One Act plays, three fully mounted/professionally designed plays as part of the Spring Drama Festival (SDFs), and an invitation only Showcase presented to casting directors, managers, agents, and producers. SDFs have included Cabaret, Our Town, and As You Like It. Following SDFs, students immerse themselves in student-generated projects. These have included: musical theater/cabaret, filmmaking, and playwriting.

On Camera 1 and 2 - (includes the following course offerings)
Acting in Close up - students work with industry professionals to learn the art of the close-up in film acting, using scenes and monologues, in preparation for professional auditions in Film and Television and to fine tune audition material for college arts supplements and Young Arts. *Video Production* - This class will provide an introduction to Digital Video production by taking participants through the process of producing a class project (production process). Emphasis on the art of lighting, audio and camera work for video. *Screenwriting and Pre-production* - Students will take an idea from concept to pre-production. Students will learn how to write in standard screenplay format, create a shot list, story boards, a shooting schedule, and put together a creative package which can be used to generate interest and financing for a film.

Career and Financial Management - Equips students with the skills and knowledge they will need to be working actors. Students are introduced to various job opportunities

in theater, film, and media where they can apply the skills and techniques they have learned in our program. Students acquire practical professional information about unions, agents, resumes, pictures, interviews, and their options after graduation. Students meet working professionals from theater, film, television, and radio who speak about their fields and answer students' questions.

Dance 7 and 8 - Students continue to build strength and flexibility, with special attention to relaxation techniques, Yoga, and Pilates. Focus on partnering may include ballroom, ballet, tap, salsa, tango, and choreography.

Please note: In each department, not all courses are offered each year.

TECHNICAL THEATER

Sample Technical Theater Sequencing

Grade 9	
Term 1	Term 2
Intro to Theater Technology	Intro to Theater Technology
Beginning Drawing	Beginning Drawing
Principles of Design	Principles of Design
Theater Production 1	Theater Production I
Grade 10	
Stagecraft	Stagecraft
Technical Drawing 1	Technical Drawing 1
Introduction to Video Production	Introduction to Video Production
History of Dramatic Literature	History of Dramatic Literature
Theater Production 2	Theater Production 2
Grade 11	
Technical Drawing 2	Technical Drawing 2
Lighting Technology	Sound Design/Sound Technology
Career Management/ Business Management	Portfolio Creation
Theater Production 3	Theater Production 3
Grade 12	
Technical Drawing 3	Technical Drawing 3
Theatrical Collaboration	Theater Collaboration
Art History for Theater	Survey of Design for Theater
Theater Production 4	Theater Production 4

Did you know...

- You are about to enter the portal to walk with Leonardo da Vinci. Theatre Technicians, properly viewed, are Generalists. They know much about many things. They are trained in many different areas. They are stretched and pulled until they gain confidence in their ability to thrive and create in any environment. Our students go on to such varied universities as Harvard, Princeton, Carnegie Mellon, Boston University, Emerson, USC, North Carolina School for The Arts, Barnard, Cooper Union, Tulane and NYU.
- From day one you will be pumped with conceptual and technical knowledge. You will be tasked to boost your aesthetic awareness. You will rely on developing your interpersonal skills to survive the new demands on your life. And you will watch in amazement as your personal strengths grow. You will naturally assume leadership responsibilities as though you were born to lead. You will find it necessary to be vigilant about your own safety and the safety of those around you as you are allowed, encouraged and trained to use powerful machinery usually reserved for adult professionals. All this will happen in the comfort of a small group of supportive peers who have your back and your heart. Four years will fly by and you will be ready, truly ready, for whatever life has to offer. We are pleased to welcome you on our journey.
- Immediately you will be brought into the maelstrom of producing professional Broadway caliber productions in our school. You will be offered master classes from Syracuse University or from our internationally successful in-house set designer, Evan Adamson or world renown lighting designer Donald Holder (Lion King) to name a few. You will work side by side with working professionals daily.
- You will go on backstage tours of productions such as War Horse, Mama Mia, or Spiderman. The best among you will be offered paid internships in the school or at the famed York Theatre or at Frost Productions, TV's Boardwalk Empire or the seminal Hudson Scenic Studios. You will never be bored nor will any grass grow under your feet as you slowly begin to recognize that you are taking on the skin of a theater professional.

