

COURSE CATALOG  
2019 - 2020

LAGUARDIA ARTS

## OUR HERITAGE



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.

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

Fiorello H. LaGuardia High School of Music & Art and Performing Arts has 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 pre-conservatory-style training and a challenging, comprehensive college-preparatory academic program. Our pre-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; two recording studios; 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 2,750 students are drawn from all five boroughs and reflect the diverse composition of New York City.

### **AWARDS AND RECOGNITION**

LaGuardia Arts has been recognized by New York State for the past four years for having high academic achievement and not having significant gaps in student achievement between subgroups. We are one of 81 schools that have been identified for three consecutive years as a Reward School. In our most recent School Quality Review Report, we received “Well Develop” in every category -- the highest rating a school can receive. This places us among only a handful of schools to receive this distinction.

LaGuardia has Gold Medal Distinction as “One of America’s Best High Schools” by *U.S. News & World Report* (2018), the *New York Post* ranked us “The top NYC high schools for art and performance students”, LaGuardia Arts was rated the coolest school in the country by *Teen Vogue*.

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; in Art: Scholastic and Rothko awards. LaGuardia Arts students have also been named as William Byrd Scholars, Advanced Placement Scholars and Advanced Placement Scholars with Honors, National Merit Finalists, United States Presidential Scholars Finalists, and United States Presidential Scholars in the Arts.

## SCHOOL PROFILE

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### SCHOOL VISION

To fulfill our vision, 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 21<sup>st</sup> 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 98% of our graduates graduate college and career ready. Qualification for a New York City diploma requires students to meet the Department of Education and State academic requirements. Qualification for an arts endorsement requires students to meet the requirements as set forth by the Department of Education. 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 three sessions; students typically begin at 8:00 AM or 8:50 AM and end at either 3:20 PM and 4:10 PM. A student's course schedule is subject to the availability of classes.

### COLLEGE AND CAREER READINESS

98% of our students have successfully completed approved college or career preparatory courses and exams and have been designated by CUNY as being "college ready."

### 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.

**Last year, LaGuardia Arts students receive over \$5,400,000 in scholarships. That's over \$21 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

School-sponsored activities and organizations include: Student Government Organization, School-wide Musical Theater Production, Art Exhibitions, Drama Festivals, Orchestral and Vocal Concerts, and Dance Concerts, yearbook, and yearbook . Our students are also invited to participate in many special events and performances throughout the area.

Each year approximately 50 different social and cultural clubs are active, and the list changes yearly based on student interest.

Some of our clubs this year are...

80's Workout	Jazz Vocal Club
A-List Step Team	Jewelry Club
American Sign Language	Key Club
Animal Welfare	Lag Arts for Humanity
Asian Student Union	LaG Mag
Baking Club	Lag Roots and Shoots
Best Buddies	LaG Skate Club
Black Student Union	LaGuardia 4H
Book Club	LaGuardia Math Team
Cat Appreciation	LaGuardia Young
Ceramics Club	Democrats
Characters 4 Kids	LGBTQIA+ History
Comic Club	Mathletes/Math Club
Communication Club	Model UN
Cosplay Club	Museum Club
Debate	Ping Pong Club
Digital Media Club	Pre-Med Club
Disney VoluntEARS	Psychology & Astrology
Dungeons & Dragons Club	Pulsera Project
Environmental Club	Red Cross Club
Filipino Club	Science Olympiad
French Club	Snaps of Justice
Girls Learn International	Social Club
Girls Who Code	Students Against Injustice
H.O.P.E.	Students For Planned
I Am That Girl	Parenthood
Illustration Club	The Door Project
Impact Club	Unity Dance Crew
Instrumental Ensemble Club	Women's Empowerment
Italian Club	Young Women in Biology

### 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/ Track	Basketball	Baseball
Fencing	Gymnastics	Track, Outdoor
Soccer	Track, Indoor	Volleyball

#### Girls Teams

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

# SEQUENCING & SAMPLE PROGRAMS

This next section provides similar information in a few ways. We have found that families generally have questions that fall into broad categories:

- What Advanced Placement courses do we offer?
- What is the typical order classes in a specific department taken in?
- What might my schedule look like throughout high school?
- Can you answer questions about my 8th Grade classes?

## What Advanced Placement Courses do we offer?

LaGuardia Arts offers a myriad of Advanced Placement (AP) 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. Non-Advanced Placement college level classes include Economics, Organic Chemistry, Music History, and Calculus.

### **English**

English Language and Composition  
English Literature and Composition

### **Languages Other Than English (LOTE)**

Chinese Language & Culture  
Italian Language & Culture  
French Language & Culture  
Japanese Language & Culture  
Spanish Language & Culture

### **Mathematics**

Calculus AB  
Calculus BC  
Computer Science Principles  
Statistics

### **Science**

Biology  
Chemistry  
Environmental Science  
Physics 1  
Psychology

### **Social Studies**

Human Geography  
World History

US History

US Government and Politics  
Comparative Government

### **Art**

Art History  
Studio Art (Drawing)  
Studio Art (2-D)

### **Music**

Music Theory

### **Studios - AP Capstone**

Seminar  
Research

## Sequencing: The typical order classes in a specific department are taken in?

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 higher standards. 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	World Literature/Film Literature World Literature/Psychology in Literature World Literature/Creative Writing
English 9 Honors	English 10 Honors	AP Language & Composition	AP Literature & Composition

A student who has taken and passed a year of Language other than English (LOTE) and the Proficiency Examination in middle school has met the New York State high school LOTE graduation requirement and is not required to continue with LOTE at LaGuardia Arts; however, eligible students may opt to continue to study LOTE and pursue a sequence culminating in a LOTE or AP Exam.

