

AYALA HIGH SCHOOL COURSE DESCRIPTIONS

VISUAL & PERFORMING ARTS

Advanced Theatre

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grade Level 10 – 12; Successful completion of Drama/Introduction to Theatre Arts and/or teacher approval

This course offers students an extensive knowledge of the theatre. This course will also examine theatre history, both contemporary and classical. Advanced Theatre will cultivate problem solving techniques and the ability to synthesize dramatic literature into performable works of art. A wide variety of theatre and drama forms will be explored. This course is aligned with the State of California Visual and Performing Art Standards. Throughout history, mankind in every culture and every society has created theatre of some kind. The theatre work they created is presented in a wide variety of ways and satisfies many different purposes. Theatre has been used in most cultures and civilizations to communicate ideas, customs, traditions, and beliefs. The value of instruction and exposure to the art of theatre and drama is immeasurable in the humanizing process.

AP Music Theory

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Some musical experience (instrumental or vocal) and/or teacher recommendation

This course provides a high level of study of the aural and written processes of music. This course will help develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course will help further develop the student's abilities in aural, sight-singing, written, compositional, and analytical skills. Students will be required to read, notate, compose, perform, and listen to music. This course is aligned with the State of California Visual and Performing Art Standards. Music Theory Advanced Placement is designed to provide the same benefits to secondary school students as those provided by an introductory college course in music theory. The development of aural skills is a primary objective of the Music Theory Advanced Placement course. Students will also receive instruction in advanced level of music history and culture, career opportunities, and instruction on how all the arts are inter-related. The instructor, as part of the evaluation process, may require individual study/home practice.

AP Studio Art

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Drawing & Painting 1 or Teacher Approval

Studio Art AP is designed for students who are seriously interested in the practical experience of art. The instructional goals of the Studio Art AP course can be described as follows: • Encourage creative as well as systematic investigation of formal and conceptual issues. • Emphasize making art as an ongoing process that involves the student in informed and critical decision making. • Develop technical skills and familiarize students with

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the functions of the visual elements. • Encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. Studio Art AP is not based on a written examination; instead, students submit portfolios to the College Board for evaluation at the end of the school year.

AP Studio Art: 2D Design

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Teacher Approval

In this course, students will be creating a portfolio that focuses on two-dimensional (2-D) design. Design involves purposeful decision making about how to use the elements and principles art in an integrative way. The principle of designs (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). The principles and elements of art help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective Design is possible whether one uses representational or abstract approaches to art. The 2-D Design portfolio has a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). The portfolio asks the student to demonstrate a depth of investigation and process of discovery through the Sustained Investigation section (Section II). In the Range of Approaches section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Selected Works section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.

Art Fundamentals

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grades 9 – 12

This course is designed to give students a broad overview of the visual arts. Students will be provided with a common core of knowledge of art elements, design principles and related vocabulary. Students will develop skills in using various media with a focus on creation of artworks based on these concepts. Emphasis will be placed on relationships to art movements and individual artists.

Throughout history, every culture and society has created art forms of some kind. The works they created come in various sizes and shapes, are made with different materials and processes, and satisfy many different purposes. The visual arts have been used to communicate ideas, customs, traditions, and beliefs. Instruction and exposure to the visual arts gives students the skills and knowledge necessary to allow for personal growth and creative expression.

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Band Percussion Ensemble

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Audition or teacher recommendation

The student will have the opportunity to develop performance techniques within a group as they relate to emotional and intellectual growth with music. The student will also have the opportunity to explore his/her individual musical talents through group participation.

Band Wind Ensemble

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Teacher recommendation

The course provides a broad overview of instrumental music. Students will develop advanced instrumental skills, posture, and self-confidence by performing advanced instrumental music of different historical periods and languages. The students will also develop performance techniques within a group as they relate to emotional and intellectual growth with music.

Bass Clef

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Teacher recommendation

This course provides a broad overview of men's choral music. Students will develop advanced choral skills, poise, and self-confidence by performing three and four part secular and sacred music of different historical periods and languages.

Choir

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grades 9 – 12

This course provides a broad overview of choral music. Students will develop choral skills, poise and self-confidence by performing secular and sacred repertoire. They will learn basic musical skills and voice production. The student gains greater proficiency in independent part singing, artistic interpretation and musical understanding.