The Technical Theater Studio is a professional training program that provides students with the skills and techniques necessary to pursue a career in Technical Theater. Concepts and aesthetics are taught using contemporary teaching methods that utilize state-of-the-art equipment. Professionally-produced events in our Concert Hall, thrust-stage theater, and black-box theater provide our students with practical hands-on work experiences.

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STUDIO PROGRAMS

FAQ

Is the Technical Theatre program a design program?

The Technical Theater program is not primarily a design program. It is a theatre technician's program. However, design tools, considerations, vocabulary and are addressed throughout the four year program and individual students with aspirations to design are given opportunities and supported various ways.

Do Technical Theatre students get hands on experience producing Broadway level professional productions?

Yes. There is universal agreement that the production values of many of our in-house shows parallel those found on Broadway. Student involvement in producing these shows is essential to the success of our productions and is the primary departmental requirement.

Do Technical Theatre students have time to pursue sports and other after school activities at LaGuardia and during school breaks?

More than any other department, Drama / Tech require ongoing rich and varied afterschool participation and involvement. The Technical Theatre department supports all of the productions of all departments in the school. Rehearsals, performances and work calls often take place after school, on weekends and during school breaks. Very successful participation in sports teams, political activism and other non-tech related activities has been achieved by a number of our students who carefully balanced the demands of their academic work load, the responsibilities and commitments to the Tech department and the requirements of the extra-curricular activity.

Will students who successfully complete four years of Technical Theatre training be prepared to enter other fields of study or employment if they decide not to continue with Technical Theatre? The 'book' (portfolio), resume, contacts, professionalism, leadership experiences, internships, and personal fortitude developed and experienced in this course of study and practice will open doors to any arena that students might want to pursue. The workplace skills we develop here are transferable to any discipline. The trade specific knowledge gained in any of our areas of endeavor will be appreciated and employed in various ways throughout your lifetime.

Course Offerings

All of the following courses are required and sequential pending budget. Active and consistent participation in class work is essential for the completion of each course. Most courses require production projects as well as written research/analytical assignments or projects. All Technical Theater curricula provide students with hands-on, project-based learning opportunities to work in various aspects of the field. Note: After-school shop and crew calls are required.

Grade 9

Introduction to Theater Technology - This course introduces students to technical systems and standard technical Theater practices. The course emphasizes proper industry-accepted nomenclature of systems, tools, materials, and integrated infrastructure and introduces the steps involved in larger processes. Collaborative teamwork is a specific focus of the course.

Beginning Drawing - Introduction to composition, line and rendering in black and white drawing media. Students will learn basic techniques for descriptive and expressive use of drawing media.

Principles of Design - Introduction to the Principles of Design; for the appreciation and experience of design as an aesthetic, distinct from the other arts, and awareness of design considerations as manifested in theatrical productions. Students continue their drawing progression with rendering and explore period style elements through a survey of art, architecture, fashion, and furniture.

Theater Production 1 - All students of the program are assigned on a rotating basis throughout the year to various crews who build and run the shows. This course creates production assignments for all Technical Theater students, based on the student's ability, interests and experience.

Grade 10

Technical Drawing I - Introductory Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles. Students will use prior knowledge to begin producing working drawings of scenic elements.

Introduction to Video Production - This class will provide an introduction to Digital Video production by taking participants through the process of producing a class project (production process). Students will learn how to take an idea/vision through the process of preproduction, production and postproduction, resulting in a final product. Emphasis on the art of lighting, audio and camera work for video.

Please note: In each department, not all courses are offered each year.

STUDIO PROGRAMS

History of Dramatic Literature - A study of the development of scripts, the physical Theater, and means of production from ancient Greek and Roman societies through contemporary Theater. The course emphasizes Theater's changing role in society.

Stagecraft - Students receive instruction in building, rigging, and handling of stage scenery and stage props, with special attention given to the proper use of tools, materials, and stage hardware. Although the emphasis will be on practices for Theater in all venues, there will be an element of the practical, day-to-day "nuts and bolts" process of Technical Theater. Students will use script analysis, images, visual research to explore lighting concepts. They will also work to develop oral, written and visual communication of lighting ideas. Students will learn the history of sound design, as well as how music and the recording of sound have changed throughout the years, and also learn how to approach a script and apply sound design to it. Students will develop creative responses to plays and characters by learning and implementing the theatrical vocabulary associated with the history of costuming and costuming techniques.