### Sample Sequencing

Chinese	French	Italian	Japanese	Spanish
1 & 2	1 & 2	1 & 2	1 & 2	1 & 2
3 & 4	3 & 4	3 & 4	3 & 4	3 & 4
5 & 6 Honors				
AP Chinese	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. Without this exam passed, students cannot be given credit for Algebra.

## Sample Sequencing

9th Grade	10th Grade	11th Grade	12th Grade
Algebra 1	Geometry	Algebra 2 & Trigonometry	Calculus or Intro to Comp Sci
Geometry	Algebra 2 & Trigonometry	Calculus or AP Calculus AB	AP Calculus AB or AP Calculus BC or AP Comp. Sci. Principles 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.

Incoming Freshman are placed in Living Environment unless they have 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	Earth Science or Chemistry 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 US Government & Politics and Economic Honors

# What might my schedule look like throughout high school?

## A Sample Freshman Program

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

## A Sample Sophomore Program

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

## A Sample Junior Program

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

## A Sample Senior Program

<b>English</b>	World Literature/Film Literature, World Literature/Psychology in Literature, World Literature/Creative Writing, or AP Literature and Composition
<b>Social Studies</b>	U.S. Government Honors & Economics Honors or AP U.S. Government & Politics.
<b>Physical Education</b>	Physical Education
<b>Health</b>	Health
<b>Studio Classes (3-4)</b>	Art, Drama, Dance, Music, or Technical Theater courses
<b>Electives</b>	Calculus, Introduction to Computer Science, AP Calculus AB, AP Calculus BC, AP Computer Science Principles, AP Statistics, Organic Chemistry, AP Biology, AP Chemistry, AP Environmental Science, AP Physics, AP Psychology, AP Chinese, AP French, AP Italian, AP Japanese, or AP Spanish
<b>Lunch</b>	

# Can you answer questions about my 8th Grade classes?

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

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

A: Yes. 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. *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.* Earning English credit does not entitle a student to skip the corresponding 9th grade class in this subject, however. Students receiving US History credit in middle school will take AP US History the Junior year.

**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 Algebra Regents Exam. 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. You would then take Geometry, the next course in the sequence, as you would not be allowed to re-take Algebra. 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 passed an accelerated Algebra class but did not take or pass the corresponding Regents Exam?**

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

**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 LOTE Proficiency Exam taken in 8th grade. (Ask your guidance counselor if your school offers this New York City Exam). If you pass the Language Proficiency Exam, you will receive two credits (one year) and be placed in Year Two of your language.

**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 course and proficiency exam grades would appear on your high school transcript, and you would receive 2 high school credits for LOTE. 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 LOTE at LaGuardia, can I switch to a different language?**

A: Students have the opportunity to study a new language in the 9th grade, depending on availability. You may request 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.

# 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.

### 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 88 or above in English..

**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.
- 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.

**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.

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

## ACADEMIC DEPARTMENTS

### 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** - Advanced Placement English Language and Composition is designed with college-level English courses in mind, leading to a dual focus on critical, engaged reading of difficult texts and skillful writing for a variety of audiences and purposes. Students in this course will read both fiction and nonfiction in a wide range of styles and rhetorical contexts. They will respond to these texts orally and in writing in debates, online forums, presentations, classroom writing exercises, essays and creative projects, learning to synthesize multiple sources in their own works. In studying language, students will learn about writing techniques specific to a writer's purpose, audience expectations, genre and subject; students will also study grammar, conventions and the writing process to gain better control of their writing.

More importantly, though, this course is dedicated to student writers. Students will write frequently, focusing on rhetoric and style as they analyze, imitate or argue with model texts. Many of their assignments will be low-stakes or ungraded to encourage creativity and growth, and they will learn to rely on

peer editors and self-reflection for daily feedback. Through assignments ranging from synthesis papers to definition essays to rhetorical analyses to fictional narratives students will not only become well-prepared for the spring AP exam but will become better analysts of and communicators about their world.

### 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.

**World Literature / 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.

**World Literature / Film Literature** - This course is a study of film from a both literary (theme, plot, characterization, imagery, etc.) and craft (sound, lighting, costuming, editing, etc.) perspectives. Students will study the history of film, read literature which inspires films, and analyze film through discussion and writing. Students will be provided with the opportunity to examine a diverse selection of texts through a variety of lenses, including: tradition and culture, gender and identity, and war and violence. Through critical analysis and questioning we will seek to deepen our understanding of film, literature and ourselves. Writing is a major component in this course. Students will engage in the writing process to produce pieces that are narrative, argumentative, informational, and analytical.

**World Literature / Psychology in Literature** - This course will use both fiction and non-fiction texts to explore major psychological concepts. Nature vs. nurture, behavioral conditioning, mental disorders, personality theory, dream theory and psycho-sexual stages are some of the topics that will be discussed. Literary texts are used as a basis through major psychological theories are examined. Many non-fiction

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

## ACADEMIC DEPARTMENTS

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texts, such as case studies and articles reflecting current psychological trends and interests will also be incorporated into the curriculum. While this is an English course with a major emphasis and focus on psychological concepts, many of the topics covered in college introductory psychology courses will be included.

**English Literature and Composition, Advanced Placement** - You will explore college-level literature and work to produce college-level writing. Through this process you will be challenged to examine the relationship between literature and our thoughts, perceptions, and understandings of the world. Through intellectual 'play' we will breathe new life into these works, and maybe discover that their vibrancy hasn't yet faded.

In our investigations, we will critically expose the implicit and explicit cultural assumptions embedded in literature and learn to express our insights and analytical understandings of literature. We will "compose" our thoughts in various means: Socratic seminars, presentations, creative expression, small group discussion, and of course writing in different genres with different audiences and voices. We will emphasize the writing workshop and the use of feedback in revision.

### **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.

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

# 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 9<sup>th</sup> through 12<sup>th</sup> 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.