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Dance 1, Dance 2

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grades 9 – 12

This course gives the student a broad overview of dance. Students will learn and develop fundamental dance skills in the areas of Ballet, Jazz, Musical Theater, Tap, and Modern. The student will gain an understanding of dance from an historical context; gaining knowledge in dance as it has developed from merely a means of communication to its social importance and significance in today's society. Students will be provided with a common core of knowledge of dance elements, concepts, and related vocabulary. Students will be given structure that encourages the discovery of concepts and truths related to the artistic process of creating. Students will be given the opportunity to explore movement ideas and elementary choreographic processes. Students will be presented with the opportunity to gain knowledge in production methods and performance. A variety of media will be used to allow the student the opportunity to view many ethnic and world dance forms.

Dance 3

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Dance 1 and/or Dance 2

This course is designed to give the student a deeper study into dance. Students will be provided with a common core of knowledge of dance elements, concepts and related vocabulary. Emphasis will be placed on technical skill development in ballet, tap, jazz, and choreography. A wide variety of dance forms for each of these areas will be explored.

Dance 4

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Audition only

This course is designed for the advanced level dance student who desires further instruction in jazz, tap, ballet, modern, musical theater, and production dance. This course will improve the student's technical dance skills, performance skills, dance history knowledge, terminology knowledge, critical evaluation skills, performance skills, choreographic skills, and enjoyment of dance as an art form and as part of everyday life. Emphasis will be placed on relationships to dance movements and individual dance artists.

Dance 5

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Audition only

This course is designed to give students an intense technical and performance experience. This course is for the advanced dancer with an emphasis on technical development at the professional level. Students will be provided with

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professional training in ballet, jazz, tap, modern, and show production. Emphasis will be placed on the total dancer as a solo performer and ensemble performer. A wide variety of performance opportunities will be explored.

Dance Prop Production

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Audition only; completion of dance and / or teacher approval

The course provides a means to develop an awareness and understanding of the styles, idioms, performance medium and purposes of music and dance that are part of our multicultural heritage and to provide a sound basis of musical and dance experience promoting good judgment of musical and dance value. The course is also designed to develop sensitivity to the qualities of music and to prepare students to participate in all aspects of public performance.

Digital Imaging 1

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grades 10-12

This course is designed to give students a broad overview of the use of graphics and their impact on society. Students will learn to identify visual elements and principles of design using the language of the visual arts and apply them to the visual technology. Students are taught how to manipulate digital graphics and how to create and use original digital art for commercial web design and marketing.

Digital Imaging 2

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grades 11-12

This course is designed to build upon skills learned in Digital Imaging 1 and provide project-based learning experiences focusing on the use of graphics and their impact on society. Students produce projects based on visual elements and principles of design using vector graphic and raster graphic software and apply them to print, commercial web design and marketing.

Drawing and Painting 1

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grades 10-12, 9th with teacher approval; completion of Art Fundamentals

This course is designed to give students a broad overview of two-dimensional drawing and painting. Students will be provided with a common core of knowledge of art elements, concepts, and related vocabulary. Emphasis will be placed on relationships to art movements and individual artists. A wide variety of media will be explored. This course helps students develop more technical competence, art historical awareness and personal, creative expression in a variety of 2D visual art practices. It builds on concepts and skills covered in Art Fundamentals.

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Introduction to Design

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grades 9-12

Introduction to design is a high school level foundation course in the project lead the way engineering program (PLTW). In introduction to design students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Introduction to Digital Media

UC/CSU: f

NCAA: not applicable

Placement Guidelines: Grades 9-12

This is a year-long course that introduces students to a broad spectrum of computer applications. Students are exposed to web design, video animation, digital imaging, digital video and digital art using current industry standards. This course works to help students learn the basic competencies necessary to use and manipulate images and information easily. Additionally, students will learn to use word processing, graphic skills and design skills in the production of professional documents such as a flyer, letterhead, business card, magazine cover, and newsletter. Graphic design and page layout techniques are emphasized. Students will produce documents that communicate effectively and use proper desktop publishing techniques.