Theater Production 2 - All students of the program are assigned on a rotating basis throughout the year to various crews who build and run the shows. This course creates production assignments for all Technical Theater students, based on the student's ability, interests and experience.

Grade 11

Technical Drawing II - Intermediate mechanical drawing techniques and projection theories are applied to computer application, including AUTOCAD, Vectorworks, and 3DS Max. Students examine scripts and designs from theater productions, apply previous knowledge, and create working drawings using the computer.

Career Management/Portfolio Creation - Students explore available career options in Technical Theater, develop and refine a professional portfolio concept, and create appropriate documentation (resume, cover letter, etc.) in preparation for professional or college interview evaluations.

Lighting Technology - The development and communication of lighting ideas. Includes script analysis, images, visual research, and lighting concepts. Focus on the observation of light and the development of oral, written, and visual communication of lighting ideas. Practice in the translation of lighting ideas into actual designs. Students create light plots using Vectorworks and lighting paperwork, to explore realistic lighting styles.

Sound Design/Sound Technology - An introductory class to the fundamentals of sound technology and the artistry of sound design through understanding the physics of sound and the tools by which you manipulate sound. Students become familiar with the setup and use of audio components, sound systems, and audio signals. Students study the history of music, recording, and sound design. They will learn how to apply sound design to scripts.

Theater Production 3 - All students of the program are assigned on a rotating basis throughout the year to various crews who build and run the shows. This course creates production assignments for all Technical Theater students, based on the student's ability, interests and experience.

Grade 12

Technical Drawing III - Advanced mechanical drawing techniques and projection theories are applied to computer application, including AUTOCAD, Vectorworks, and 3DS Max. Students analyze scripts from theater productions, develop original designs, refine technical requirements and produce complete sets of design/working drawings on the computer.

Theatrical Collaboration - An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern Theater, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research.

Art History for Theater - This course takes a chronological approach in studying major art forms and periods from ancient Egypt to the present. Emphasis is placed on periods and countries that are most important to American Theater.

Survey of Design for Theater - This course will examine theories of scenic design as currently practiced, as well as historical traditions for use of performance space. Important designers' work will be examined with emphasis on the social, political and cultural milieu at the time of their creation.

Theater Production 4 - All students of the program are assigned on a rotating basis throughout the year to various crews who build and run the shows. This course creates production assignments for all Technical Theater students, based on the student's ability, interests and experience.

Please note: In each department, not all courses are offered each year.

NOTABLE ALUMNI

ACTORS

Jennifer Aniston
Ellen Barkin
Richard Benjamin
Chastity Bono
Julie Bovasso
Adrien Brody
Cara Buono
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Marilyn Christ
Thom Christopher
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Keith David
Michael DeLorenzo
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Adrian Grenier
Anna Maria Horsford
Zohra Lampert
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Elizabeth Peña
Brock Peters
Suzanne Pleshette
Ving Rhames
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Wesley Snipes
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Whitney Bender
Al Blaustein

William Blechman
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Ronald Burns
Robert Conal
Harvey Dinnerstein
Byron Dobell
Seymour Drumlevitch
Will Elder
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Elias Friedensohn
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Milton Glaser
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Wolf Kahn
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Julius Kirschenbaum
Harvey Kurtzman
Julian LaVerdiere
Donna Levinstone
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Cora Cabot Geister
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Cecelia Arzewski
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Ik-Hwan Bae

Isidore Cohen
Kenneth Cooper
Daniel Domb
Stanley Drucker
Eugene Drucker
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Phillip Fath
Bela Fleck
Bernard Garfield
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Lesley Heller
Marian Heller
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Allen Iglitzen
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Warren Wilson
Pinchas Zukerman

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Esther Hinds
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Eric Weissberg
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Billy Cobham
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Omar Hakim
Chuck Israels
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Parker Kelly
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Jason Lindner
Tess Marsalis
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Frank Owens
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Noel Pointer
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