**Weight Training** - Weight training is a common type of strength training. This course focuses on muscle strength, muscle endurance, cardiovascular health, and flexibility. 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.

## **Dance through Physical Education**

The study of American dance techniques as used in commercial theater, film and television. The student is expected to have an understanding both verbal and performance of these dance forms through changing eras.

## **Did you know...**

- Our Girls Gymnastics Team just won the City Championship.
- Our competitive PSAL teams have won the following NYC City Team Championships: Boys Gymnastics (7), Girls Gymnastics (1), Handball (1), Softball (1), and Girls Soccer (1). Boys Soccer Division B City Finalist
- Our Boys Gymnastics Team won the NYC Title in 2015 and 2016.
- Our teams continually advanced to the playoffs.
- Our Boys and Girls Cross Country Teams compete in the State Championships
- Our Swim Team members compete in individual City championships

# 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 the third year of study. 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...

- As a result of LaGuardia Arts' partnership with the Italian Association Committee of Education, students participated in Italian cooking classes accompanied by special tasting 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.
- Studios Art Comprehensive Exam can be used in lieu of taking a LOTE Regents Exam for the Advanced Regents Diploma.

#### Course Offerings

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

#### Course Offerings - Japanese

##### Year 1

#### Chinese 1 and 2 Japanese 1 and 2

In this course, students will acquire basic skills in reading, writing, listening, and speaking with an emphasis on reading and writing the characters. Students will be able to converse about themselves, their daily life, family, likes and dislikes, etc. in both present and past tenses. Cultural topics will also be introduced and discussed.

### 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 and the corresponding course, 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.

**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; however, LaGuardia Arts is a school with an accredited arts program where the LOTE requirement of three years for the Advanced Regents diploma is replaced by the school's rich studio programs.

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

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

## ACADEMIC DEPARTMENTS

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### Year 2

#### **Chinese 3 and 4** **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. Cultural information will be key to using the language appropriately.

### Year 3

#### **Chinese 5H and 6H** **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 cultures. Students will be prepared to take the City Developed Examination by the end of the year.

### Year 4

#### **Chinese 7 and 8, Advanced Placement** **Japanese 7 and 8, Advanced Placement**

This course prepares students for the AP Language and Culture Exams. 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.

#### **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 currently 14 sections of Advanced Placement Mathematics courses. They include the following: 5 classes of AP Calculus AB, 2 classes of AP Calculus BC, 6 classes of AP Computer Science Principles, and 2 classes of AP Statistics.
- Four department members are affiliated with Math for America. Three are Master Teachers, and the Assistant Principal is a Math for America School Leader Fellow.
- Tutoring is available for students during lunch periods (4-8) Monday-Friday.
- There is a Robotics Club as well as a Math Team Club.

**Algebra 1 - Regents** - - This is the first mathematics course in high school. This is a 1 year (2 semester) Regents course. 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. Data analysis is integrated into this course, including measures of central tendency and lines of best fit. Students will take the Common Core Algebra 1 Regents Examination at the conclusion of this course. Students will work towards achieving a mastery level of 85 or higher on the Regents exam.

**Geometry - Regents** 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 taught. Properties of triangles, quadrilaterals and circles

## 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 offer AP courses in Calculus AB, BC, Statistics, and Computer Science Principles, as well as Calculus and Introduction to Computer Science 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 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?

If the Algebra course is high school level, your child can sit for the Algebra Regents in June at LaGuardia Arts. Your child will be placed in Geometry in 9th grade if the Algebra Regents Exam is passed.

### 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.

will be examined. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics. Students will be introduced to the basic trigonometric ratios in right triangles and model real-world situations with trigonometry, as well as with volume and density of three-dimensional figures. In this course, students will apply algebra skills within various geometric contexts. Skills include, but are not limited to, solving linear equations, solving quadratic equations, solving systems of linear equations, and operations with radicals. 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 - Regents** - 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 the characteristics of a variety of functions: polynomial, rational, radical, trigonometric, exponential, and logarithmic. 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 and series 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, as well as problems requiring the use of trigonometric equations and identities. Students will take the Algebra 2 Regents Examination at the conclusion of this course, which is a requirement for the Advanced Regents Diploma.

**Calculus** - Calculus is a 2 semester course designed to build upon algebraic and geometric concepts at a level which will prepare students for AP Calculus and College Algebra. The course extends the content of Algebra II by continuing to develop algebra skills with such topics as higher degree polynomials, complex rational and exponential functions and trigonometry concepts. Students will expand their conceptual understanding of functions and their graphs. The course will explore analytic geometry and the calculus of limits, derivatives and their applications. Application-based problem solving is an integral part of the course and instruction will include use of technology to facilitate continued development. Students will study limits algebraically, numerically, graphically and verbally. This approach will help prepare students for the focus of AP Calculus AB.

### Introduction to Computer Programming

Intro to Computer Programming is a course intentionally designed for beginning high school programmers. No prior programming experience is needed! The course introduces students to programming at first through Snap!, a graphic-based programming language aimed at first-time programmers, and in the second semester, Python, a text-based language used widely in the industry. With these languages, students explore fundamental programming concepts through daily practice and end-of-unit game projects. This course is a great and uncommon opportunity for students in high school to jump into the expanding and increasingly important world of programming.

This class is intended for any student who:

- Has an interest (big or small) in programming

- Likes asking questions and thinking about the way things work
- Desires to see how their creativity can be applied through programming

Prerequisites: None

**Calculus AB, Advanced Placement** - Calculus AB is a full-year course and consists of the content of a typical one-semester college calculus course. It is the culmination of the high school mathematics experience. Students will use skills and knowledge they developed in earlier courses to learn how to interpret mathematical content and they will do so using algebraic, graphical, tabular, and verbal methods throughout the course.

**Calculus BC, Advanced Placement** - This is a full-year course that follows AP Calculus AB and is roughly equivalent to a college Calculus 2 course. Students will review and extend their knowledge of algebra, geometry, trigonometry, calculus, and other areas as appropriate for test preparation. Students study more advanced differentiation, integration, infinite series and other calculus topics.

### Computer Science Principles, Advanced Placement -

This a full-year course. The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

**Statistics, Advanced Placement** - AP Statistics is a year-long course in which students study topics generally covered in an introductory statistics course at the university level. The four major topics covered are:

1. Analyzing Data
2. Experimental Design
3. Probability
4. Statistical Inference

The course is a mixture of lecture, problem solving, and class discussion.

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

# SCIENCE

## Did you know...

- There are 22 sections of Advanced Placement Science courses. They include the following: 8 classes of AP Environmental, 3 classes of AP Physics, 2 classes of AP Biology, 1 class of AP Chemistry, and 8 classes of AP Psychology.
- Students interested in Science are able to participate in many STEM related activities, including the following:

Science Olympiad  
Columbia Science Honors Program  
Robotics

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

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

## FAQ

### How many years of science does my child need?

Students must take three years of science at LaGuardia Arts.

### How many Regents Exams in science are required for graduation? One exam. 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.

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 - Regents - Regents Living Environment** is a rigorous class with a strong laboratory component. As such, students in this course must exhibit high levels of commitment, motivation, and academic maturity. Students are expected to work independently of the teacher, take initiative and responsibility for their learning, and meet high standards throughout the year in the classroom, laboratory, and in completion of homework assignments.

**Homework -** Students will be assigned homework consistently throughout the year. Homework is meant to enhance student understanding through practice of common topics. Grades will be reduced based on lateness, completion and content accuracy.

**Lab -** Living Environment classes meet in lab once a week. The laboratory component of the class is meant to expose students to common applications of the content as well as provide hands-on experience. Students are required to complete a minimum of 27 labs to be eligible to take the Regents exam, including four - NYSED mandated labs.

**Content -** In this required course, the following topics will be covered: scientific method, measurement, microscopy, organization and classification, molecular biology, Cell structure and function, animal and plant systems and

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

## ACADEMIC DEPARTMENTS

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maintenance, homeostasis, disease and immunity, genetic inheritance, mitosis and meiosis, human reproductive systems, protein synthesis, genetic engineering, evolution, and ecology. In addition, there will be several special field and research reports.

**Earth Science - Regents** - Earth Science is the study of our physical environment, which introduces students to the fields of Geology, Meteorology, Astronomy and Climate. In Geology, we will focus on bedrock, landscapes, earthquakes, plate tectonics and geologic history of New York State. For Meteorology, the main focus will be on weather variables and maps, in addition to severe weather conditions. In Astronomy, we will study the creation of the universe, characteristics of stars, and the solar system. In regard to Climate, students will study Climate Change, El Niño and La Niña, as well as planetary winds and moisture belts in the troposphere.

Lab - All the Key Ideas in the New York State Earth Science Core Curriculum will be presented. Laboratory activities related to these Key Ideas will prepare students for the lab practicum test in May. Students must complete 27 labs throughout the course, to be eligible to sit for the Regents exam in June. The New York State Regents Exam in Earth Science will conclude the course.

**Chemistry - Regents** - Regents Chemistry is a rigorous class with a strong laboratory component. As such, students in this course must exhibit high levels of commitment, motivation, and academic maturity. Students are expected to work independently of the teacher, take initiative and responsibility for their learning, and meet high standards throughout the year in the classroom, laboratory, and in completion of homework assignments.

Homework - Students will be assigned homework consistently throughout the year. Homework is meant to enhance student understanding through practice of common topics. Grades will be reduced based on lateness, completion and content accuracy.

Lab - Chemistry classes meet in lab once a week. The laboratory component of the class is meant to expose students to common applications of the content as well as provide hands-on experience. Students are required to complete a minimum of 27 labs to be eligible to take the Regents exam.

Content - The following is a sequence of unit topics covered in Regents Chemistry: Matter and Measurement, Energy and Gas Laws, Atomic Concepts, The Periodic Table, Chemical Bonding and Intermolecular Forces, Moles and Stoichiometry, Kinetics and Equilibrium, Solutions, Acids and Bases, Kinetics and Equilibrium, Electrochemistry, Nuclear Chemistry, Organic Chemistry

### **Physics - Regents**

This is an introductory course on Physics. The Regents Physics course will meet for 45 minutes every day. Lab work is integral to the understanding of the concepts in this course and lab time is required to be eligible to take the Regents Exam at the end of the year. At the end of the course, students will take the NYS Regents Exam in Physics, which will test their knowledge of both the concepts taught in the classroom and their use of the correct formulas.

Homework - Students will be assigned homework consistently throughout the year. Homework is meant to enhance student understanding through practice of common topics. Grades will be reduced based on lateness, completion and content accuracy.

Lab - Physics classes meet in lab once a week. The laboratory component of the class is meant to expose students to common applications of the content as well as provide hands-on experience. Students are required to complete a minimum of 27 labs to be eligible to take the Regents exam.

Content - The topics covered are:

- Forces
- Momentum
- Kinematics
- Energy, Work and Power
- Electrostatics and Circuits
- Waves and Sound
- Light and the Electromagnetic Spectrum
- Modern Physics

### **Advanced Placement Courses**

**Biology, Advanced Placement** - The Advanced Placement biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the Advanced Placement Examination, some students, as college freshmen, are permitted to undertake upper-level courses in biology or register for other courses for which biology is a prerequisite. Other students may have fulfilled the laboratory science requirement or a pre-professional requirement and will be able to undertake other courses.

**Chemistry, Advanced Placement** - AP Chemistry is designed to be the equivalent of a college-level General Chemistry course. It is a very rigorous class with a strong laboratory component. As such, students in this course must exhibit high levels of commitment, motivation, and academic maturity. Students are expected to work independently of the teacher, take initiative and responsibility for their learning, and meet high standards throughout the year in the classroom, laboratory, and in completion of written assignments. The

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

College Board makes the following statement regarding student commitment: "It is assumed that the student will spend at least five hours a week in unsupervised individual study."

**Environmental Science, Advanced Placement** - This Advanced Placement Environmental Science course helps to create informed citizens by discussing the fragility and resilience of our planet. The curriculum covers a wide array of disciplines from pure sciences like biology, ecology, chemistry, physics, and geology to social sciences like geography, anthropology, economics and political science. AP Environmental Science will challenge your academic ability and critical thinking. This course will explore the furthest reaches of the Earth to your own backyard. You will understand the interconnectedness of life on the planet and the important role humans play on Earth.

Topics in this course will include Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. There will also be labs and projects. Students will hear from a diverse selection of guest speakers covering many areas of environmental science and will be encouraged to attend lectures outside of school. Students will also attend an extended day environmental guided trip where they will participate in activities that supplement topics covered in the classroom.

**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** - Advanced Placement Psychology is a college level course intended for highly motivated students. The topics covered will include history; research and statistics; the biological basis of behavior; psychological development through the life span; states of consciousness; sensation and perception; learning; cognition; intelligence; motivation and emotion; stress and health; personality; abnormal psychology; the treatment of psychological disorders; and social psychology.

## SOCIAL STUDIES

### FAQ

**What are the course offerings and levels for incoming Freshman?**

There is one course offered to every incoming Freshman: Pre-AP World.

**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 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 may have homework nightly. Assignments in AP courses will require extra time.

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

## ACADEMIC DEPARTMENTS

### Did you know...

- Since June 2013, 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.
- A student-driven Voter Registration Drive results in nearly every Senior registered to vote.

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.

### Course Offerings

#### Grade 9

**World History 1 and 2, Pre-Advanced Placement** - This course is geared towards preparing students to take the AP World exam. In AP World History students investigate significant events, individuals, developments, and processes in historical periods. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Areas of study include: Technological and Environmental Transformations (to c. 600 BCE); Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE), and Regional and Transregional Interactions (c. 600 CE to c. 1450).

#### Grade 10

**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) This is a college level course that is offered to sophomores with a demonstrated interest in World History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences. AP World History will develop your greater understanding of the evolution of global processes and contacts in different types of human societies. Areas of study include Global Interactions (c. 1450 to c. 1750); Industrialization and Global Integration (c. 1750 to c. 1900); Accelerating Global Change and Realignments (c. 1900 to the Present). You must commit to completing the entire year and taking the AP exam as well as the Global Regents exam.

#### 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 commit to completing the entire year and taking the AP exam as well as the US History and Government Regents Exam. Both the volume and level of work dictates that students' attendance be as perfect as possible.

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

## ACADEMIC DEPARTMENTS

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### 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** - The key goal of AP Comparative Government and Politics is to challenge students in a semester college-level course focused on preparing them for the culminating AP exam at the end of the year. It is expected that students choosing to enroll in AP Comparative Government and Politics will sit for the Exam at the end of the year. Students enrolled in Comparative Government and Politics will achieve an increased understanding of American government, key international political systems, and economics and global trade. This is a semester course paired with Economics 1 Honors.

**Government and Politics; United States, Advance Placement** - AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

### 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 emphasized. 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.

Single-Period Core
Basic Printmaking & Basic Ceramics
Art History
Art History, Advanced Placement

Double-Period Core
Studio Practice 1 - Basic Drawing
Studio Practice 2 - Basic Painting in Water-Based Media
Studio Practice 3 - Basic Graphic Design
Studio Practice 4 - Basic Painting - Oils and Acrylic

Single-Period Electives
Anatomy & Pen and Ink
Anatomy & Realistic Drawing
Fashion & Illustration
Studio Art: 2D Design, Advanced Placement

Double-Period Electives
Photography 1 & 2
Sculpture 1 & 2
Advanced Painting 1 & 2
Watercolor & Advanced Painting
Interior Design & Architecture
Beginning Digital Media
Advanced Digital Media

### FAQ

**Do you offer Advanced Placement courses in art?**

Yes, we offer Advanced Placement courses 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.
- Students are provided with opportunities to purchase discounted art supply packages for all classes.

**Art History, Advanced Placement** - This is a full year, Advanced Placement course on the history of art presented chronologically from Paleolithic to the present. It is open to LaGuardia seniors from any major, who have demonstrated strong writing and vocabulary skills. Painting, sculpture and architecture will be presented in the cultural context of each period throughout history, culminating in a 3 hour AP exam in May.

This is a college-level lecture-style course. Color slides, PowerPoint presentations, and reproductions are used to illustrate class lectures. Three museum reports are required each semester. A summer museum assignment, after the junior year, is required and counts as the first quiz grade for the fall. All assignments are posted on [www.artlag.org](http://www.artlag.org).

Students engage in class discussions while developing visual literacy and vocabulary for analyzing and understanding art. This will provide students a language to discuss and write about specific time periods, styles, individual artists and trends in art. Training is provided in “note-taking” – from class lectures and from the text.

**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, Beginning** - Students will learn basic design concepts using Adobe Illustrator, Photoshop, and Flash. Students will also learn software in basic film editing, web design, product design, advertising, and presentation. Students will be introduced to school-wide advertising and design.

**Digital Media Design, Advanced** - This course is designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software, equipment and responsibilities. Topics covered in Advanced Digital Media classes include graphic design, animation, audio production, video production, and web design. Students will lead production on school-wide advertising and design.

**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.

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

## STUDIO PROGRAMS

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**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 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** - This is a double period full year art course. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is evaluated on the submission of a portfolio at the end of the year. The AP Studio Art program offered at LaGuardia consists of two portfolios – 2-D Design and 3-D Design, corresponding to common college foundation courses.

**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.

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

## STUDIO PROGRAMS

### 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 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. 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.

## 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

## 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.

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

## STUDIO PROGRAMS

### Did you know...

- 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, Hart Conservatory (University of Hartford), and University of Southern California Kaufman Conservatory.
- Our recent graduates are dancing with a variety of national and international dance companies including Alvin Ailey American Dance Theater, American Ballet Theater, New York City Ballet, Paul Taylor Dance Company, Dance Theater of Harlem, Pennsylvania Ballet, Miami City Ballet, Netherlands Dans Theater, 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 Theater (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, 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: Mia Michaels, Blakeley White-McGuire, Zvi Gotheiner, Troy Powell, William Issac, Bryan Arias, Jennifer Muller, Pedro Ruiz, HT Chen, Igal Perry, Matthew Neenan, Darrel Moultrie, Camille Brown, Cassandra Phifer, Paul Taylor, the Fosse Estate and many more.

### 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.

**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.

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

## STUDIO PROGRAMS

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

**Pointe** - This after school class is open to all dance 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.

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

## STUDIO PROGRAMS

# 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

### 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

### 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 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 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.

**Cantare Voices** - 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. Students learn vocal 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.

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

## STUDIO PROGRAMS

### 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 symphony orchestra instrument.

#### Can my child take classes in more than one studio?

Due to scheduling constraints, 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.

**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.

### 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.

### Did you know...

- The Music Department presents over 40 concerts a year.
- This year's Operetta/Musical Theatre production *The Mystery of Edwin Drood* by Rupert Holmes
- Master classes for the Symphony Orchestra were conducted by members of the London Philharmonic and the Montclair University faculty
- Senior vocal students participated in master classes with Mira Zakai and Isabelle Ganz.
- Master classes for LaGuardia's Chamber Music Class were conducted by alumni from the Metropolitan Opera Orchestra, New York Youth Symphony Chamber Music faculty, and a former member of the Excelsa Quartet.
- Piano master class was given by multiple Grammy nominee, Allison Brewster Franzetti.
- Senior Chorus has been invited to sing at choral festivals such as the Montclair State University Choral Gala Showcase and at Gotham SINGS! at Carnegie Hall. Senior Chorus has performed with renowned performers such as Hamilton's Sydney Harcourt with the American Friends of Rabin Medical Center 2017 Gala at CIPRIANI'S, Alexander Markov in his and James V. Remington's contemporary composition Rock Concerto at Carnegie Hall, Grammy Award winning composer and Latin jazz musician, Arturo O'Farrill, in the world premiere of his *A Still Small Voice* at NYC's Symphony Space, and with composer and conductor, Eric Whitacre, on several occasions in master class settings at LaGuardia High School.

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

## STUDIO PROGRAMS

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**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, 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.

**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 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.

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

## STUDIO PROGRAMS

**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, 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.

**New Music Ensemble** - New Music Ensemble is a showcase performance group. 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 song writing contests.

### **Operetta/Musical Theater Workshop 1 & 2**

The LaGuardia Operetta/Musical Theater Workshop is a year-long course of study open to 3rd and 4th year vocal majors who are selected by the music faculty. Repertoire is selected from classical operetta, Gilbert and Sullivan, and or Legit Musical Theater. The OMT Workshop performs on two Musicales and presents a staged performance every year.

**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. 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 students 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 of pianistic work and performance skills. Instructional units include transposition, scales, score reading, and solo and

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

## STUDIO PROGRAMS

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: Light Opera/Musical Theatre**

The LaGuardia Operetta/Musical Theater Pit Orchestra is devoted to exploring the orchestral repertoire of Operetta and Legit Musical Theater. The OMT Pit Orchestra performs with their sister class the OMT Workshop on two Musicales and performs with them in the main stage performance.

**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 students 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 Musicales 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 strings students. 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 students and first-year strings students 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 students 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.

**Treble 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.

**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

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

## STUDIO PROGRAMS

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, 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.

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).

### 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 their 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.

### Sample Drama Sequencing

Grade 9	
Term 1	Term 2
Acting 1	Acting 2
Theater History	Theater History
Voice and Diction 1	Voice and Diction 2
Grade 10	
Acting 3	Acting 4
Dance 1	Dance 2
Play Analysis 1	Play ad Analysis 2
Movement and Speech 1	Movement and Speech 2

Grade 11	
Acting 5	Acting 6
Dance 3	Dance 4
Career and Financial Management 1	Career and Financial Management 2
Acting on Pitch 1	Acting on Pitch 2
Theater Literature 1	Theater Literature 2
Grade 12	
Acting 7	Acting 8
Career and Financial Management 3	Career and Financial Management 4
On Camera 1	On Camera 2

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, Screen Writing, 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, Timothy Chalamet, Adrian Grenier, Edie Falco, Sarah Paulson, Michael J. Fox, Adrian Brody, Darren Criss, Christopher Durang, Tom Cavanogh, Gerald Schoenfeld, Ethan Hawke, Don Roy King, 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 Theater For a New Audience production.
- That we not only prepare you for now but also for the future: We are incredibly proud that we have had three consecutive National Young Artists winners. 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, e.g. Micaela Diamond (Babe in *The Cher Show*; *Jesus Christ Superstar Live*), Timothy Chalamet (*Call Me By Your Name*, *Lady Bird*), Ansel Elgort (*Baby Driver*, the *Divergent* series, *The Fault In Our Stars*), Emily Skeggs (*Fun Home* - Nominee 2015 Tony Award® Best Performance by an Actress in a Featured Role in a Musical.) Outstanding Performance by a Cast in a Motion Picture
- Jharrel Jerome received a SAG Award for Outstanding Performance by a Cast in a Motion Picture, *Moonlight* (2016), which won Best Motion Picture of the Year. Jharrel performed as Usnavi in the La! production of *In the Heights*.

## STUDIO PROGRAMS

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### **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.

**Theater History 1 and 2** - Theater History 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 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.

**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.

**Movement and Speech 1 and 2** - 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.

### **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.

**Career and Financial Management 1 and 2** - This course introduces the student to audition preparation and the audition process for theater, film, and television. 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 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.

**Acting on Pitch 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.

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

## STUDIO PROGRAMS

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**Theater Literature 1 and 2** - Theater Literature 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.

### 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 3 and 4** - 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.

# TECHNICAL THEATER

## Sample Technical Theater Sequencing

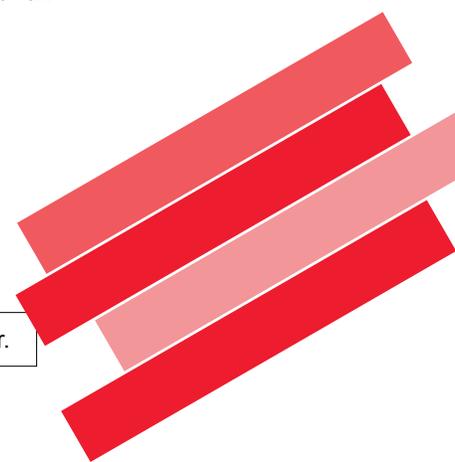
Grade 9	
Term 1	Term 2
Intro to Theater Technology	Intro to Theater Technology
Beginning Drawing	Beginning Drawing
Principles of Design	Principles of Design
Theater Production 1	Theater Production I
Grade 10	
Stagecraft	Stagecraft
Technical Drawing 1	Technical Drawing 1
Introduction to Video Production	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...

- LaGuardia Arts has the first NYS certified CTE Technical Theater program.
- You are about to enter the portal to walk with Leonardo da Vinci. Theater 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 Broadway productions. The best among you will be offered paid internships in the school or at the famed York Theater 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.

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



## STUDIO PROGRAMS

### FAQ

#### **Is the Technical Theater program a design program?**

The Technical Theater program is not primarily a design program. It is a Theater 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 Theater 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 Theater 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 Theater 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 Theater training be prepared to enter other fields of study or employment if they decide not to continue with Technical Theater?** 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

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**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

Awkwafina (Nora Lum)  
Jennifer Aniston  
Ellen Barkin  
Zazie Beetz  
Richard Benjamin  
Chastity Bono  
Julie Bovasso  
Adrien Brody  
Cara Buono  
Charles Busch  
Timothée Chalamet  
Marilyn Christ  
Thom Christopher  
Desirée Coleman  
Keith David  
Michael DeLorenzo  
Dom DeLuise  
Ansel Elgort  
Omar Epps  
Alvin Epstein  
Sarah Michelle Gellar  
Cliff Gorman  
Adrian Grenier  
Anna Maria Horsford  
Jarelle Jerome  
Zohra Lampert  
Dawnn Lewis  
Hal Linden  
Priscilla Lopez  
Janet Margolin  
James Moody  
Claudette Nevins  
Keith Nobbs  
Ana Ortiz  
Al Pacino  
Sarah Paulson  
Elizabeth Peña  
Brock Peters  
Suzanne Pleshette  
Ving Rhames  
Tony Roberts  
Amy Ryan  
Jennifer Salt  
Helen Slater  
Wesley Snipes  
Susan Strasberg  
Arthur Taxier  
Glynn Turman  
Michael Vita  
Jessica Walter  
Leslie Ann Warren  
Billy Dee Williams

## ARCHITECTS

Charles Gwathmey  
Robert Siegel

## ARTISTS

Amy Adler  
James Bama  
Whitney Bender  
Al Blaustein  
William Blechman  
Charles Bragg  
Ronald Burns  
Robert Conal  
Harvey Dinnerstein  
Byron Dobell  
Seymour Drumlevitch  
Will Elder  
Edwin Fisher  
Audrey Flack  
Mary Frank  
Elias Friedensohn  
Laurence Gartel  
Milton Glaser  
Barbara Grossman  
Al Jaffee  
Matt Kahn  
Wolf Kahn  
Allan Kaprow  
Julius Kirschenbaum  
Harvey Kurtzman  
Julian LaVerdiere  
Donna Levinstone  
Whitfield Lovell  
George Lois  
Emily Mason  
Frank Mason  
Alfonse Normandia  
Reginald Pollack  
Barbara Henkin Rothenberg  
Erika Rothenberg  
Daniel Bennett Schwartz  
Judith Shahn  
Aaron Shikler  
Burton Silverman  
Ann Sperry  
Beth Ames Swartz  
Pat Travigno  
Larry Walker  
Fred Wilson  
Jerome Witkin

## ARTIST MANAGERS

Shelly Berger  
Sid Garris  
Sheldon Soffer

## ARTS ADMINISTRATORS

Arthur Drexler  
Cora Cabot Geister  
Daniel Windham

## CLASSICAL MUSICIANS

Sanford Allen  
Carol Stein Amado  
Cecelia Arzewski  
Jerome Ashby  
Ik-Hwan Bae  
Isidore Cohen  
Kenneth Cooper  
Daniel Domb  
Stanley Drucker  
Eugene Drucker  
Bruce Dukov  
Roy Eaton  
Timothy Eddy  
Phillip Fath  
Bela Fleck  
Bernard Garfield  
Sol Greitzer  
Lesley Heller  
Marian Heller  
Leonard Hindell  
Allen Iglitzen  
Elayne Jones  
Stephen Kates  
Robert Kopelson  
David Krakauer  
Kim Laskowski  
Sung-Ju Lee  
Carol Lieberman  
Steven Lubin  
Barbara Stein Mallow  
Daniel Matsukawa  
Tiberio Nascimento  
Murray Panitz  
Murray Perahia  
Basil Reeve  
Samuel Rhodes  
Joshua Rifkin  
Ronald Roseman  
Henry Schuman  
Bernard Shapiro  
Joel Smirnoff  
Marcus Thompson  
Andor Toth  
Roland Vamos  
Allan Vogel  
Arthur Weisberg  
Warren Wilson  
Pinchas Zukerman

## CLASSICAL SINGERS

Priscilla Baskerville  
Patricia Brooks  
Jennifer Chase  
Gloria Davy  
Rodrick Dixon  
Susan Gregory  
Reri Grist  
Indira Mahajan

Esther Hinds  
Rhea Jackson  
Catherine Malfitano  
Laquita Mitchell  
Julia Migenes  
Jan Opalach  
Theresa Santiago

## COMPOSERS

Alvin Brehm  
Martin Bresnick  
Cy Coleman  
Raphael Crystal  
Robert Dick  
Morton Feldman  
Charles Fox  
Gerald Fried  
Joel Hirschhorn  
Michael Kamen  
Edward Kleban  
Meyer Kupferman  
Ezra Laderman  
Paul Lansky  
Ben Lanzarone  
Mitch Leigh  
Coleridge-Taylor Perkinson  
Seymour Shifrin  
Charles Smalls  
Jonathan Tunick  
James Yannatos

## CONDUCTORS

Leon Botstein  
James Conlon  
Paul Lustig Dunkel  
Leslie Dunner  
James Gaffigan  
Stephen Gunzenhauser  
Eve Queler  
Andrew Schenck  
Gerard Schwarz  
Stanley Silver  
Jonathan Strasser  
David Zinman

## DANCERS, CHOREOGRAPHERS

Olivia Bowman  
Camile Brown  
Jacquelyn Buglisi  
Gregg Burge  
Linda Caceres Sims  
Cora Cahan  
Michael Callen  
Christopher Chadman  
Raquelle Chavis  
Gary Chryst  
Starr Danias

# NOTABLE ALUMNI, CONT.

Ruth Davidson  
Altovise Gore Davis  
George De La Pena  
Tamas Detrich  
Dennis Diamond  
Mathew Diamond  
Jean Emile  
Louis Falco  
Eliot Feld  
Lorraine Fields  
Miguel Godreau  
Krystal Hall  
Kevin Jeff  
Shaun Jones  
Mari Kajiwara  
Minou Lallemand  
Baayork Lee  
Bill Louther  
Bruce Marks  
Leonard Meek  
Arthur Mitchell  
Tony Mordente  
Scott Morrow  
Darrell Moutrie  
Eleo Pomare  
Michael Peters  
Troy O'Neil Powell  
Coco Ramirez  
Desmond Richardson  
Jonathan Riseling  
Jaime Rogers  
Brunilda Ruiz  
Lolita San Miquel  
Eddie J. Shellman  
Dwana Smallwood  
Kim Stroud  
Nasha Thomas-Schmidt  
Edward Villella  
Norman Walker  
Dudley Williams

## DESIGNERS

Anne Crimmins  
Isaac Mizrahi

## DIRECTORS, WRITERS

Robert Brustein  
James Burrows  
Martin Charnin  
Matthew Diamond  
Herb Gardner  
Peter Hyams  
Erica Jong  
Michael Kahn

Jonathan Lethem  
Lonny Price  
Esmeralda Santiago  
Susan Schulman  
Charles Van Doren  
Art Wolff

## ENTERTAINERS

Brenda Braxton  
Northern Calloway  
Diahann Carroll  
Eagle-Eye Cherry  
Victor Trent Cook  
Lisa Fischer  
Ben Harney  
Janice Ian  
Jackeé Harry  
Eartha Kitt  
Shari Lewis  
Melissa Manchester  
Liza Minnelli  
Peter Nero  
Laura Nyro  
Freddie Prinze  
Paul Stanley  
Elly Stone  
Suzanne Vega  
Ben Vereen  
Eric Weissberg  
Peter Yarrow

## JAZZ MUSICIANS

Nat Adderly, Jr.  
Walter Blanding  
Don Byron  
George Cabels  
Sterling Campbell  
Lenny Castro  
Bill Charlap  
Ray Chew  
Billy Cobham  
Eddie Daniels  
Malcolm Dobbs  
Charlie Drayton  
Kenny Drew  
Sue Evans  
Eliot Finkel  
Sharon Freeman  
Dave Glasser  
Bernie Glow  
Eddie Gomez  
Andy & Jerry Gonzalez  
Steve Gordon  
Omar Hakim  
Chuck Israels

Steve Jordan  
Parker Kelly  
Michael & Carolyn Leonhart  
Jason Lindner  
Tess Marsalis  
Marcus Miller  
Charnett Moffett  
Frank Owens  
Jimmy Owens  
Noel Pointer  
Shorty Rogers  
Steven Scott  
Jeremy Steig  
Dave Valentin  
Kenny Washington  
Buddy Williams  
Larry Willis  
Bernard Wright

## LYRICISTS

Carole Bayer Sager  
Marilyn Bergman

## MEDIA

Margot Adler  
Andrew Barnes  
Robert Baskin  
Max Frankel  
June LeBell  
Les Marshak  
Bess Myerson  
Anna Perez  
Marcus Raskin  
Susan Levitt Stamberg

## PHOTOGRAPHERS

Beth Bergman  
Neal Slavin

## PRODUCERS

Steven Bochco  
Sean Daniel  
Robert Ellison  
Robert Greenwald  
Lynne Littman  
Stuart Ostrow  
Michael Pressman  
Freyda Rothstein  
David Simon  
Frank Von Zerneck



## LAGUARDIA ARTS

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Dr. Mars, Principal

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